



Future of Online Language Education in Dutch and Czech Universities

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Abstract

The present study aimed to investigate how university language lecturers and students experienced the transition to synchronous online language learning caused by Covid-19 and what their perceptions are for future implementation of online language learning. Four Czech universities and four Dutch universities were investigated in this study. Eight lecturers participated in a semi-structured interview. Moreover, 46 further lecturers and 228 students from the same universities filled out a questionnaire about their experience with teaching and learning languages online. Data from the lecturers and students separately were statistically tested to show significant differences between the two countries. The results revealed that lecturers and students are in favour of education becoming more flexible and there are possibilities for implementing blended learning in future university education. Technology and a stable internet connection are important for both lecturers and students in the online language learning context. Lecturers and Czech students reported having a stable internet connection and sufficient devices, but the Dutch students reported having issues with the internet which discourage them from following online language lessons. Neither students nor lecturers reported only negative experiences with the transition to online synchronous language learning, but both groups prefer for education to take place in physical classroom at least partly because of factors which are important in language learning, such as interaction, motivation, focus and stress.

Keywords: Online learning, online language learning, synchronous learning, Covid-19, blended learning

1 Introduction

The year 2020 was marked by the Covid-19 pandemic, which has influenced the lives of many people. One of the areas significantly affected by this outbreak was education. As a result of the health measures taken all over the world, teachers were forced to switch from traditional classroom-based teaching to online teaching, with which most of them had no previous experience (Cheung, 2021). This sudden transition, therefore, achieved something that would not be possible to achieve that quickly in a normal situation, because changes to educational system are usually subject to many rules and regulations (Strielkowski, 2020). Gacs et al. (2020) state that this rapid and forced switch to online education with the aim of maintaining continuity in education cannot be compared to traditional online education, which is planned and has been shown to have effective learning results. This emergency transition has been particularly challenging for lecturers who have no previous experience with online teaching, due to the use of electronic devices, possible technical issues and teaching in a different mode that involves designing activities adapted to the online environment as well as using different teaching approaches (Bailey & Lee, 2020; Subekti, 2021). Gacs et al. (2020) refer to such sudden and forced online courses as “triaged courses” (p. 382).

These days it is possible to do a lot online. Many people have been working or studying remotely or meeting people online. Given that the sudden switch to online language learning appears to be quite effective in some cases, it is intriguing whether online learning might become more popular and more widely used in the future. Cheung (2021) argues that even after the Covid-19 restrictions have been lifted, online language teaching will remain in many educational institutions, stating that it will probably become “the new normal” (p. 5). This thesis will be focused on the future of language teaching in universities. Language studies are mostly part of the faculty of humanities and social sciences, which, according to Adedoyin and Soykan (2020), are best suited to online teaching. In particular, this thesis will zoom in on student and teacher perceptions regarding the future of online language learning and its effectiveness, based on their experiences during the pandemic.

Since the outbreak of Covid-19, there have been studies which studied online synchronous language learning from the lecturer and student point of view. For example, Coman et al. (2020) investigated the experiences with online learning during Covid-19 of 762 students from various study programmes of two Romanian universities. Another study published during the Covid-19 crisis was done by Bailey and Lee (2020). They focused on online language teaching with the help of Computer Assisted Language Learning (CALL) and, particularly, they investigated expectations of 43 EFL university teachers of teaching in an online environment in South Korea. Al-Mohair and Alwahaishi (2020) investigated 47 university students' experiences with the sudden transition to online education in Saudi Arabia. One of the recurring points seems to be that successful implementation of synchronous online language teaching is very much dependent on the local context. Therefore, the results of the studies previously conducted cannot be generalised to situation in other countries.

This thesis will compare the sudden switch to online education in two European countries, namely the Czech Republic and the Netherlands. The educational sector in both countries has been similarly affected by Covid-19. On March 11, 2020, the Czech Ministry of Health decided on emergency measures due to the quick spread of Covid-19, including the closure of higher education. The same situation arose at the beginning of the new academic year. On October 12, 2020, the Ministry of Health decided to close Czech universities for reasons of public health protection (Ministerstvo školství, mládeže a tělovýchovy, 2020; Ministerstvo Zdravotnictví České Republiky, 2020). The same measures regarding the closure of universities and their transition to online education were taken in the Netherlands on March 12, 2020. With the start of the new academic year 2020/2021 students could attend classes on campus under special restrictions. However, most Dutch universities decided to teach online or in a hybrid form so that some students can attend classes on campus and others can attend them online. On December 16, 2020, Dutch universities again switched to fully online teaching (Government of the Netherlands, 2020; Vereniging van Universiteiten, 2020).

These two countries are worth exploring in terms of university online education experiences, as they are both European countries but differ with regards to the educational systems. The higher

education in the Netherlands is fee-based, but tuition fees in the Czech Republic apply only to private universities, university programmes offered in a foreign language and students who extend the standard period of study, which is up to 26 years old. The Dutch tuition fees cause students to be more stressed, because they are able to take a student loan, which forces them to finish the education on time, otherwise the study gets costly (Vox, n.d.). Also, some language courses tend to be optional and not essential for the study programmes in the Czech universities, as students can choose them to receive a sufficient number of study credits, while some language courses in the Dutch universities tend to be compulsory subjects of the study programmes. Another difference that might affect the results is access to the internet. In 2019, 97.2% of Czech households with children had an internet connection, compared to 99.8% of Dutch households with an internet connection. Although the difference in percentages may seem small, the Czech Republic is among the groups of countries whose household internet use is below the European average, which stands at 98.2%, while in the Netherlands almost all households have internet access (Český statistický úřad, 2020). Also, the speed of the internet connection is an important factor when using the internet for online education. In a survey of broadband speeds in 221 countries around the world, the Netherlands was at 11th place in 2020, while the Czech Republic had a slower internet connection, appearing in 57th position (Cablo.co.uk, n.d.). These data suggest that not only are there fewer Czech households with internet access, but the internet connection is also slower in the Czech Republic, which may limit both students and lecturers from participating in online lessons or the speed of the internet may affect the quality of online teaching.

Against this background, this thesis will compare the transition to online language teaching in the Czech Republic and the Netherlands and aim to answer the following research questions:

RQ1: To what extent can online language teaching be implemented in Dutch and Czech universities in the longer term?

RQ2: How can the effectiveness of synchronous online language teaching be enhanced?

This thesis is structured as follows. Since online learning is a broad concept, chapter 2 will, first, zoom in on online learning in general and factors influencing online learning. Then, online language learning and the different types of online language learning will be discussed in more detail. Computer-assisted language learning (CALL) will be considered, followed by a section on synchronous online language learning which is the focus of the present study. Chapter 3 will describe the methodology that was used in order to provide insight into how the research questions were answered. This section will be followed by the results section, in which qualitative and quantitative data will be presented separately. These data will further be discussed in chapter 4 and compared with the results of previous studies that are available. Finally, the main findings of the thesis will be summarised and the implications of this study and suggestions for a future study will be drawn in chapter 5.

2 Literature Background

2.1 Online Learning

The education sector is constantly changing and developing due to the advent of new information technologies, which have brought many new ways of teaching. Oproiu (2015) did a survey study with 52 students from the University of Bucharest with different majors. This study investigated the use of Moodle, which is an online learning platform, and its use in learning from the students' perspective. The results show that almost half of the students did not use Moodle for learning and only a small number of students used this learning platform on a daily basis. However, the majority of students showed rather positive attitudes towards Moodle, stating that it is a useful platform as it enhances learning efficiency. The students suggested that there is a need for teachers to take more interest in online learning opportunities and start implementing them in their teaching as it increases student motivation and learning effectiveness. These results, therefore, show that a few years ago, students were not taking full advantage of all possibilities offered by the online learning platforms used by the university. However, due to Covid-19, lecturers have been pushed to explore and begin to utilise all

types of learning technologies that will most likely be beneficial for further educational development (Bailey & Lee, 2020).

Computer-based learning dates back to the second half of the 20th century, when this form of teaching began to flourish. In 1960, prior to the development of the internet later in the 1960s, the University of Illinois was the first institution that allowed for online learning with the help of intranet systems. These systems made it possible for students to get access to learning materials and watch pre-recorded lectures. Throughout the years, universities have offered various distance-learning courses with the help of telecommunications technology, such as telephones, televisions or radios (Ferret, 2019). After the successful implementation of computer systems and the internet, the first opportunity to study a complete university programme online was offered at the Nova Southeastern University in the 1980s (Adedoyin & Soykan, 2020). The first online synchronous learning as we know it today, consisting of online classes and allowing students to participate, was offered in 1994. Since then, online learning has been improving with the development of various online learning systems and online tools that enable online meetings. These systems allow teachers to create online classes that are as close as possible to traditional classroom-based education (Ferrer, 2019). Nowadays online learning is defined as learning that takes place using the internet and electronic devices such as laptops or smartphones. It is also referred to as distance learning because each student is learning from a different location (Adedoyin & Soykan, 2020).

Online learning as we know it nowadays was popular even prior to Covid-19 (Sharma & Westbrook, 2016), though it has become widely applied because of the outbreak of the pandemic. It encompasses various approaches. One approach is so-called blended learning, which consists of both online and face-to-face (f2f) teaching, supporting student autonomy because students are required to use various online resources, such as reading and discussion forums. Blended learning may often be confused with the term hybrid learning. Although some authors use these terms interchangeably, in this paper, the term hybrid learning refers to learning which takes place in two different modes at the same time. A lecturer teaches in a classroom for the students who are present and at the same time

there are also students online, who can watch and participate online (Steele, 2021). Another teaching method which makes use of both f2f and online study is flipped learning. This learning approach requires self-study prior to the f2f lesson with the help of various videos, presentations, reading materials or podcasts provided by the lecturers (Sharma & Westbrook, 2016). During the f2f classes, students get the possibility to practise and deepen their knowledge of subject matter they have already studied on their own (Singh et al., 2020). Fully online learning can be synchronous or asynchronous. A synchronous lesson is one that is organized online at a specific time through various meeting tools such as Zoom, Google Meet or Blackboard Collaborate. This form of learning is intended to replace traditional f2f learning that takes place in a classroom, as the meeting tools allow instructors and students to meet in an online environment just as they would in a classroom. However, one can argue that it is not completely identical, because there are things that cannot be compensated in the online learning environment, such as body language or physical contact (Gacs et al., 2020). On the other hand, asynchronous learning is more flexible because it is not organized at specific times so students can participate in forums or online learning activities when it suits them. Asynchronous online learning is usually supported by a Learning Management System (LMS) such as Moodle, Blackboard, Brightspace or Google Classroom. These software help instructors to create, manage and conduct online courses (Gacs et al., 2020; Ouadoud et al., 2017; Plaisance, 2018, as cited in Subekti, 2021).

2.1.1 Factors Relevant to Online Teaching

2.1.1.1 Student Independence. In the online environment students are generally more independent because they have to do a lot of tasks on their own, which increases their autonomy (Kessler, 2017). Nycz and Cohen (2007) discuss the notion of e-learning, arguing that it supports student independence, because in the classroom setting students usually receive information from lecturers, but in the online environment, students are often-times encouraged to use other sources to find out new information on their own. Tichavsky et al. (2015) investigated the role of motivation in online and f2f teaching by comparing results of two groups of students, a group that followed online courses ($n=370$) and a group that attended f2f lessons ($n=360$). They found that students are more

likely to miss a due date because the lecturers do not remind them about deadlines in the online environment as often as they would have done in the f2f classes. However, in this study, the researchers investigated online learning which is asynchronous and therefore there is neither f2f nor online meetings taking place. One can argue that in case of synchronous online learning, students can be reminded of a due date in the same way as they would have been in the classroom, because students usually meet with their lecturers but online.

2.1.1.2 Teacher/student-centred. Researchers agree that traditional teaching is more teacher-centred as opposed to online learning, which tends to be more learner-centred. They explain this argument stating that the use of technology is in favour of focusing teaching on students in a way that students are more supported to collaborate on tasks and discuss (Coman et al., 2020; Kessler, 2017; Nycz & Cohen, 2007). However, Coman et al. (2020) found that online lessons in two Romanian universities were more teacher-centred compared with classroom-based lessons, which they explain by the fact that lecturers lack the ability to apply other teaching approaches than they would normally apply when teaching in a classroom. They also found that when lecturers tried to focus the teaching on learners, students were not always able to deal with it because of the need to do many tasks on their own, which also resulted in students having more responsibilities. This appears to be problematic because the students were not used to this learning style. Therefore, the online environment is expected to be more learner-centred, forcing students to become more independent. All in all, student-centredness is very much dependent on both lecturers' ability to teach online and students' ability to work on their own. Some students' inability causes negative attitudes towards the learning environment.

2.1.1.3 Course design. Research has shown that online language teaching cannot be successful if the lecturers teach in the same way as they would do in the classroom. This was supported by a study that investigated online learning of English in Spain through the analysis of 282 lesson plans. The researchers highlighted the importance of activities in the online environment which stimulate students' engagement, such as roleplays or discussions (Darmawansah & Indartono, 2019). This was

also supported in by a study by Coman et al. (2020), in which they found that lecturers in Romanian universities used various online tools when teaching online, because it makes the online courses more attractive for the students. However, when using online tools, it is important to clearly communicate what lecturers expect from the students to do, because this was shown to be often times problematic. It was also mentioned that when the online course as a whole is not well organised, it may confuse the learners and result in negative learning outcomes of the students.

2.1.1.4 Motivation. Tichavsky et al. (2015) found that it is difficult for students to stay motivated online, because there are no other people who motivate them and students find it difficult to motivate themselves. Having to come to a classroom motivates them to be prepared for lessons, make assignments and focus, because they feel that they are being watched by the lecturer and other classmates. Also, Kessler (2017) states that student motivation is enhanced by collaboration with their peers during lessons and when working together on an assignment. Motivation can, however, decrease in the online learning environment, because it is dependent on technology use. Since many lecturers lack the skills to teach online, they may not be able to make the most of technology for online education. Another study shows (Coman et al., 2020) that it is not only the technical skills of the lecturers that matter, but also poor internet connection and students' technical skills, because they may not be competent to learn with the help of technologies.

2.1.1.5 Accessibility. Many people may think that online learning is more efficient than classroom-based learning, because students can follow their lessons from home and teachers can teach from home. However, there is an important factor which needs to be taken into consideration and that is the environment in which the lecturers or students live. Coman et al. (2020) reported students having an inadequate learning environment, because they were often disturbed by their family or noise made by other people. This was also supported by a study conducted by Aguilera-Hermida (2020), in which she investigated university students' experience with the transition to online learning caused by Covid-19, using a questionnaire in which she focused on variables such as attitude, motivation, online activities and emotions. In total, 270 students, mostly of Caucasian or Asian origin,

participated in her study. The outcomes of her study show that when teaching online, it is important to take into consideration that not every student has his or her own room in a house, thus they do not have a quiet study place in which they can follow online lessons. Some students also need to take care of siblings at the same time. Moreover, the economic situation of a family, the use of devices that students have access to as well as a sufficient internet connection are other factors that can negatively influence the accessibility of online lessons (Adedoyin & Soykan, 2020). The online learning environment is beneficial, however, in the sense that it facilitates access to courses which are not so popular among learners. For instance, languages such as Punjabi or Farsi may benefit from the availability of online teaching, because the courses may reach a larger number of students in the online environment (Blake et al., 2008).

2.1.1.6 Health. In the online learning environment, students may feel isolated, which influences their mental health, particularly in situations where there is no physical contact with classmates and lecturers. Another point related to health is stress, which may increase in the online environment when students suddenly have to study on their own, but they were not used to this before (Coman et al., 2020). Students and lecturers can also suffer mentally due to the overload of emails they receive in the online teaching environment (Adedoyin & Soykan, 2020).

2.1.1.7 Interaction. Jabeen and Thomas (2015) investigated how effective online language learning is. In their study, online language learning means that students learn on their own with the materials provided online by their lecturers. The researchers explored this with the help of questionnaires and interviews in the United Arab Emirates. The results show that students responded positively to using emails and discussions, because these tools allow interaction. Students mentioned that if they have to study on their own, they have problems staying focused. Therefore, they prefer having more interaction with their classmates, because it increases the efficiency of their learning process. Kessler (2017) suggested that student interaction is supported in the online environment when students interact with each other, for instance, when students collaborate on a writing task. This is not only beneficial because students interact, but also because they can improve their writing skills

with the help of their peers. Furthermore, students in a study by Coman et al. (2020) missed interaction with teachers in the online environment, which the researchers argue is caused by the teacher's lack of abilities to work in the online environment and the will to adapt to the online environment. In their study they found that the two Romanian universities under investigation not always supported online learning by offering online synchronous lessons, which seems to be very important for students, because it allows for interaction between teachers and students. Also, lecturers did not adapt the courses to the online environment, because they lacked the knowledge to do it. Interaction was shown to be an important factor for students in a study by Tichavsky et al. (2015) as well. In their study, students indicated a clear preference for f2f teaching because of the lack of interaction, especially with lecturers.

2.1.1.8 Focus. Students in studies by Tichavsky et al. (2015) and Coman et al. (2020) indicated that it is more difficult to stay focused in the online learning environment, which also makes it more difficult to learn, because there are no lecturers who are watching them. Due to the fact that teachers are not skilled in working in the online environment, they do not know the best ways to implement various online tools in their lessons to keep students focused. The problem of staying focused in the online learning environment was also found in a study by Jabeen and Thomas (2015). They noticed that students need to be supported to work with other students in the online environment, otherwise students have difficulties to stay focused. This is also critical for students' learning outcomes, because if students are not focused, their learning outcomes are lower.

2.1.1.9 Participation. Although the online teaching environment may seem to be more anonymous, Coman et al. (2020) stresses that even students who are usually active learners find it more difficult to participate in online lessons, answer questions or write something in the chat, because they think that they are more visible in the online environment. Nevertheless, low participation can also be influenced by technical issues, such as problems with the microphone, or internet connection issues. Therefore, they may restrict students from participating in online lessons and submitting tasks on time.

2.2 Online Language Learning

The factors discussed with regard to online learning in general, such as motivation (Tichavsky et al., 2015), interaction (Coman et al., 2020) and focus (Jabeen & Thomas, 2015), apply to online language learning in equal measure (e.g. Gacs et al., 2020), but there are some additional considerations.

Previous research has shown that some language courses are easier to teach in an online environment than others, depending on the focus of the course. Bailey and Lee (2020) mentioned that lessons that focus on productive skills, such as conversation, pronunciation and writing, are more difficult to conduct in an online environment because of the lack of opportunity for immediate feedback as the lecturers are not able to interact with the students in the same way they would have done in a classroom. However, one does not have to agree with their opinion. It might seem to be easier to write a feedback on a writing task which is done online than on a paper, because lecturers have more place to write. Students may also get a valuable feedback from their classmates. For instance, Kessler (2017) argued that since students are supported to work collaboratively in the online environment, they can improve their writing skills through working on a writing task with their peers.

Sometimes teachers are more creative in the online environment when teaching languages because they want to keep students' attention, so they prepare online fun activities, such as quizzes, or support learning with more authentic resources, such as YouTube videos (Bailey & Lee, 2020). Nevertheless, to achieve such a successful online language learning environment, lecturers need to receive training on how to implement modern technology in online language courses (Singh et al., 2020). Moreover, teachers should be encouraged to keep up with technological developments to be able to use modern methods in online language learning. Making use of various language learning applications during language courses leads to higher student engagement, which results in better learning outcomes.

Students have been encouraged to use a variety of online language learning tools, which have been shown to have a positive effect on students' learning efficiency, as it was argued in a case study by Singh et al. (2020). Their study investigated eight secondary-school English teachers in Malaysia,

looking into their teaching strategies during Covid-19. Their results suggest that the use of the internet and various technologies are salient for successful and efficient online language learning. Also, they consider it important that ministries of education, schools and language teachers all over the world support modernisation of online language education.

2.2.1 Computer-Assisted Language Learning (CALL)

Since its implementation in 1960s, CALL has undergone a lot of changes due to the ongoing development of modern technologies (Bailey & Lee, 2020). CALL can be described as a language learning approach that leads to the acquisition of language skills by students using technology in different areas, such as reading, speaking, listening and writing (Beatty, 2013).

CALL development can be divided into three phases. The first phase is so-called behaviouristic CALL, which lasted from its implementation to the 1970s. In this phase, the computer was used to drill language knowledge focused on vocabulary and grammar. This was very beneficial for language learners, because they could individually practice a language whenever needed and however many times they wanted. The second phase was between the 1970s and 1980s. This phase is referred to as communicative CALL, because it focused on the development of communicative skills via conversations or written assignments. In this period computer programmes which checked for correct spelling and grammar were developed. Also, software for corpus linguistics was developed at this time. The last CALL period is so-called integrative CALL. The most significant development in this period is the World Wide Web (WWW) which allowed people to share and communicate whatever they want via the internet (Tafazoli & Golshan, 2014). Nowadays, CALL consists of various platforms and different kinds of software which stimulate language learning, including language blogs, quizzes or language learning applications, such as Duolingo (Lin & Warschauer, 2015; Singh et al., 2020).

CALL has been a very useful contribution to online language learning as it promotes learner autonomy, mainly because students learn the language independently, without the help of a teacher. CALL software can monitor learners' development and stimulate them to follow their own language learning path. However, CALL software can also limit students' further development, because it has

a set programme for language learning, which learners need to follow, and these paths are not very flexible (Beatty, 2013).

As argued by Lin and Warschauer (2015) CALL tools have become very popular, because learners notice their language improvements while learning. For instance, Duolingo, which can be accessed by smartphone or any computer device, has been shown to have similar language learning results as attending one semester of a university Spanish language course if learners spend around 34 hours learning a target language on this application (Lin & Warschauer, 2015).

2.2.2 Online Synchronous Language Learning During Covid-19

The opportunities afforded by asynchronous CALL tools do not apply to the online language learning that was applied during Covid-19. However, for longer-term implementations, CALL may also start playing a role in tandem with online synchronous language learning. Below, studies that have been conducted on online synchronous language learning during Covid-19 will be presented.

Sari (2020) focused on students' engagement, roles and factors influencing students' engagement and activity during online learning caused by Covid-19. The author explored this with the help of an online questionnaire that was filled in by 165 bachelor students who followed a course on academic reading. The main findings were that students' main activities were to familiarize themselves with the materials of the course, follow the lessons and videos in which the materials are explained and create lecture notes for themselves. Students can also participate in discussions with students and lecturers via a forum or chats. Being an active learner is an important factor in online learning, according to the author. One can find out whether a student is an active learner by observing his or her participation during the lesson, which is not always observable in the online environment, but also by watching his or her activity in forums and other activities which are part of the lessons. This means that the students are actively engaging and help each other with learning, because students can express themselves and search for extra information on the internet, which helps their own development of language knowledge. Furthermore, student participation can be influenced by the workload of the course and the tasks that students are required to do. Other factors negatively

influencing student engagement were their internet connection and the use of technology, which might not be good for all students and, thus, restrict them from actively participating in the lessons.

Gacs et al. (2020) compared online language teaching, which is planned and has a long-term usability, to the sudden switch to online education due to Covid-19. The purpose of their paper was to offer some guidance for language teachers in case this situation would occur again. According to them, there is a need for students to have the possibility to talk, interact and discuss during the online language classes because of the importance of developing communicative skills. Another point is having well-organised online courses so that students know where they can find the important files and what they have to do. For instance, it is useful if lecturers create an instructional video or upload a document with important steps. Moreover, interaction should be supported during online synchronous lessons and various tools should be included in online education, for instance Padlet or FlipGrid, because they allow students to interact with each other. Finally, it was stated that teaching in an online environment is time-consuming; therefore, it is important to make a good course guide, which indicates clearly, for instance, when lecturers are able to respond to correspondence and which assignments are important for feedback.

MacIntyre et al. (2020) focused on the role of stress and how language lecturers dealt with it during the sudden switch to online education due to Covid-19. They state that it is not just the online teaching, but also the pandemic itself, which caused stress, for instance, because of fear for ones' health or working from home while taking care of children. Since many lecturers had no previous experience with online teaching, they did not know how to deal with technology during the sudden switch, which increased their stress level. After they investigated 634 language teachers from all over the world with the help of an online survey, the results showed that teachers' stress was mainly caused by their heavy workload and concerns about health of their families. In response to their question about how lecturers cope with this stress, lecturers mainly mention accepting the situation as it is, planning well and using their work and other activities as a distraction.

Bailey & Lee (2020) focused on online language teaching with the help of CALL. Their study investigated expectations of 43 native English EFL university lecturers in South Korea when teaching online. Lecturers were divided into three groups according to the number of years of experience, i.e. no experience, up to two years of experience and more than two years of experience. The lecturers filled in their survey before the online language courses started in order to investigate their expectations. The authors did not differentiate between lecturers whose courses are fully online or blended. Their results showed that the years of experience correlate with the expectations of teaching in an online environment. Experienced teachers expected to use more online activities, for instance blogs or quizzes, and communication channels, such as discussion forums or various smartphones applications, in order to enhance their online teaching. These lecturers also showed less concern with teaching online than inexperienced lecturers. Only lecturers with more than two years of experience reported low expected challenges. When they compared the expected challenges of inexperienced and highly experienced groups, the highest statistically significant results appeared for expected challenges, such as development of online lessons, the use of computer devices and learning how to work with online learning tools. Helping students to solve their technical problems was perceived as challenging by both groups, however. The highest concern, both groups agreed upon, was that students would have difficulty to attend the online classes, collaborate and stay focused.

Research on online synchronous language learning was not only conducted for tertiary education, but also for secondary education. For instance, a case study conducted by Cheung (2021) followed an English as a Second Language (ESL) teacher from Hong Kong during online language teaching caused by the outbreak of Covid-19. The research method consisted of an interview with the lecturer and observations of her lessons in the virtual meeting platform Zoom. The results revealed that the lecturer used similar teaching techniques as she would use in a classroom teaching. The lecturer explained her low integration of online learning tools by the need to follow the syllabus and a limited technological knowledge, which negatively influenced the students because she did not know how to use the breakout rooms, for instance, which lowered students' interactions. Therefore, her

ability to work with technology prevented her from supporting student interaction and providing the students with opportunities that the online environment offers. This teacher, however, never watched any instructional videos on how to use Zoom and did not participate in training on e-learning because of the lack of time. Instead, she suggested that providing teachers with a manual on how to work with online tools would have been more beneficial. Her interaction with students was very low as well, because she muted all students, therefore they did not get many possibilities to talk. For this reason, her classes were more teacher-centred. Another challenge was knowing whether students have understood what she has just told them and whether they were still listening to her.

Atmojo & Nugroho (2020) investigated the experiences of 16 EFL teachers with the sudden transition in secondary schools in Indonesia. All teachers were from different secondary schools in various Indonesian cities. They wrote a reflection about their teaching methods in the online environment during Covid-19 and five of them were selected for an in-depth semi-structured interview. It was mentioned that it is not possible to move a f2f lesson to the online environment without accommodating it to the environment. Such a switch to an online environment requires creativity of the lecturers and the ability to deal with technology. All teachers reported using a variety of online applications to strengthen their online teaching, for instance, Google Classroom to manage their lessons, WhatsApp to communicate with students and provide them with information about homework, FastStone Capture to create videos or applications in which teachers can create a quiz to check students' knowledge. During synchronous online language learning, the lecturers reported explaining to students what they learnt with the help of materials, such as presentations, videos or various worksheets, uploaded in the online learning environment. Personal feedback is important according to the lecturers, because it helps students to improve their language knowledge. One of the problems mentioned is that some students may be disadvantaged by the economic situation of their family, because they do not have a smartphone. Another problem is related to the internet. While some students live in areas where the internet connection is not stable, for instance, nearby the mountains, other students might have difficulties to purchase internet quota. The next problem found

was that students are not always able to deal with technology. Students also do not think that online teaching is as important as classroom-based teaching, because they feel more relaxed and, therefore, they do not consider it to be as important. Teachers who are unexperienced in the online environment face difficulties in creating materials for online learning and in providing students with proper feedback. Teachers mentioned that they do not know how to deal with students who are less motivated, because it is hard to engage them. There seem to be various factors which may influence students being less motivated, such as low language proficiency, poor internet connection or laziness. Due to the distance, the teacher and learners are not emotionally connected because of the low interaction and lack of physical connections. The lecturers also touched upon the topic of health, because staring at screens is damaging to people's health. Atmojo and Nugroho's (2020) research suggests that asynchronous applications, e.g. for discussions or online messaging, are good for developing language skills outside the classroom. The more interesting and interactive activities, the more students will be attracted to learn in the online environment.

3 Methodology

3.1 Research Design

The research design consisted of both qualitative and quantitative methods to ensure triangulation and thereby increase the reliability of conclusions drawn on the basis of the data. The intention was to explore the experience of moving to online language learning and to determine whether this form of teaching appeared to be effective and could be implemented in future university language teaching. As this study compared universities from two different countries, the Netherlands and the Czech Republic, it investigated to what extent the same conditions apply to universities in two different contexts.

3.2 Participants

Only Dutch and Czech public universities were selected for this study. The aim was to investigate bachelor and master language learning courses offered by faculties of arts or humanities. Due to the

lack of participants, lecturers from the faculty of pedagogy were also included. The relatively challenging times in which this study was conducted made it difficult to find participants because of the limited availability of lecturers. For this reason, different language programmes were included and the settings of the language courses were not identical. The differences were caused not only because of the different ways of responding to Covid-19, but also because of the differences between language educational systems offered in both countries. Czech universities offer students more flexibility in course selection, which means that there are compulsory subjects related to each study programme and beyond those students can select additional subjects in order to obtain the total number of study credits. Since there were few compulsory language courses in the Czech universities that were part of a study programme, philological courses were considered as well. In these courses, there is room for language acquisition, but also for more formal theoretical discussion of, for instance, syntax, lexicology and phonology. The Dutch courses are mainly just language acquisition courses.

The following Dutch universities were considered in this study: the University of Amsterdam, the University of Groningen, Radboud University and Utrecht University. The Czech universities were: Palacky University Olomouc, Masaryk University, the University of Ostrava and the University of Hradec Kralove. Both lecturers and students were investigated, so as to collect qualitative and quantitative data from two different perspectives. All teachers and students from the Netherlands were referred to as Dutch and all teachers and students from the Czech Republic were referred to as Czech, although it may not accurately refer to their nationality.

3.2.1 Lecturers

3.2.1.1 Qualitative Data. Two groups of lecturers were considered to receive various data. The first group consisted of eight participants who provided qualitative data for this study, four lecturers from Dutch and four from Czech universities. A condition for participation in this interview was to be a university language teacher who had experienced the transition from traditional classroom teaching to online synchronous language teaching. As it was suggested by Bailey and Lee (2020), in order to collect data from various contexts, it is interesting to investigate surveys with lecturers from different

universities. Therefore, it was stipulated that each lecturer participating in the present study should be from a different university rather than focusing on one university only.

The university lecturers were found on the website of their universities and contacted via email. In order to preserve the anonymity of the lecturers, only limited information were revealed and the lecturers will be referred to with pseudonyms, in this case with letters. Lecturers A, B, C and D are from Dutch universities and lecturers E, F, G and H are from Czech universities. Lecturer A is a lecturer of Russian and teaches content-based language courses for beginner up to intermediate level. Lecturer B teaches Spanish to students enrolled in a bachelor programme focused on Spanish linguistics and culture as well as language courses for other students who are interested in learning Spanish. The courses are from beginners to advanced level. Lecturer C also teaches Spanish language within a programme of Spanish language and culture. The language courses start with beginners and aim to develop language skills up to B2 level. The language courses focus on developing all language skills through various topics. Lecturer D teaches courses on Czech acquisition from beginner to intermediate level in which students learn Czech through dealing with specific topics and grammar. Lecturer E teaches courses focused on Spanish grammar, translation, lexicology and lexicography for a Spanish philology programme. Lecturer F is a lecturer of German and English and teaches courses focused on conversation, translation, grammar and academic writing. Lecturer G teaches various courses about the Russian language, such as phonetics, morphology and syntax, for the department of Slavic languages. Students taking these courses have at least elementary knowledge of Russian. Lecturer H teaches German language courses to students who want to learn the language next to their study programme. These courses are for beginners and aim to reach A2/B1 level with the help of a textbook. The lecturers reported having between 10 and 26 years of experience in language teaching.

3.2.1.2. Quantitative Data. Another group of lecturers was investigated to extent the perspective of the interviewed lecturers and be able to generalise. In total, 46 lecturers participated in a questionnaire, 19 from Dutch universities (Table 1) and 27 from Czech universities (Table 2). Some lecturers teach more languages; thus, the numbers do not add up to the total number of lecturers.

Table 1*Demographic information about lecturers from Dutch universities*

Total	<i>n</i>	Amsterdam	Groningen	Radboud	Utrecht
		3	8	3	5
Target language	German		2	1	
	Spanish			1	2
	French		1	1	1
	Italian		2		2
	Russian	1	1		
	Swedish		2		
	Czech	1			
	Polish	1			
Years of experience	Range	5-28	2-20	7-36	4-31
	Mean	16	10	24	17
	Median	15	10	30	16
Gender	Male	1	3	1	1
	Female	2	5	2	4

Table 2*Demographic information about lecturers from Czech universities*

Total	<i>n</i>	Palackeho	Masaryk	Ostrava	Hradec Kralove
		12	4	7	4
Target language	German	1			2
	Spanish	1	1	2	1
	French	3		1	1
	Italian				
	Russian			3	
	English	3			
	Dutch	2	2		
	Portuguese				
	Chinese	1			
	Japanese				
	Korean	1			
	Polish			1	
	Catalan		2		
Years of experience	Range	2-23	13-20	8-40	22-41
	Mean	12	16	20	33
	Median	12	16	15	34
Gender	Male	5		4	
	Female	7	4	3	4

The lecturers were from the same universities as the lecturers used for the interviews. Most lecturers were recruited with snowball sampling or found on the university websites. Only lecturers who

experienced the transition to online teaching due to Covid-19 were considered for this study. Therefore, data from lecturers with one year of teaching experience were not considered for further analysis.

3.2.2 Students

The second sample, which provided quantitative data, consisted of 228 university students, 72 from the Netherlands (Table 3) and 156 from the Czech Republic (Table 4), who attended or had been attending a university language course as part of their study programme.

Table 3

Demographic information about students from Dutch universities

Total	<i>n</i>	Amsterdam	Groningen	Radboud	Utrecht
		10	28	27	7
Target language	German	1	3		
	Spanish	3	2	22	2
	French	1	5	3	5
	Italian		6		
	Russian	2	9		
	Swedish	1	8		
	Czech	1			
	English	3		4	
	Dutch		3		
University year	Second	5	16	13	6
	Third	5	10	10	1
	Fourth		1	3	
	Fifth		1	1	
Gender	Male	6	8	7	2
	Female	4	20	20	5
Age	Range	19-25	19-25	18-25	19-23
	Mean	22	21	21	20
	Median	22	21	21	20
	Mode	21	20	20	20

Table 4*Demographic information about students from Czech universities*

Total	<i>n</i>	Palackeho	Masaryk	Ostrava	Hradec Kralove
		107	22	20	7
Target language	German	4		1	5
	Spanish	24	12	2	
	French	26		7	
	Italian	9	9		
	Russian	2		5	1
	English	51	1	6	6
	Dutch	2	3		
	Portuguese	12	1	1	
	Chinese	7			
	Japanese	7			
	Korean	2			
	Polish	1		1	
	Irish	1			
	Hebrew	1			
University year	Second	40	11	6	5
	Third	30	10	3	1
	Fourth	24	1	6	
	Fifth	11	4		1
	Higher	2		1	
Gender	Male	19	1	4	4
	Female	88	21	16	3
Age	Range	20-41	20-24	21-37	20-28
	Mean	23	22	24	22
	Median	22	22	23	22
	Mode	21	22	21	22

These were students at universities where the lecturers who participated in the interviews and questionnaires teach. The data about the participants were grouped according to their university. The total number of students from each university does not correspond with the total numbers of students for the target languages per university because some students reported learning more languages.

The participants were recruited via the lecturers who took part in the interviews and via various Facebook groups. A prerequisite for participation in the questionnaire was the experience of transitioning from classroom learning to synchronous online language learning due to Covid-19. This condition was mentioned at the beginning of the questionnaire as well as students were asked to state in which year of the university they are at the moment. First year university students were not

considered for further analysis. The students did not only take language courses taught by the lecturers who were interviewed or took part in the questionnaire. Because of the limited number of students enrolled in some of these programmes and low response rate, it was decided to extend the scope to include students from other language programmes at the same universities.

3.2.3 Ethics

All participants were aware that their participation in this study was entirely voluntary and anonymous. Prior to the interviews being conducted, all lecturers agreed with the interviews being recorded, transcribed and used for this thesis. It was also clearly explained that they did not have to answer certain questions if they did not want to. To preserve their anonymity, no information that could reveal their identity was presented in this thesis. For this reason, the details regarding the participants were only given in general terms for each country separately and the transcripts of the interviews were anonymised. The same applies to the participants who filled out the questionnaires. It was explicitly stated at the beginning of the student and lecturer questionnaires that their data would be used only for the purposes of this study and their participation was completely anonymous.

3.3 Instruments

3.3.1 Interviews

Semi-structured interviews with university language teachers were conducted to receive more detailed information from teaching professionals. All interviews were approximately one hour long and held online via one of the following virtual meeting platforms: Skype, Google Meet or Zoom. Each interview was recorded with the help of the virtual tool used. The interviews with the lecturers from the Dutch universities were conducted in English, because it is a common language for both the lecturers and the researcher. For the same reason, the interviews with the lecturers from the Czech universities were conducted in Czech. The Czech interviews were afterwards translated into English.

The questions of the interviews were grouped into the following categories: background information, transition to online teaching environment, course design, tools and technology, technical issues, feedback, motivation, interaction, concentration, stress, effectiveness, advantages and

disadvantages, student and teacher factors and future of online education. For the whole set of interview questions, see Appendix A for the English version and Appendix B for the Czech version.

While some of the interview questions were developed for this thesis only, the questions on online tools used for online language teaching, their usage, students' motivation and the ability to concentrate in an online environment were reproduced from an online survey by Wickramasinge (2020), which investigated the effectiveness of online teaching and learning during Covid-19 from lecturers' perspective.

3.3.2 Questionnaire

3.3.2.1 Lecturers. The teacher questionnaires were conducted with lecturers in order to broaden the scope of the study and be able to generalise. The questions were developed based on the outcomes of the interviews and according to the student questionnaire using Qualtrics software (www.qualtrics.com). They were piloted on a group of five university students and adapted accordingly. The final version consisted of the following categories: background information, transition to online education, motivation, internet and technology, technical skills and issues, interaction, course design, concentration, stress and future. Most questions were closed questions, but a few open-ended questions were added as well. Although according to Weller (2018) open-ended questions are not efficient because participants respond to them shortly or they tend not to respond to them at all, a few open-ended questions were employed so that lecturers can specify changes they did to their language courses in the online setting. These open-ended questions were not required to fill out as they asked for a further clarification of a selected answer.

These questionnaires were conducted in English for Dutch lecturers and an identical Czech version was created for Czech lecturers. The languages of the questionnaires were selected because of the language commonalities of lecturers and the researcher. The answers for the open questions were translated to English. For the full questionnaire, see Appendix C for the English version and Appendix D for the Czech version.

3.3.2.2 Students. Questionnaire data were collected to make it possible to survey as many students as possible, thereby increasing reliability. This data was collected in the form of an online questionnaire created in Qualtrics (www.qualtrics.com), consisting of a mixture of both open-ended and closed questions, which were formulated on the basis of the outcomes of the lecturers' interviews and previous studies. Wickramsinge's (2020) online survey, which investigated the students' perspective on online learning during Covid-19, served as a basis for questions regarding technology knowledge and use, effectiveness of online classes, motivation, concentration and the future possibility to have online classes even after Covid-19. Moreover, questions regarding students' satisfaction with the technology used for online teaching and evaluating teachers during online language classes were reproduced from a study conducted by Al-Mohair and Alwahaishi (2020) that investigated college students' experience with online teaching in Saudi Arabia during Covid-19. The remainder of the questions on course design, use of tools, interaction and stress were created for the purpose of this thesis. The questionnaires were pilot tested beforehand by a group of five university students.

The questionnaires for students from the Dutch universities were in English and the questionnaire for students from the Czech universities were conducted in Czech. For the full questionnaire, see Appendix E for the English version and Appendix F for the Czech version.

3.4 Data Analysis

3.4.1 Qualitative Analysis

Interviews were transcribed in a Microsoft Word document. The Czech interviews were also translated to English. See Appendix G-J for the anonymised transcripts of the Dutch lecturers and Appendix K-R for the anonymised transcripts of the Czech lecturers. The transcribed data were further coded in Microsoft Excel according to the following categories: experience with the transition from offline to online education, course design, tools and technology, technical skills, interaction, motivation, concentration, stress, effectiveness, advantages and disadvantages, factors influencing online education and future of online education.

3.4.2 Quantitative Analysis

The quantitative data were downloaded from Qualtrics and entered in Jasp (JASP Team, 2020) for statistical significance testing. All questions which were checked for statistical significance were Likert scale questions on a scale from 1 strongly disagree, to 2 disagree, 3 neither agree nor disagree, 4 agree and 5 strongly agree. There was one question in both student and teacher questionnaires which was rated on a scale from 1 very difficult, to 2 difficult, 3 normal, 4 easy and 5 very easy.

For the student questionnaire, independent samples t-test showed that the data were not normally distributed; therefore, a Mann-Whitney test was used for statistical significance between two groups for each question. The independent nominal variable was country: 1 the Netherlands and 2 the Czech Republic. Despite pilot testing, question number 6 was misinterpreted and therefore discarded from the analysis.

Although the sample with teachers' data is rather small and it was therefore not expected to find significant results, the data were statistically tested for the sake of consistency of the research methods. When statistically testing each question separately, the teacher data that were normally distributed were tested with a t-test and a non-parametric Mann-Whitney test was applied for the questions which were not normally distributed.

All data were presented in the results section in tables or in the text. The information reported were the total sample (n), descriptive statistics in the form of mean (M), mode (Mo) and standard deviation (SD), value of significance (p), W -value (W) that shows the statistics for the Mann-Whitney test in Jasp and the effect size of the Mann-Whitney test was presented with the rank biserial correlation (r). The t-test data showed the statistics with a t -value, degree of freedom (df) and the size of the t-test was shown with Cohen's d (D).

4. Results

4.1 Interviews

4.1.1 *Transition to Online Teaching*

Two lecturers expressed a positive opinion about the transition to online teaching in March 2020. Although Russian language lecturer A mentioned that she was not very confident about teaching online, she remained very open with her students, which helped her to find a way to teach and “make the best of it”. Lecturer B also mentioned that the transition of her Spanish language courses was “quite positive and relax” since she had been in favour of online teaching for many years. The remaining lecturers reported negative experiences with the transition to online learning and said that the transition was chaotic and disorganised because the universities were not prepared for it. This lack of preparedness caused the Czech language courses of lecturer D to be delayed by one week and exams were delayed by almost two months. While lecturer E, who teaches Spanish philological subjects, agreed that the transition was chaotic at her Czech university, she is also aware that the university could have been more prepared for it. Her university offers distance learning, which meant they already had some materials online. Lecturer C found the transition very draining, because teaching Spanish online is not as enjoyable and the students were not cooperating as much as they had in previous in-person classes. The lecturer reported she even “had to beg them to write something in the chat”. However, as lecturer F mentioned, the transition was a large change not only for lecturers but also for students. She said that the transition was painful and unpleasant, because most of the Czech university lecturers are older, so they are not experienced technology users. The online environment at her university did not work well, thus students were given a lot of homework, which resulted in students being overloaded. Also, lecturer H said that the online lectures in their Czech universities were not compulsory. Therefore, it was up to the lecturers whether they wanted to organise them and whether students wanted to attend them. The same situation occurred at lecturer G, who is teaching Russian philology. She considered this decision to be a mistake because students learnt less during these months.

All lecturers reported that their universities provided webinars on how to teach in an online environment, how to deal with technology, as well as new rules that apply to the online environment, such as how to deal with privacy issues or online examination. These webinars were not only offered by their universities but also by others. For example, lecturer H teaching German language courses in the Czech Republic attended webinars from Berlin, which, according to her, were more useful than webinars from her university. Lecturer A also actively attended webinars from other Dutch universities and watched YouTube videos about online teaching in her spare time. Lecturer G added that she learnt how to teach online with her colleagues as they were teaching each other in order to find out how to do it. The willingness of these lecturers to collaborate with one another led to the improvement of their online teaching skills. On the other hand, two lecturers from Dutch universities shared rather negative views about teaching online. Lecturer C was not satisfied with the support they received from the university, because the lecturers had to respond to changes immediately without support from the policy makers as they have more time to think about it. Lecturer D mentioned that lack of time prevented him from attending all webinars he would have liked to attend.

Although the transition to online teaching was not always evaluated positively in the Netherlands, the lecturers from the Czech Republic mentioned more factors that caused the transition to be problematic.

4.1.2 Course Design

While some lecturers mentioned that they did not make any changes to the course design in March 2020, because the classes were the same but on the screen and all important information that would normally be given to the students on papers were just added to the presentations, other lecturers made adjustments, such as adding more interactive activities, having clear learning objectives and encouraging student interaction by working in groups. Lecturer A commented that her online Russian language courses became more organised and transparent in the online environment, because students who cannot attend online lessons were now able to find all the information they need in the system, such as lesson materials, and some lecturers mentioned that recording classes allowed

students that missed the class to keep up with their coursework. Additionally, lecturer E mentioned that she offered more self-correction exercises for the Spanish grammar courses and her students did a lot of self-study, because she did not want them to stare at the screen all day. The self-study helped her to see how her students work, because they had to hand in the assignments and she checked them.

The development of online materials was reported being more difficult and time consuming because the materials were being designed to be interactive and more relevant to the online environment. Lecturer F explained this by saying that lecturers lack experience of working in an online environment and lecturer B added that if lecturers “are reluctant to use it, then it takes a lot of time”. Therefore, it is up to the lecturers, but lecturer H said that she is “not a superwoman”, in other words she had a difficult time managing to get everything catered to the online environment.

All lecturers changed the assessment in some way. An important issue was how to deal with cheating in the online environment. Some lecturers applied oral examinations, because there are fewer possibilities of cheating due to its f2f format. For this reason, there was no need to make changes to a course of Lecturer F that focused on conversation. Lecturer F said that lecturers have to be very good at developing test methods to be able to conduct tests online. Some lecturers said that they test students using online quizzes, such as Google forms, because it is easier and faster. According to lecturer D, this form of testing is good for larger groups but may not be as useful because even a small spelling mistake is considered a mistake. Lecturer B also does not think that multiple-choice tests are a good way of online testing, because students can share their results with other students. Rather, she applied more open-ended activities, in which students have to demonstrate their ability to use vocabulary and grammar. While lecturer C is against monitoring students with cameras during exams, lecturer D conducted the same exams as if he were in a classroom, but the students did them in Zoom with the camera on and he proctored them. However, he is aware that it is still possible for cheating to occur this way.

Some of the lecturers indicated they are more lenient in the online environment, because they take into account that it is a challenging period and better results can keep students motivated.

However, lecturer H is against this. Her assessment method remained the same, because students still receive appropriate study support and there are many opportunities to improve their German language skills with the help of the Internet.

As far as the learning group size is concerned, smaller groups are important to improve communication skills, but according to the lecturers, there is not that much difference between the number of students it is possible to accommodate online versus f2f. Ideally, there should be 10 to 20 students in a class. Lecturer E mentioned that in the beginning, she was not able to manage a group of 30 students learning Spanish philology in the online environment, but this changed with having fewer students in a learning group. Lecturer H indicated it is more difficult to engage a group of 20 students learning German online and the teaching is slower. According to lecturer D, the online environment is more effective for larger groups, especially for examinations, because teaching through the computer streamlines many teaching tasks. Additionally, lecturer C mentioned that it is important to think about the university's budget when thinking about group size. This too can have an impact on the size of learning groups.

Finally, some lecturers observed differences in the learning outcomes of the students who were taught only online and those who were taught in a classroom setting prior to the pandemic, because some groups performed worse than others. However, they do not venture to say what might have caused these differences. It could have been either the effectiveness of the online learning environment or that the new groups of students are better or worse learners.

4.1.3 Tools and Technology

In the Netherlands, the use of virtual classroom tools for conducting online lectures varied; the lecturers reported using Blackboard Collaborate, MS Teams, BrightSpace and Zoom. In the Czech universities, most lecturers mentioned using MS Teams, and one lecturer used Zoom and Big Blue Button. Lecturers agreed that these virtual tools are intuitive and easy to use. They also offer the possibility to divide students into breakout rooms, share screen and record lessons. The only disadvantage mentioned by lecturer A was that Blackboard Collaborate "is not user-friendly" as it does

not display all the students and sometimes it is slow. The ability to see only a few students was also identified as a drawback of the virtual classroom in BrightSpace.

Online applications that support the online language learning environment were used by almost all lecturers. Only lecturers C and D did not use them. Lecturer D, who teaches Czech, explained that they were restricted by lack of time to learn how to use them. Czech Lecturers E and G used them only on occasion. Their students asked them to stop using these applications, because there were many applications they had to pay attention to. Padlet and Jamboard were most frequently used applications by the lecturers. According to lecturer A, Padlet is “one of the greatest platforms” for online teaching, because lecturers can create various tasks in it. Furthermore, lecturers used Google slides, because of the possibility of collaboration. For instance, lecturer E used Google slides for tasks in her Spanish lessons focused on translation. According to lecturer F, there is no need to use many tasks for her conversation classes, but she used TedTalks and YouTube videos to discuss current topics. Some lecturers mentioned various online quizzes, which check grammar skills, such as Google Forms, Sokrativ, Mentimeter, Kahoot and Netpart. Lecturer A also mentioned a lot of other applications that she used in her Russian language courses, such as Flippity for vocabulary learning, Fortune Wheel to decide who is going to answer the question, Flipgrid, where students record videos and comment on each other, EdPuzzle for creating videos and lastly Gather Town for creating a more interactive class.

4.1.4 Technical Issues

The most common technical problem reported was poor Internet connection, which causes teaching delays, and according to lecturer A, it can be “very frustrating” when someone is trying to talk, but there is an overlap from poor connections and lag. Lecturers B and C think that using an ethernet cable is a technical must-have in order to have a stable connection to teach online. Connection issues were predominantly reported by students; however, some lecturers could not continue teaching due to loss of connection as well. Lecturer D experienced loss of the internet during an online exam when he was proctoring students who were taking a Czech written exam. Other problems mentioned by the lecturers concerned cameras and microphones. Properly functioning cameras and microphones

were essential for students participating in online classes. The lecturers tried to believe that their students did not abuse the situation when cameras and microphones were not properly functioning, but nevertheless some lecturers feared that these problems are exploited for cheating. Lecturer B said that she would expect that “students would have everything in order, but it is not the case at all”. Being aware of the possibility of a computer virus is also important in the online environment. Lecturer G experienced a situation where somebody was participating in her classroom with her name. The person used the option to raise the hand, typed something in the chat, played with the microphone and when the lecturer left and returned to the session, the person typed an English text in the public chat saying that “escape is not the solution”. This issue was solved by changing passwords. Lecturers are of the opinion that it is important not to forget that in such an environment we are dealing with technology, which is unpredictable.

Some lecturers mentioned that they are not tech-savvy, but all lecturers agreed that they can help with general technical issues, advising students to leave and return to the session, which web browsers support the session applications, and how to share their screen presentations or mute themselves. Overall, the lecturers in this study thought that students have a better understanding of working with technology and, in many cases, are better equipped to advise teachers and classmates on how to implement classes in the online environment.

4.1.5 Interaction

According to all lecturers, interaction is an important factor for university students. They observed that both students and lecturers miss interaction in the online environment. Lecturers B, E and G said that student engagement was higher in the online environment than in classroom. While lecturer E explained this by the availability of various tools, lecturer G said that it is because the lecturers are trained in how to teach online.

All lecturers gave students the opportunity to talk as much as possible during the lessons. Lecturers found it very useful that they see a list of students within the virtual meeting tool. With this feature, they saw that some students were less engaged and called their names to solicit interaction.

According to lecturer F, randomly calling out students increases student attention. Moreover, the use of breakout rooms was seen as a good way to increase interaction. Some students are usually not active in the online classroom, because it is easy to just listen, but they have to be active in the breakout rooms. It is also important that students who work together are constantly alternating. The lecturers visited the breakout rooms as well, which also increased the interaction with the lecturers. Only lecturer D did not use the breakout room option for his Czech language lessons, because the learning group was small. Thus, the students needed to actively interact the whole lesson.

Lecturer A mentioned that students had to write reflections on their study process every week. She always read them and responded to them. Czech lecturers E and F organised extra online meetings with students to communicate with each other more informally and lecturer E also mentioned how important the use of social media, such as Facebook and Instagram, is to increase interaction. However, she thinks that generally the interaction “must be awful” for first-year students. Another way to increase interaction was to encourage students to find a buddy. Lecturer A suggested students find a study buddy and the Czech university of lecturer F supports finding buddies who are in a higher year than the students.

4.1.6 Concentration

Most lecturers think that it is harder to stay concentrated in class both for lecturers and students because of family, neighbours, doorbell or pets and other various distractions. However, lecturer B thought that students are less distracted online, because generally there are fewer distractions than in the classroom, for instance, peers or cars passing by. If students use a headset, it helps them focus their listening on the session. Lecturer C also mentioned that having a noise-cancelling headset is a must for every lecturer. Both lecturer A and E mentioned that they had no problems concentrating during online classes, but lecturer E thought that going to university creates “work habits”, such as waking up in the morning and interacting with colleagues. Some lecturers learnt to accept that family could interrupt their online teaching; hence, they warned students that this could happen. On the other hand, lecturer A stated that it is unacceptable that her family could interrupt her during the

online Russian lessons. For this reason, she let her son wait outside until she finished the online class. For lecturer G it was important that she has an organised desk, washed hair and make-up, because it helped her to concentrate and realise that she needed to work.

4.1.7 Motivation

Keeping students motivated in online education was considered more difficult than in class. For this reason, lecturers reported that it was important to have interactive lessons, show that they are interested in their students and want to help them, acknowledge students when they excel in class, provide additional interesting information, not to overwhelm students with homework and, most importantly, the lecturer should stay positive. Lecturer B said that the teachers' attitude was very important in this respect. Therefore, they should stay positive and show enthusiasm. Lecturer A organised an online cooking workshop and a meeting with Russian students, which motivated the students to study the language further. Lecturer B played Spanish songs during breaks so that students receive a break from teaching, as well as improve their cultural awareness skills. Lecturer D also mentioned the importance of respecting breaks because the online environment exhausts students fairly quickly.

There was no clear answer whether lecturers were more or less motivated in the online setting. Lecturers B and E explicitly said that their motivation was higher, because they liked what they were doing and they remained positive. On the other hand, Dutch lecturers C and D had negative opinions. Lecturer C mentioned to be just "as fed up with the online teaching as students are" and, according to lecturer D, online teaching of the Czech language "is just less fun". Lecturer G mentioned the importance of contact with the students during the online lessons, for instance, in the form of turned-on cameras, and lecturer H felt motivated when her online German lessons were successful.

4.1.8 Stress

Lecturers agreed that teaching in the online environment was more stressful, especially at the beginning, because the workload increased and they did not have much experience with that. In this setting, people have to rely on technology, which can sometimes fail. Some lecturers experienced

technical issues with their laptop or internet connection. For instance, lecturer G had to take a pill to calm down once such a situation happened. Lecturer D described working in this environment as “working with a handicap effect” explaining that you have to work with the technology because there is no other way to conduct the lessons, which is also more stressful. Lecturers also mentioned that the online learning environment was more stressful for some students because they experience stress-related issues caused by isolation, change of the learning environment or the pandemic situation.

4.1.9 Effectiveness

Only lecturer E, who teaches Spanish philology subjects, mentioned that online lessons could be more effective than traditional classroom-based lessons. In contrast, Spanish language lecturer C thought that it has a bad effect on students, because “it is deteriorating their level of communication and it is damaging the soul” and, according to her colleagues, online education has “a horrible effect on students”. The rest of the lecturers mentioned that it is hard to say whether online teaching is more effective than traditional teaching, because there were different students. According to them, some groups of students are better than the others. Therefore, it is not a question of whether the classes are organised online or offline. An important factor is pedagogy in the online environment, which requires some changes in the teaching methods, syllabus and adding online activities during the lessons which are suitable to the online teaching environment.

4.1.10 Advantages and Disadvantages

The lecturers agreed that some of the most important advantages of online teaching are flexibility, saving time and not having to wake up early in the morning. Moreover, there is no need to commute to the university and even if lecturers are sick or attending a conference, they do not have to cancel the class. Universities can also attract more students with the possibility to follow the classes online. Lecturer A mentioned the possibility to organise cooking workshops during which students learnt how to cook a Russian dish and practiced the Russian language. According to lecturer B, the roles of lecturer and student were not so different in the online environment, because the lecturer was only one more webcam, which eliminates the feeling of superiority over the students. Furthermore, students may feel

more relaxed because they followed the class from their home and they were more anonymous. Lecturer E considered it an advantage that lecturers learnt to work online and use various applications that make teaching more interesting. Also, it is possible to record the online classes, which is beneficial according to lecturer G.

On the other hand, lecturers mentioned the lack of social contacts as the main disadvantage. Additionally, it was impossible to see body language, which often helps to understand the language and behaviour of students in the class. As well, online teaching seems to be slower due to the online environment and some technical issues that may occur. Teachers did not sense the classroom dynamics and, as lecturer B mentioned, there was a lack of mutual touching and smelling during the online Spanish lessons. Some lecturers usually try to make the classes funny with jokes, which was rather awkward in the online environment, because they did not see the students' reactions. Lecturer B also said that some lecturers may feel disadvantaged because students are better at using technology. Lecturer F commented on the financial situation in the Czech Republic, saying that the internet is quite expensive in the Czech Republic. Thus, some students might be disadvantaged to attend online lessons by this. Additionally, lecturers F and G brought up the point of health. They stated that following online lessons from home and sitting behind a computer screen all day is unhealthy not only for their eyes but also for their back and overall health because both students and lecturers do not have to move around the classroom or change classroom locations.

4.1.11 Factors Influencing Effectiveness of Online Language Teaching

When considering student factors which influence online learning, lecturers reported that students should be disciplined and determined to learn, because the teacher is not watching them. Therefore, they need to be independent learners, which is related to motivation. Whether students have a positive or negative attitude towards the online environment affects their learning experience. Students should be able to communicate and participate in the lessons, because being silent can negatively influence their learning progress. If a person is an introvert, it is very difficult for them to cope with the online environment without in-person interactions. Lastly, family considerations are also

an important factor, because students may have many siblings at home, which makes them unable to concentrate and their economic situation can also affect the availability of the Internet and technological devices.

On the other hand, the lecturers agreed that lecturers should be willing to learn new skills and adapt to teaching in a new environment. This includes the fact that lecturers have to accept that sometimes they have to learn from their students, because they might not be as technically competent as their students. This is influenced by the age of the lecturer, as well as by their willingness to learn how to work in the online environment and trust the new teaching environment. As mentioned by the interviewed lecturers, if lecturers do not trust the online environment, they may transmit their negative attitude to their students, which influences the whole teaching experience. Since most lecturers have families, their family background also affects their online teaching. Sometimes lecturers can be unable to teach properly because their children are running around or their bandwidth is hampered by their family members using the same connection concurrently.

4.1.12 Future of Online Education

Lecturers believed that in the future teaching will be more flexible as it will be possible to teach online whenever needed. Some lecturers thought that blended learning might be a good approach, because it will allow them to conduct lessons in the classroom in combination with online lessons from time to time. On the other hand, two lecturers from the Dutch universities stated that teaching might remain hybrid, because they already experienced the hybrid form from September to December 2020 and they liked it. This means that they support the combination of having students in the classroom as well as online during their language lessons. According to the lecturers it is beneficial to make use of the hybrid learning because it can attract more students, from other universities and from abroad, which is especially interesting for smaller language programmes and departments. Lecturers would not like to have only online or offline classes. Lecturer B, however, said that “the problem with education is that it is really conservative”. Therefore, it will take some time for university education to move online. This was supported by lecturer F who said that the education system is not flexible. In their view,

especially master's or distance-learning students would benefit from online education because of the possibility to follow the lessons from home which makes it easier to combine them with work. The Czech lecturers also mentioned that having blended learning is quite impossible at the moment, because it requires good scheduling so that students do not have any problems following the lessons. However, it depends on the universities, whether they will support online learning and the use of virtual classrooms in the future.

The lecturers will retain the online activities when they return back to the classrooms and they mentioned that they may miss the possibility of creating breakout rooms in the classroom setting. In addition, lecturer A would like to make use of blended learning in the future, because it would also be beneficial for the students' future career if they can work online.

4.2 Teacher Questionnaire

Lecturers from both countries agreed that the transition to online education was difficult ($Mo=2$), but they mostly agreed that they received proper training on how to teach in the online setting by their university ($Mo=4$).

The majority of lecturers stated in Q6.1 that they do not enjoy online teaching more than teaching in a classroom (Table 5).

Table 5

Results for the questions about motivation (1 = strongly disagree, 5 = strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q6.1	2.16	2	1.12	2.04	2	0.85	264.00	.868	0.029
Q6.2	3.79	4	0.79	3.3	2	1.14	323.00	.125	0.259
Q6.4	3.42	4	1.02	3.33	4	0.92	267.00	.815	0.041

While the Dutch lecturers mostly agreed that they noticed that the student motivation to learn in the online environment decreased, the Czech teachers mostly disagreed (Q6.2). Both groups of lecturers agreed in Q6.4 that they motivate students more while learning languages in the online environment than in classroom. Regarding lecturers' own motivation (Q6.3), the Czech lecturers noted that they are

not less motivated in the online setting and the Dutch lecturers neither agreed nor disagreed with their motivation being lower (Table 6).

Table 6

T-test results for normally distributed data

	Dutch			Czech			t	df	p	D
	M	Mo	SD	M	Mo	SD				
Q6.3	2.95	3	1.03	2.37	2	1.15	1.75	44.00	.087	0.525
Q9.4	3.00	3	1.00	2.56	2	1.12	1.38	44.00	.174	0.414
Q11.1	3.16	4	1.21	3.56	4	0.93	-1.26	44.00	.216	-0.376
Q14.1	3.37	3	1.12	3.78	4	0.97	1.32	44.00	.193	-0.396

Table 7 shows that lecturers agreed that their devices to teach online are sufficient for conducting online lessons; however, the t-test showed significant differences in the direction that the Dutch teachers were less positive ($M=3.53$, $SD=.70$) about their devices than the Czech teachers ($M=4.36$, $SD=.76$); $W=159.50$, $p=.015$ (Q7.1).

Table 7

Results for the questions about internet and technology (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	P	r
	M	Mo	SD	M	Mo	SD			
Q7.1	3.74	4	0.73	4.26	4	0.76	159.50	.015*	-0.378
Q7.2	3.68	4	0.82	3.74	4	1.13	233.50	.554	-0.090
Q7.3	3.53	4	0.70	4.22	4	0.70	128.50	.001*	-0.499
Q7.4	3.53	3	0.61	3.48	3	0.58	265.50	.829	0.035

* $p<.05$

The internet speed in both Dutch and Czech lecturers' home were reported being excellent for conducting online language lessons (Q7.2). Generally, the lecturers are satisfied with the online communication tools with which they conduct their lessons, but a Mann-Whitney test showed a significant difference between the Dutch group ($M=3.53$, $SD=.70$) and the Czech group ($M=4.22$, $SD=.70$); $W=128.50$, $p=.001$, showing that the Czech lecturers are more satisfied with the communication tools they use for their lessons (Q7.3). Whether students liked the online tools that lecturers used during the online classes remains to be unclear, because most students neither agreed nor disagreed with the statement in Q7.4.

Question 8 was an open question asking lecturers to specify which online learning tools they have been using for online language lessons. Lecturers from the University of Amsterdam and Radboud university did not use many online tools and some of them did not use any tools at all. On the other hand, lecturers from Groningen university and Utrecht university specified various applications, such as Kahoot, Mentimeter, Polls, Loom, Feedbackfruits, Padlet, GatherTown, Miro, Flipgrid, GoogleDocs, Socrative, Quizlet, Virtual reality Altspace and Pitch to peer. The lecturers noted that they found the applications effective and engaging. Regarding the Czech universities, there was one lecturer from University Palackeho who mentioned using MS office only because the lecturer is not in favour of such playful applications. One lecturer from the University of Ostrava does not use any online tools to support online lessons either and one lecturer noted not using any of these tools, because they work with textbooks. The rest of the lecturers reported a variety of online tools, such as Padlet, Kahoot, Quizlet, Lifeworksheet, Moodle, Vocaroo, Google Documents, Google Forms, Jambord, HotPotatoes, Wonder.me and Random Picker. All lecturers find them effective and functional. One lecturer mentioned that these online tools offer more than classroom-based education. However, it is not clear to the lecturers whether their students liked the online tools used during the lessons.

Lecturers from both groups agreed that they are technically skilled to deal with technology in online lessons (Q9.1) and they also denied often having technical issues during online lessons, because most lecturers disagreed with Q9.2 (Table 8).

Table 8

Results for the questions about technical skills and issues (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q9.1	3.84	4	0.69	4.00	4	0.68	219.50	.291	-0.144
Q9.2	2.53	2	0.91	2.41	2	0.84	283.00	.501	0.103
Q9.3	3.53	4	1.02	3.56	4	0.93	250.00	.883	-0.025

On the other hand, lecturers agreed that technical issues, such as bad internet connections or problems with microphone, often occur with students (Q9.3). Most lecturers are not discouraged by

technical issues to teach in the online setting and the Dutch lecturers neither agreed nor disagreed with the statement Q9.4 (Table 6).

Most lecturers from both countries disagreed that they interact with their student more in the online setting (10.1), but in question 10.2 they agreed with using activities to enhance interaction between students during the online classes (Table 9).

Table 9

Results for the questions about interaction (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q10.1	2.11	2	0.99	2.15	2	0.91	248.00	.849	-0.033
Q10.2	3.68	4	0.82	3.30	4	0.91	314.50	.162	0.226
Q10.3	3.58	4	0.96	3.18	4	0.88	315.50	.169	0.230

Lecturers reported using breakout rooms in which the students get to search for information together, create roleplays, make presentations and have discussions. The lecturers also ask students more questions, get them to reply in the chat or with an emotion and use tools which they already mentioned to be using during the online lessons, such as Kahoot, Mentimeter and Padlet. One lecturer from the University of Groningen explained that the language lessons are mostly divided into two 45-minute-long sessions. In the first session the lecturer interacts with the students in the synchronous classroom setting and in the second session students work together on assignments, podcasts or writing tasks. The lecturer is of the opinion that this is a more effective way of online teaching, because it forces students to interact and collaborate.

In both countries, lecturers mostly reported having more activities so that students can interact (Q10.3). For instance, Dutch lecturers from the University of Groningen planned a cooking evening during which lecturers cooked a dish specific to the language they teach together with their students. They also wanted to organise a gathering of students to get the opportunity to meet in person. Lecturers from Utrecht university reported that students could play games during the breaks and created videos in smaller groups as a weekly assignment. One lecturer from Masaryk University stated that it is important to create a variation of activities because alternation of tasks helps students

to remain focused; however, A lecturer from the University of Ostrava added that preparation of such tasks takes a lot of time, which teachers lack.

Most lecturers reported having changed the language course so that it is suitable for the online environment (Table 6). For this question, lecturers further indicated how they changed their language courses. For instance, lecturers from Groningen university divided lessons into a synchronous and an asynchronous part. Also, lecturers changed assignments and the form of tests. Students were encouraged to collaborate more on their homework. One lecturer from Utrecht university indicated they had changed the language courses “radically”, including teaching techniques, methods, time management and homework. A lecturer from Masaryk university agreed with changing the language courses, saying that online environment requires different way of teaching. Another lecturer added that all lessons had to be adapted to the online environment so that students can collaborate in smaller groups on more tasks at the same time. A lecturer from University Palackeho mentioned that for a phonetics course, it is not possible to work with IPA transcription, which had to be changed. Also, it is important to make all materials available in the online environment. Lecturers also agreed that listening tasks had to be removed from the lesson; thus, students needed to do them at home. A lecturer from the University of Ostrava stressed the importance of having a presentation with lesson material for each lesson, because it visually supports the lessons (Q11.1). Generally, lecturers indicated they do not give students more assignment in the online setting (Table 10).

Table 10

Results for the questions about course design (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q11.2	2.47	2	1.07	2.59	2	1.01	245.00	.788	-0.045
Q11.3	3.74	3	1.05	3.82	4	0.96	242.50	.752	-0.055
Q11.4	2.26	2	0.93	2.22	3	0.89	250.00	.887	-0.025

While the Czech lecturers agreed that having fewer than 12 students in the online lessons is important, the Dutch lecturers neither agreed nor disagreed with the importance of having more or less than 12 students in online lessons (Q11.3). Dutch lecturers disagreed that online language lessons are more

effective than traditional classroom-based teaching, while the majority of Czech lecturers neither agreed nor disagreed (Q11.4).

The lecturers agreed that student concentration was lower during the online lessons (Q12.1). On the other hand, Czech lecturers did not agree that their concentration during teaching is lower and the Dutch lecturers mostly selected the neutral answer option (Q12.2). Lecturers generally did not agree to be distracted by their family members (Q12.3), the Dutch teachers disagreed strongly (Table 11).

Table 11

Results for the questions about concentration (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	P	r
	M	Mo	SD	M	Mo	SD			
Q12.1	3.74	4	0.73	3.63	4	0.97	270.00	.756	0.053
Q12.2	2.68	3	0.95	2.3	2	1.24	323.50	.120	0.261
Q12.3	2.42	2	1.07	2.37	1	1.31	274.00	.693	0.068

Both groups of lecturers indicated that teaching online is more stressful ($Mo=4$) than in classroom, showing nearly identical results for both the Dutch ($M=3.53$) and Czech ($M=3.56$) groups. While the majority of Czech lecturers were neither negative nor positive towards the experience with online teaching during the Covid-19 restrictions, the Czech lecturers agreed with Q14.1 that it was an excellent experience (Table 6). Most lecturers, however, disagreed with Q14.2 saying that they would like to continue with online teaching in the future (Table 12).

Table 12

Results for the questions about future (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	P	r
	M	Mo	SD	M	Mo	SD			
Q14.2	2.42	2	1.17	2.59	2	1.12	231.50	.570	-0.097
Q14.3	2.00	2	2.56	0.88	3	1.05	176.50	.065	-0.312
Q14.4	3.47	4	0.96	3.33	4	1.21	266.50	.824	0.039

The Dutch lecturers disagreed that online classes would be the future of university education (Q14.3), but they think blended education will be the future (Q14.4). On the other hand, the lecturers of the

Czech universities neither agreed nor disagreed with the idea that online learning would be part of university language learning (Q14.3), but they also agreed that a combination of classroom-based and online teaching might be a good way forward (Q14.4.)

4.3 Student Questionnaire

The results of the student questionnaire showed that the transition to online language learning was difficult in both countries, though most students from the Dutch universities disagreed ($Mo=2$) with the transition being easy, while most Czech students were slightly more positive ($Mo=3$). This difference was significant ($W=4573,50$; $p=.018$).

Both groups disagreed that they enjoy online learning more than classroom-based learning, but a Mann-Whitney test indicated a significant difference showing that the Czech group enjoys online learning more ($M=2.37$, $SD=1.13$) than the Dutch group ($M=2.03$, $SD=0.99$); $W=4675,50$, $p=.033$ (Table 13).

Table 13

Results for the questions about motivation (1=strongly disagree, 5= strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q4.1	2.03	2.00	0.99	2.37	2.00	1.13	4675.50	.033*	-0.167
Q4.2	4.07	4.00	0.86	3.55	4.00	1.16	6957.50	.002*	0.239
Q4.3	3.00	4.00	1.13	3.10	4.00	1.11	5342.00	.537	-0.049
Q4.4	4.04	4.00	0.90	3.96	4.00	0.73	6074.50	.258	0.082
Q4.5	3.74	4.00	0.95	3.88	4.00	0.77	5184.00	.285	-0.077
Q4.6	3.42	4.00	1.03	3.24	4.00	1.23	5969.00	.423	0.063
Q4.7	3.81	4.00	0.83	3.58	4.00	0.93	6251.50	.138	0.113

* $p<.05$

Generally, students showed positive attitude towards preference of having lessons in a classroom setting. This difference was according to a Mann-Whitney test significant showing that Dutch students prefer classroom-teaching more ($M=4.07$, $SD=.86$) than Czech students ($M=3.55$, $SD=1.16$); $W=6957.50$, $p=.002$ (Q4.2). There were no significant differences between both groups for the remaining questions. The students agreed that their participation during the online classes is neither too active nor too passive (Q4.3). Also, students agreed that they aim for high grades in their language lessons (Q4.4) and they use their free time to improve their language skills (Q4.5). Students' motivation

to learn in the online environment decreased more for the Dutch students ($M=3.42$) than for the Czech students ($M=3.24$) as can be seen in the results for Q4.6, but most students from both groups are aware of the fact that the teachers try to keep students motivated in the online environment (Q4.7).

Most students agreed that their laptop or computer is suitable for following online lessons (Q5.1), as well as their internet connection was indicated to be good for following online language lessons (Q5.3). Students were also positive in Q5.2 about the communication tools, such as Zoom or MS Teams, which they use for synchronous language lessons (Table 14).

Table 14

Results for the questions about the Internet and technology (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q5.1	4.07	4.00	0.89	4.10	4.00	1.03	5282.00	.432	-0.059
Q5.2	3.25	4.00	1.07	3.26	4.00	1.23	5542.50	.869	-0.013
Q5.3	3.81	4.00	0.90	3.82	4.00	0.85	5538.50	.851	-0.014

A Mann-Whitney test indicated that the Dutch students are significantly more satisfied with the technical skills of their lecturers ($M=4.11$, $SD=.64$) than the Czech students ($M=3.78$, $SD=.80$); $W=6829.00$, $p=.002$ (Table 15).

Table 15

Results for the questions about technical skills and issues (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q7.1	4.11	4.00	0.64	3.78	4.00	0.80	6829.00	.002*	0.216
Q7.2	3.15	4.00	0.91	3.11	3.00	0.99	5849.50	.598	0.042
Q7.3	4.10	4.00	0.68	4.00	4.00	0.72	5972.00	.362	0.063
Q7.4	2.99	4.00	1.09	2.90	2.00	1.19	5897.00	.525	0.050
Q7.5	3.28	4.00	1.05	2.67	2.00	1.25	7251.00	<.001*	0.291

* $p<.05$

Students in the Netherlands responded positively to the statement that lecturers are able to help students with any technical issues, but the Czech students were not that positive about their lecturers. They remained in the middle of the scale (Q7.2). Both groups of students considered themselves to be sufficiently technically skilled to deal with online lessons (Q7.3). Most Czech students reported they do not experience technical issues in online lesson, but the majority of Dutch students indicated they

often have technical issues (Q7.4). As shown by a Mann-Whitney statistical analysis, the Dutch students are significantly more discouraged by technical issues ($M=3.28$, $SD=1.05$) than the Czech students ($M=2.67$, $SD=1.25$); $W=7251.00$, $p<.001$ (Q7.5).

Table 16 shows that both groups agreed that teacher interaction with students is high in the online environment (Q8.1); however, both groups disagreed that the lecturer interaction is higher in the online setting than in the traditional classroom-based setting (Q8.3).

Table 16

Results for the questions about interaction with teacher (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q8.1	3.90	4.00	0.88	3.88	4.00	0.86	5669.50	.896	0.010
Q8.2	4.22	5.00	0.84	3.51	4.00	1.20	7526.50	<.001*	0.340
Q8.3	2.10	2.00	0.94	2.38	2.00	1.04	4792.50	.057	-0.147
Q8.4	4.32	4.00	0.67	3.85	4.00	0.97	7087.00	<.001*	0.262
Q8.5	4.14	4.00	0.78	3.89	4.00	0.68	6725.00	.008*	0.197
Q8.6	2.90	3.00	0.98	2.76	2.00	0.96	6045.50	.328	0.076

* $p<.05$

Most students reported that they miss the f2f interaction with their lecturers. According to a Mann-Whitney test the Dutch students miss the interaction significantly more ($M=4.22$, $SD=.84$) than the Czech students ($M=3.51$, $SD=1.20$); $W=7526.50$, $p<.001$ (Q8.2). Another Mann-Whitney test indicated that the Dutch students were significantly more positive about teachers replying to their emails ($M=4.32$, $SD=.67$) than the Czech students ($M=3.85$, $SD=.97$); $W=7087.00$, $p<.001$, although most students still selected the option agree in both countries (Q8.4). Regarding Q8.5, teachers in both countries were willing to set up an online meeting when students need help, but a Mann-Whitney test indicated that the Dutch students were significantly more positive about the willingness of their lecturers ($M=4.14$, $SD=.78$) than the Czech students ($M=3.98$, $SD=.68$); $W=6725.00$, $p=.008$. The Dutch students indicated they do not get more or less feedback in the online environment, while the Czech students feel they get less feedback (Q8.6).

Generally, most students disagreed that their interaction in the online environment is higher (Q9.2). Students reported strongly missing student interaction in the online learning setting. A Mann-

Whitney test for Q9.1 indicated that the Dutch students tend to miss student interaction significantly more ($M=4.61$, $SD=.72$) than the Czech students ($M=4.02$, $SD=1.24$); $W=7209.00$, $p<.001$ (Table 17).

Table 17

Results for the questions about interaction with classmates (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q9.1	4.61	5.00	0.72	4.02	5.00	1.24	7209.00	<.001*	0.284
Q9.2	1.92	1.00	1.03	1.99	2.00	1.03	5327.50	.506	-0.051
Q9.3	4.10	4.00	0.81	2.96	4.00	1.25	8485.00	<.001*	0.511
Q9.4	2.76	2.00	1.06	2.07	2.00	1.00	7700.00	<.001*	0.371

* $p<.05$

Although, according to the mode values, most students agreed that they work in breakout rooms often during their language lessons, a Mann-Whitney test indicated that the Dutch students interact in breakout rooms significantly more often ($M=4.10$, $SD=.81$) than the Czech students ($M=2.96$, $SD=1.25$); $W=8485.00$, $p<.001$ (Q9.3). Most students disagreed with the statement that they receive a lot of group work in the online environment, although the Dutch students indicated to receive significantly more group homework ($M=2.76$, $SD=1.06$) than the Czech students ($M=2.07$, $SD=1$); $W=7700.00$, $p<.001$ (Q9.4).

Table 18 shows that the majority of students agreed that the language courses were well adapted to the online teaching setting (Q10.1) as well as well-organised (Q10.3). Most students also agreed that activities used during their online lessons were helpful for the purpose of their language course (Q10.2).

Table 18

Results for the questions about course design (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q10.1	3.51	4.00	0.89	3.51	4.00	1.01	5463.50	.722	-0.027
Q10.2	3.75	4.00	0.82	3.55	4.00	0.95	6233.50	.137	0.110
Q10.3	2.25	2.00	1.02	2.12	2.00	0.87	5923.00	.471	0.055
Q10.4	3.18	4.00	1.16	3.52	4.00	1.16	4670.50	.034*	-0.168
Q10.5	4.10	5.00	0.98	3.91	4.00	0.97	6288.50	.121	0.120

* $p<.05$

A Mann-Whitney test indicated that the Dutch students had significantly less assignments ($M=3.18$, $SD=1.16$) than the Czech students ($M=3.52$, $SD=1.16$); $W=4670.50$, $p=.034$ (Q10.4). Finally, both groups agreed with the importance of having less than 12 students for online language lessons to be successful. Most Dutch students even strongly agreed with this statement (Q10.5).

As presented in Table 19, most students agreed that keeping concentration in the online setting is more difficult (Q11.1) and they are distracted by other technologies more easily (Q11.2).

Table 19

Results for the questions about concentration (1=strongly agree, 5=strongly disagree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q11.1	4.18	4.00	0.88	3.90	4.00	1.23	6042.50	.324	0.076
Q11.2	4.08	4.00	0.88	3.89	4.00	1.13	5924.00	.476	0.055
Q11.3	3.99	4.00	0.91	3.48	4.00	1.07	6786.00	.007*	0.208
Q11.4	2.88	2.00	1.20	2.93	2.00	1.26	5520.50	.831	-0.017

* $p<.05$

For Q11.3, a Mann-Whitney test indicated that students agreed to have a suitable home environment for following online lessons, but the Dutch students were significantly more positive ($M=3.99$, $SD=.91$) than the Czech students ($M=3.48$, $SD=1.07$); $W=6786.00$, $p=.007$ (Q11.3). However, majority of the Czech students disagreed they are often distracted by other people during online lessons, while most Dutch students indicated the neutral response (Q11.4).

Generally, most Dutch students found online lessons to be more stressful (Table 20), while on the other hand, the majority of Czech students did not find them stressful (Q12.1). Also, both groups did not find answering in online lessons particularly stressful (Q12.2) and most students indicated they do not think that online exams are more stressful either (Q12.3).

Table 20

Results for the questions about stress (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q12.1	3.15	4.00	1.12	2.88	2.00	1.30	6369.50	.094	0.134
Q12.2	2.92	2.00	1.31	2.72	2.00	1.30	6085.00	.296	0.084
Q12.3	2.88	2.00	1.27	2.91	2.00	1.33	5564.00	.909	-0.009

Students' answers about how they experienced the online lessons during Covid-19 showed different results for both countries (Table 21). The Dutch students perceived online classes significantly more negatively ($M=2.67$, $SD=1.10$) than the Czech students who agreed with the online lessons being an excellent experience ($M=3.30$, $SD=1.12$); $W=3922.00$, $p<.001$ (Q13.1).

Table 21

Results for the questions about future (1=strongly disagree, 5=strongly agree)

	Dutch			Czech			W	p	r
	M	Mo	SD	M	Mo	SD			
Q13.1	2.67	3.00	1.10	3.30	4.00	1.12	3922.00	<.001*	-0.302
Q13.2	2.42	2.00	1.16	2.61	2.00	1.23	5143.50	.293	-0.084
Q13.3	2.19	1.00	1.16	2.47	2.00	1.16	4805.50	.071	-0.144
Q13.4	3.53	4.00	1.32	3.28	4.00	1.15	6375.00	.088	0.135

* $p<.05$

Both groups of students disagreed with the idea of having online lessons even in the future (Q13.2). Students also did not think that online language learning will be part of university practice; Dutch students even strongly disagreed with this statement (Q13.3), but both groups agreed that blended teaching will become the new normal in universities in both countries (Q13.4).

5 Discussion

5.1 Future of Online Language Teaching in Dutch and Czech Universities (RQ1)

The first research question of this study addressed the extent to which online language teaching can be implemented in a university context in the longer term. Considering the experience with synchronous online language learning during Covid-19, one can argue that once the pandemic is over, there are three possible ways in which university language teaching can be offered: in a classroom, online or a combination of both. There is a suggestion in the literature that courses from the faculty of humanities and social sciences are most suitable for the online environment, because they do not require hands-on-practice (Adedoyin & Soykan, 2020). This argument is also confirmed by the Czech lecturers. However, the present study shows that neither students nor lecturers from the Netherlands and the Czech Republic wish to have only online language lessons in the future. For this reason, they

do not support Cheung's (2021) argument that many institutions will maintain the online teaching mode. Instead, lecturers and students think that blended learning will be the future of language education in universities. Lecturers see a lot of possibilities in offering classroom-based teaching in combination with online language teaching. Lecturers think that language university learning will become more flexible in the future in the sense that whenever lecturers are not available to teach in the classroom, for instance, because they are sick or attending a conference, they do not have to cancel the lessons, because they can teach online, which is beneficial for the students.

The flexibility of university language education can also support languages that are not very popular among language learners. Languages such as Czech could continue to be offered in the online environment, because people from all over the world can join online. This argument is also put forward by Blake et al. (2008), who state that languages such as Punjabi are not very popular among language learners; thus, offering them in the online setting increases the possibility to learn the language.

Another argument is that education systems are very conservative and whenever any changes are introduced, education is the last sector to adopt them. It also takes a lot of time to change the educational system. It was mentioned that accreditations of university programmes take years before they can be taught. This sudden switch happened because it was an emergency situation and there was no other way to teach, but lecturers think that as soon as the situation will become better, teaching will go back to the classrooms. Lecturers acquired a lot of new teaching skills in the online teaching environment and they will continue to use many online activities they created for the online setting also in the classroom-based setting, which the lecturers hope will increase the popularity of the language courses. However, to what extent they will keep these online activities also seems to depend on each lecturer's individual experience with online synchronous language teaching and their attitude towards technology usage.

5.2 Factors Increasing Effectiveness of Synchronous Online Language Teaching (RQ2)

The second research question of this study zoomed in on how the effectiveness of synchronous online language teaching could be enhanced. Whether online lessons are effective or not appears to be

a contradictory question, depending on various factors. Some lecturers think that it is more effective because of the use of various tools and stimulation of students to become autonomous learners. Bailey and Lee (2020) also found that learning online encourages students to be more active in their learning process because they need to do a lot of tasks on their own, which may also increase their language skills. However, if students are unable to work on their own and meet deadlines, online learning might be damaging and, for some students, impossible to accomplish. Other lecturers of the present study do not agree with synchronous language learning being more effective. However, their opinion may be influenced by their attitude towards the use of technology in education. Lecturers noted that whether online teaching was more beneficial or harmful is difficult to assess because each learning group is different. This might be observed in the future with further research that will, for instance, focus on analysis of student learning outcomes during online language learning. The most salient factors influencing online synchronous language learning will be discussed in the following sub-sections.

5.2.1 Transition to Online Teaching

When language courses are transferred to the online environment, Cheung (2021) and Singh et al. (2020) state similar arguments that it is of the utmost importance to provide lecturers with proper training and various webinars on how to teach online. This is obvious because lecturers are educated on how to teach students in classrooms, but lecturers who have never taught in the online environment cannot switch to the online setting and provide students with the same quality of language education as they would do in the classroom setting, unless they are extremely tech-savvy. That is also the reason why many language courses were evaluated negatively after the outbreak of Covid-19 and lecturers were mostly negative about the transition to the online teaching environment. However, there is also an opinion that lecturers should stay up to date and keep up with technologies since they are an important part of our daily lives (Singh et al., 2020). All lecturers of the present study mentioned that they received support from their university in the form of online webinars about how to teach in an online environment, about how to deal with technology, and about new regulations that

apply to the online setting. However, the support was offered late, when they already had to teach online.

Lack of time is a factor that restricted lecturers from attending webinars. This is also in line with Cheung's (2021) research in which a lecturer could not provide secondary-school students with interactive lectures, because she did not know how to do it due to a lack of time to attend online webinars. In such a situation the institutions should give the lecturers more possibilities to follow courses in their working hours, lowering the workload and enhancing the educational possibilities.

On the other hand, the present study seems to indicate that the more determined the lecturer is to learn how to work in the online environment, the more time he or she invests in it, the better the online teaching appears to be and the more varied the applications they feel comfortable using. Since this transition to the online environment was unexpected, lecturers needed to respond to it immediately to make sure that education continues, even if it needs to be offered in another mode (Gacs et al., 2020). Some lecturers devoted themselves to learning even in their free time by watching various YouTube videos, practicing with colleagues or attending webinars from other universities or countries so that they can offer students a high-quality online language education. Additionally, the response to the transition also depends on factors such as age; as mentioned by one Czech lecturer, there are many older lecturers in the Czech Republic who might experience the transition to be more difficult than the younger teachers who are used to working with the online environment. However, there was no difference in the questionnaire results with regards to the countries, since lecturers in both countries state that the transition was difficult.

One could argue that the switch to online language teaching might be easier for students, because mostly they are more used to using technologies, but it was found that students from the Dutch universities indicated that the transition was more difficult for them than for students from the Czech universities. This may also be influenced by the fact that Czech universities tend to offer many distance learning programmes; thus, both students and lecturers may be more flexible when it comes to other teaching styles. Jabeen (2015) thinks that instruction on the use of online tools should not be

restricted to lecturers, but offered to students as well, because often-times they are also not that technologically skilled as one would think they are. For instance, a lecturer from a Dutch university mentioned that there are also older students, who do not have much experience with the online environment, which means that they lack knowledge of basic skills such as how to mute themselves, which can be disruptive. For this reason, the lecturer needed to tell them how to do it and at times needed to mute them themselves.

5.2.2 Course Design

When adapting the language courses to the online environment, it is important to change not only the structure of the course, so that it is suited to the online environment, but also examination and assignments. It was agreed by lecturers that languages cannot be taught in the online environment in the same way as they would be taught in the classroom setting. This argument is also stated in previous research (e.g. Darmawansah & Indartono, 2019) and supported by the results of Cheung (2021) who found that the lecturer of her study did not change her lessons because of examinations and the syllabus and therefore her lessons were less interactive and student-centred.

It can be stated that some language courses are more suitable to the online environment than others; therefore, the adaptation may vary. Bailey and Lee (2020) argue that productive skills are more difficult to teach online, because lecturers cannot provide students with immediate feedback on their speaking and writing. However, lecturers of the present study disagree with this, because they provide students with feedback on their oral skills in the same way as they would have done it in the classroom and that is orally as well as in the public chat. In this case the public chat substitutes whiteboards used in lessons. According to them, students should not be corrected on every mistake; therefore, the lecturers point out the most occurring mistakes or rephrase students' sentences. Also, according to the lecturer of a conversation course, such language courses are not very problematic to conduct online, because lecturers stimulate the students to communicate in the online environment and they can use the breakout rooms for discussions in smaller groups. This is however not in line with the answers of the Czech students, because they reported receiving less feedback in the online learning

environment. On the other hand, teaching phonetics and making use of IPA transcription is more difficult in the online environment, because lecturers lack a white-board on which they can write.

Despite the unexpected switch to the online environment, students seem to be generally satisfied with the changes lecturers made to the course designs. Providing students with a course which is well organised seems to be more important in the online setting because students need to be able to find all materials even if they are unable to participate in the online lessons. Thus, the online environment makes the language courses more transparent. Some teachers tend to give more homework in the online learning environment, which was confirmed by the students as well as some lecturers. This should, however, be paid attention to, because overload of homework and assignments may cause extra stress for students and make it impossible to successfully finish the language course, especially under the stressful circumstances caused by the pandemic situation.

Examination is another important factor which needs to be paid attention to. One concern is how to deal with students cheating in the online environment. The form of online examination seems to depend on lecturer preferences. Some are of the opinion that students need to be examined orally in the online environment, because it is a fair way of testing which does not allow students to commit fraud. Lecturers can develop more open tasks for online examination, in which students need to prove that they know the language and can use it well, including a good range of vocabulary and using correct grammar. This method of testing can be argued to be very suitable, because students should prove their communicative skills and the ability to use the language spontaneously, but it might be more difficult for beginning language learners. Other lecturers think that students need to be tested on written skills as well; therefore, watching them on the camera, for instance in Zoom, while they are writing a test was noted as an option, but not all lecturers agree with this kind of invigilation.

The size of the learning group is argued to be more important in the online environment, because it is more difficult to observe students' engagement in the classroom, but lecturers are aware of the fact that sometimes universities cannot divide students into smaller groups, because they lack lecturers who could teach them. On the other hand, the online setting is beneficial for conducting

online tests by means of quizzes, because, if well designed, these systems can correct students' tests automatically, which means that the lecturer has less work. This is however not entirely reliable in the online environment, because it is difficult to prevent students from doing these tests together.

5.2.3 Internet, Tools and Technology

Internet and a technical device, such as a laptop or a computer, are prerequisites for participating and conducting online lessons, for both lecturers and students (Singh et al., 2020); thus, it is important that all students and lecturers possess a good device and have a stable internet connection, which might not be possible in economically disadvantaged families. A bad internet connection might not only be due to the size of internet quota, but also due to the availability of stable internet in their area (Atmojo & Nugroho, 2020). This possible challenge was mentioned by Czech lecturers in particular. However, this should not be a problem for university students, because when students enter universities, they should already have a device. In case they do not have a device, it might be worth asking for a financial support as a Czech lecturer mentioned that there was a possibility of a support for those who were disadvantaged by the lack of technologies during the Covid-19 pandemic.

To support online language lessons lecturers are encouraged to use online tools which enhance language learning in the online environment, but the use of various tools seems to be dependent on the type of language teaching the teachers do. For instance, in order to improve conversation skills, it is important to get students to talk as much as possible, which means that it is important to make use of breakout rooms and have discussions during synchronous lessons. Collaborative tools, such as Google documents or Padlet, are useful for activities in which students need to collaborate on a task, for example, to improve their translation or writing skills. Kessler (2017) supports the idea of using various tools, because it is a new and modern way of teaching, which is attractive to language learners. He is also of the opinion that online lessons which make use of technology are more learner-centred. However, his research did not focus on synchronous online language learning. Whether online language learning is more learner-centred still depends on lecturer's technical skills and teaching methods (Cheung, 2021). Kessler (2017) states that using

technologies in education is important because it increases students learning and with the help of technologies and the internet, students have more exposure to the authentic language, which increases effectiveness. The importance of the use of technologies was expressed by students from the University of Bucharest in a study by Oproiu (2015). The students state that due to the emergence of online technologies it is necessary to include them in education, which, however, means that teachers need to become more interested in opportunities offered by these technologies so that they can successfully implement them in their education. Most lecturers of the present study agree with the importance of the use of these tools, because they are beneficial for students since they are very effective, intuitive and easy to use. Only some lecturers do not use these tools, because they do not know how to use them and one Czech lecturer stated that these tools are “too playful” and therefore they do not fit into the university context. This might also be a reason why two lecturers from two Czech universities reported that students do not prefer using these tools during their online courses. Another reason given by the same lecturer was that using many different tools makes the language courses less organised, because students and lecturers need to pay attention to various platforms. Therefore, based on the findings, the use of online tools is needed and it supports the online teaching experience; however, lecturers need to make sure that they are using suitable applications, the instructions are clear and there is no overload of such applications.

5.2.4 Interaction

Interaction is an important factor when learning languages, because it develops students' communicative skills, but it is more challenging in the online setting and more dependent on the role of the lecturer (Bailey & Lee, 2020; Kohnke & Moorhouse, 2020). Online synchronous language lessons are conducted with the help of virtual tools. They allow students and lecturers to interact in real time and substitute f2f lessons. That is why this form of online teaching is seen as more beneficial compared to online education which takes place asynchronously (Singh et al., 2020).

It is obvious that both students and lecturers miss the f2f interaction, because university is not only about learning, but also about creating a network of people in the same field of interest. While

the majority of participants of this study seems to agree that there is a lack of interaction in the online setting, three lecturers mentioned during the interviews that interaction might actually be higher because there are many tools which they can use to increase interaction, such as Padlet or breakout rooms, and they are taught how to use them. Their argument is in line with the literature, as there is a suggestion that the use of online tools supports students' interaction (e.g. Cheung, 2021; Gacs et al., 2020). Although not all lecturers agree with this argument, most lecturers stated that, for instance, the use of breakout rooms is important during online classes because students can interact in smaller groups, collaborate on a task, have discussions, do roleplays or search for information. One lecturer from a Dutch university however stated that even after one year, the lecturer still does not know how to divide students into breakout rooms. Nevertheless, the lecturer explained that this was not necessary in his lessons, because there are only a few students; therefore, interaction is always assured.

Also, there is a different opinion about the topic of interaction across the investigated countries, because the Czech students do not miss the interaction as much as the Dutch students. Giving students group assignments is found to be important in the online environment as well, but it is observed to be used more in the Dutch universities than the Czech ones. Thus, there seems to be a higher need and support of interaction in the Netherlands. According to Kessler (2017) collaboration on assignments is not only beneficial for interaction, but it also increases students' language skills, because students learn from each other.

5.2.5 Technical Skills and Issues

Technology is seen as positively supporting online language teaching, but in case students or lecturers have a poor internet connection, it may restrict them from participating in online lessons (Sari, 2020). Lecturers of the present study agree with this, saying that it is very frustrating when the technology does not work properly.

Technical issues of the lecturer may influence effectiveness of online lessons; therefore, it is important that they do not encounter them (Subekti, 2021). Surprisingly, lecturers from both countries

noted that technical issues happen regularly but to students only. However, only the Dutch students acknowledged that they experience technical issues often. These issues are mainly individual, for instance, student's camera or microphone does not work or their internet connection is bad. Unfortunately, lecturers do not know to what extent these technical issues are real and to what extent the students use these technical issues as an excuse to not participate in the online lessons. These technical issues do not discourage lecturers from teaching online, but they may explain why the Dutch students are discouraged from following online lessons.

Learning to work with technologies and developing technical skills is helpful for both students and lecturers, since the use of technologies in our lives is inevitable. Thus, mastering these skills is seen as a positive factor for student's future as well as for lecturers delivering more interesting lessons. This is in line with outcomes of a survey study by Aguilera-Hermida (2020), in which she focused on how students adopted and accepted the online learning form caused by Covid-19 by comparing students' perception before and after the pandemic. The participants were mainly from Caucasian and Asian origin. Results of this study showed that the online learning environment was a negative experience, because it decreased students' knowledge. The only skill which was rated positively was learning to work with new technologies.

5.2.6 Concentration

Student concentration is an important factor in online language teaching, because students reported being often distracted by other technologies. It is essential for students to have a suitable environment to follow online lessons, which according to the students they have. Also, lecturers touched upon the topic of student concentration, saying that they noticed that students' concentration obviously decreased. Tichavsky et al. (2015) similarly indicate that student concentration seems to be better in the classroom, because there is a lecturer who watches the students. Jabeen (2015) also found that many students cannot stay focused when they need to learn on their own. This might, however, not apply to the same extent to the online synchronous environment, because students have to attend online lessons in which they should actively participate, but they sometimes get self-study during

which nobody watches them as well, which makes focusing more challenging. Coman et al. (2020) found that lecturers do not know how to keep students focused in the online setting, because they lack didactic skills for the online environment, which might be another reason why students cannot stay focused during the online lessons.

Lecturers of this study also acknowledge that their concentration decreased in the online environment, but not as much as the student concentration, although the lecturers mention that since they are working in a home environment, it can happen that they will be distracted, for instance, by their children, who also stayed at home during the emergency situation. They say that it is important to accept that teaching in the online environment can cause these situations, which should not influence the quality of the teaching but may occur. This factor has also been discussed in a previous study by Aguilera-Hermida (2020) with regards to students, saying that family situation also needs to be taken into consideration, because students may have more siblings and family members around who have to work or study online or who they need to take care of. In case universities decide to continue online education in the future, these distraction problems should not be present to the same extent because probably it would not be under circumstances caused by a world pandemic.

5.2.7 Motivation

According to Bailey and Lee (2020), student motivation can decrease in the online setting. This was also observed in the present study, particularly by the Dutch students. Lecturers should motivate students more in the online environment and provide them with interesting and interactive lessons. However, it seems to be more challenging. This is in line with Gonzales and Louis (2018, as cited in Atmojo and Nugroho, 2020) and Oproiu (2015) who found that interesting activities, such as online quizzes, help to increase student motivation online.

Dutch lecturers of the present study also agree that they are less motivated in the online teaching environment, but this feeling is not shared by the Czech lecturers. This can be explained by an argument in a study by Kohnke and Moorhouse (2020). They argue that motivation of lecturers who teach English as a second language in the online environment decreases due to the necessity of using

technology with which they do not have much experience, as compared to students who are more familiar with technology. One lecturer at a Dutch university also noted that it is important to accept that students may be more tech-savvy, which means that the lecturers may learn from them.

Moreover, lecturers should stay positive and transmit their enthusiasm to the students, because a motivated lecturer may increase motivation for the whole group. For this reason, Aguilera-Hermida (2020) states that lecturers have an important role as motivators in the sense that they let students know about their skills and knowledge. Praising students was also mentioned by a Dutch and a Czech lecturer as very important for language learning in general and especially in the online environment.

The lecturers of the present study also think that students are more motivated to prepare for the lessons when they attend lessons in the classroom and see other students, because they do not want to be seen by other classmates failing the course. This is in line with a study by Tichavsky et al. (2015) that states that being physically present in the classroom motivates students to do all tasks and preparation for the lesson. However, their study investigates online language learning which does not consist of synchronous online language lessons. Thus, it may have another influence, because in the online synchronous lessons students can meet each other, but still it is arguably more anonymous than being present on campus.

5.2.8 Health

Following online lessons and working with technical devices all the time negatively affects students' health. This is confirmed by Nazarlou (2013) who investigated negative effects of e-learning. She states that generally students are more likely to develop health issues with their eyes, for example, due to staring at screen the whole day. For this reason, some lecturers of the present study try to give students self-study options which include various tasks that can be completed without the computer.

Lecturers of the present study state that suffering from back problems while attending and conducting online lessons is another health-related problem, because lecturers and students sit behind the laptop the whole time and there is no need to get to the university or walk to different lecture

rooms. This is in line with Nazarlou (2013) who states that generally students spend a limited amount of time outside when they follow an e-learning programme and do not move as often as they would do in the classroom-based environment.

The online environment is also more stressful for lecturers and students; only Czech students do not find it very stressful. Stress may be caused by technology which sometimes stops working, so the lecturers are unable to conduct online lessons. Also, when lecturers do not know how to use technology and work in the online environment, this causes stress. Of course, in the midst of a global pandemic, people are not only stressed because of work and study, but also because they are worried for their family members and their health (MacIntyre et al., 2020). This, however, would not be the case in a planned, as opposed to emergency, continuation of online language teaching.

6 Conclusion

The aim of this comparative study of student and lecturer perceptions of synchronous online language learning during Covid-19 was twofold. First, it aimed to investigate the future of synchronous online language learning in Dutch and Czech universities from the perspective of university students and lecturers (RQ1). Second, it zoomed in on factors affecting the effectiveness of online language learning according to students' and lecturers' experiences over the past year, so as to determine to what extent contextual factors, which might be different in both countries, can enhance the success of the response to the language learning emergency presented by Covid-19 (RQ2).

Based on the qualitative and quantitative data collected for this research, it can be concluded that according to the students and lecturers, there will not be only one approach of language learning in universities after the Covid-19 restrictions have been removed. Neither students nor teachers would like to have exclusively online teaching. Although in some context, online teaching can prevent the demise of programmes that attract too few students in a particular region, because students from all over the world can participate in online classes. The results show that language teaching would ideally be more flexible in the future, including the possibility to switch to online teaching whenever needed.

Therefore, Czech and Dutch lecturers and students do not agree with Cheung (2021) that online language learning will become “the new normal” in language educational systems.

The Netherlands and the Czech Republic were compared to investigate to what extent the implementation of online language learning in both countries would show different outcomes, since there are differences between these two countries with regard to the educational system and the internet. The Czech participants were in some instances more positive about the internet and technology than the Dutch students, who experienced more technical issues in the online environment than the Czech students. Technical issues are crucial in an online learning environment, because they can affect whether students enjoy the online learning environment. This may be the case for the Dutch students, as they were less positive about online language learning than the Czech students, who did not even miss the interaction with their peers. Also, the Dutch students were more likely to miss their own quiet place, which is important to stay focused when participating in online language classes, because there were many distractions in their home environment. The importance of having a quiet place to work is essential for teaching from home as well, but it was discussed more by the Czech lecturers than the Dutch ones. Lecturers from both countries aimed to interact with students in the online environment as much as possible and develop extra-curricular activities to enhance student interaction. Nevertheless, the Dutch students seem to appreciate the work of their language lecturers more, because they were more satisfied with the lecturers’ efforts to interact with students in the online environment with the help of group assignments, for instance. Generally, the online learning environment appears to be stressful for all groups, except for the Czech students. Moreover, lecturers from both countries try to include as many online learning tools as possible, but the lecturers from the University of Groningen who participated in this study seem to be the most creative in this way. Additionally, both Dutch students and lecturers had a low motivation in the online learning environment as compared to the Czech groups.

The outcomes of the present study can help lecturers in case such an emergency situation would occur again or when developing university online language courses, because lecturers may find

out what factors they should pay attention when conducting online classes. This thesis, however, has some limitations that should be considered. Successful implementation of online synchronous language learning depends on lecturers' attitudes to and experience with the online teaching environment. There is a possibility that the rather positive outcomes of the study were influenced by self-selection bias, meaning that most lecturers and students participating in this study have positive attitudes towards the online learning environment. Thus, they were open and willing to participate in such a study, but it is possible that lecturers who do not have a positive experience with the online teaching environment would not be interested in taking part in this study. Moreover, in order to be able to properly compare two countries the sample group sizes should be similar, which was not possible in this study. While the different sample sizes might limit the comparability of the two target groups, these results nevertheless provide insight into Dutch and Czech lecturers' and students' experiences with the sudden transition to online learning.

The present study also raises questions for a further research. Given the remark by one of the Czech lecturers that Czech universities mostly employ older lecturers, which makes it more problematic to switch to the online education, it would be worth investigating age of lecturers as a variable to see whether this argument would be supported and to what extent it would differ in both countries. Another variable, which could be considered in a further research, is the gender of the lecturers, because there is an anecdotal evidence that in some countries men are still more tech-savvy than women. Also, there have been opinions over the past year that women take on the majority of responsibilities with regard to the education of children who could not go to day-care or school. Furthermore, this study lists factors which are suggested to be important by lecturers or students and shows if there are any differences in perceptions and what matters in online language education. However, if one wants to know about the differences in factors influencing online language education explicitly, it is necessary to conduct a similar semi-experimental study as in Tichavsky et al. (2015), in which one group is taught online and the other is taught in classroom.

This research illustrates that the investigated universities from the Czech Republic and the Netherlands were able to switch relatively successfully to the online learning. It has been argued that university language learning will benefit the most from the implementation of blended learning. However, online synchronous language courses will not be forgotten either. It can already be noticed that universities have learnt from the experience from the past year that it is beneficial for student not to have to travel to a university just to attend a language course. Some Dutch universities have been already considering working together to offer an online language specific programme in master studies so that students do not have to travel from far distance. Also, the Czech distance language learning could benefit from implementing the combination of online and offline classes, because distance learning students are often working professionals who pursue a university degree. It would therefore be easier for them to combine their work with their studies when universities are offered online. In conclusion, it can be stated that after the Covid-19 experience, universities will push even harder for university systems to change and to lead to even greater adoption of online technology.

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Appendix A: Interview Questions (English)

1. Could you tell me something about your working experience?
2. How did you experience the transition from traditional classroom-based to synchronous online language teaching caused by COVID-19?
3. Did you have a previous experience with online language teaching or CALL?
4. Did you have a training on how to teach in an online environment?

Course design

5. What was the most significant change you have done in your course design/syllabus?
6. Is developing study materials more challenging for the online environment?
7. Do you find it more difficult to organise online classes?
8. Did the form of assessment change in online environment?
9. Does the size of the learning group in online environment have a larger influence on learning experience than in classroom-based learning?

Tools & Technology

10. Which programme do you use to teach synchronously your language classes?
11. Do you think that online tools are easy to use when conducting online lectures?
12. What online teaching tools do you use to support online learning?

Technical issues

13. As a teacher, do you often experience technical issues during online teaching? What are they? How do you deal with them?
14. Do students often experience technical issues?
15. Are you able to help students with technical problems?

Feedback

16. In what way do you provide students with feedback?
17. Is providing students with feedback in online environment more time-consuming?

18. Do you perceive a difference between the learning outcomes of students who are taught online only and who were taught in classroom-based?

Motivation

19. What do you think about student's motivation during online lectures?
20. How do you keep students motivated in such a learning environment?
21. Did you notice that your motivation to teach has decreased in the online environment?

Interaction

22. What do you think is a difference in the interaction in online language teaching?
23. What do you do to keep the student-teacher interaction?
24. Do you personally miss the face-to-face contact with students?
25. How do you interact students with each other in the online learning environment?
26. Does online environment simply take more time than a face-to-face class to effectively accomplish? If yes, why is it so?

Concentration

27. Is your home environment suitable for conducting online language classes?

Stress

28. Do you feel more stressed because of online teaching?
29. Did your workload increase with the switch to an online environment?

Personal opinion

30. Do you think that online lectures are more effective than traditional classroom-based lectures? Why yes and why not?
31. What are the benefits of online language teaching?
32. What are the disadvantages of online language teaching?
33. Which teachers factors positively/negative influence online language learning?
34. Which students factors positively/negatively influence online language learning?

Future of online education

35. When universities fully reopen, do you think that online teaching will remain part of university practice? If so, in what form? Online only? combination of classroom-based?
36. Would you personally like to combine the online classes with classroom-based teaching after COVID-19? And do you think it would help students?

Appendix B: Interview Questions (Czech)

1. Mohl/a byste mi říci něco o svých pracovních zkušenostech?
2. Jaký byl ten přechod od tradiční výuky ve třídě k synchronní online výuce jazyků? Když se bavíme o té situaci, která nastala kvůli COVID-19
3. Měl/a jste předchozí zkušenosti s online výukou jazyků nebo CALL?
4. Absolvoval/a jste nějaké školení o tom, jak vyučovat v online prostředí?

Návrh předmětu

5. Jaká byla nejvýznamnější změna, kterou jste provedl/a v designu předmětu/sylabu při transformaci z offline na online výuku?
6. Je tvorba studijních materiálů pro online výuku náročnější?
7. Je pro vás obtížnější realizovat výuku v online prostředí?
8. Jak hodnotíte studenty v online prostředí? Je to stejné jako v offline výuce?
9. Má velikost skupiny studentů v online prostředí větší vliv na výuku než ve výuce ve třídě?

Nástroje a technologie

10. Jaký program používáte k synchronní výuce?
11. Myslíte si, že je lehké používat takové online programy v online výuce?
12. Jaké online nástroje používáte pro podporu online výuky?

Zpětná vazba

13. Jak poskytujete studentům zpětnou vazbu?
14. Je poskytování zpětné vazby studentům v online prostředí časově náročnější?
15. Vnímáte rozdíl mezi výsledky studentů, kteří jsou vyučováni pouze online, a těch, kteří byli vyučováni ve třídě?

Technické problémy

16. Vy jako učitel, setkáváte se při online výuce často s technickými problémy? Jaké to jsou? Jak je řešíte?
17. Setkávají se studenti často s technickými problémy?

18. Jste schopen/schopná studentům s technickými problémy pomoci?

Motivace

19. Co si myslíte o motivaci studentů během online výuky?

20. Jak udržujete motivaci studentů v takovémto vzdělávacím prostředí?

21. Všiml/a jste si, že se vaše motivace k výuce v online prostředí snížila?

Interakce

22. Jaký je podle vás rozdíl v interakci při online výuce jazyků? Když to porovnáte s tradiční výukou jazyků ve třídě

23. Co děláte pro to, abyste zachoval/a interakci mezi studentem a učitelem při online výuce?

24. Chybí vám osobní kontakt se studenty v online prostředí?

25. Jak probíhá interakce mezi studenty navzájem při online výuce?

26. Zabere online prostředí jednoduše více času než tradiční výuka ve třídě, aby byla efektivně zrealizovaná? Pokud ano, proč tomu tak je?

Soustředění

27. Je vaše domácí prostředí vhodné pro výuku jazyků online?

Stres

28. Máte pocit, že se kvůli online výuce více stresujete? Proč ano/ne?

29. A zvýšila se vaše pracovní vyčerpání s přechodem na online výuku?

Osobní názor

30. Myslíte si, že online výuka jazyků je efektivnější než tradiční výuka ve třídě? Proč ano a proč ne?

31. Jaké jsou výhody online výuky jazyků?

32. A jaké jsou podle vás nevýhody online výuky jazyků?

33. Které faktory, když vezmeme v potaz vyučující, pozitivně/negativně ovlivňují online výuku jazyků?

34. Které faktory, když vezmeme v potaz studenty, pozitivně/negativně ovlivňují online výuku jazyků?

Budoucnost online výuky

35. Myslíte si, že až se znovu plně otevřou univerzity, zůstane online výuka součástí vysokoškolské výuky? Pokud ano, v jaké formě? Pouze online? v kombinaci s výukou ve třídě?

36. A když přemýšlíte o sobě, Chtěl/a byste po coronavirové situaci kombinovat online výuku s výukou ve třídě? A myslíte si, že by to studentům pomohlo?

Appendix C: Lecturer Questionnaire (English)

Questionnaire: The future of online language education in universities

The study is being done as a part of my master's programme Language and Communication Coaching at Radboud University, the Netherlands.

This study will be used for my master's thesis that is focused on the future of online language education in Dutch and Czech universities. More specifically, this study will help to explore student experiences with online language teaching caused by the COVID-19 pandemic outbreak.

In this study I am asking for your personal opinion; therefore there is no right or wrong answer.

Please read the questions carefully and choose the most suitable answer for you. I would really appreciate your honest opinion.

The data will be processed completely anonymously. Your name will not be mentioned in any publication.

Thank you for your participation!

Denisa Škorupová

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1. At which university do you teach?

- a. University of Amsterdam
- b. University of Groningen
- c. Radboud University
- d. Utrecht University
- e. Other (specify)

2. Which language/s do you teach?

- a. German
- b. Spanish
- c. French
- d. Italian

- e. Russian
 - f. Swedish
 - g. Czech
 - h. Polish
 - i. Other (specify)
3. How did you experience the transition from classroom-based teaching to online teaching caused by the outbreak of COVID-19 in March 2020? (very difficult – very easy)
 4. Did you have an experience with online language teaching prior COVID-19?
 - a. Yes
 - b. No
 5. My university offered a proper training on how to teach in the online environment (strongly disagree – strongly agree)
 6. Motivation: (Likert scale answers 1 strongly disagree – 5 strongly agree)
 - 6.1 I enjoy online language teaching more than classroom-based teaching
 - 6.2 I notice that students' motivation to learn the language has decreased in the online environment
 - 6.3 My motivation to teach has decreased in the online environment
 - 6.4 In the online environment, I try to motivate my students to learn the language more than in classroom
 7. Internet & Technology (strongly disagree – strongly agree)
 - 7.1 My laptop/ desktop computer is good enough to use for online language teaching
 - 7.2 The Internet speed in my home is excellent to conduct online classes
 - 7.3 I am satisfied with the communication tool I use for online language teaching (e.g. Zoom, MS Teams)
 - 7.4 Students liked the online tools I have been using for my online language classes (e.g. Padlet, Kahoot)

8. How many different online tools have you been using to shape your language teaching? (e.g. Padlet, Kahoot) Please specify and indicate whether they were effective
9. Technical skills & Issues (1 strongly disagree – 5 strongly agree)
 - 9.1 My technical skills are good enough to deal with technology during online language classes
 - 9.2 I often experience technical issues during online language classes (e.g. Internet connection, microphone does not work)
 - 9.3 Students often experience technical issues during online language classes (e.g. Internet connection, microphone does not work)
 - 9.4 Technical issues discourage me from online teaching
10. Interaction: (Likert scale answers 1 strongly disagree – 5 strongly agree)
 - 10.1 I interact with the students in the online environment more than in classroom
 - 10.2 I create activities that increase students interaction in the online environment (please, specify)
 - 10.3 I set up extra activities to increase interaction in the online environment (please, specify)
11. Course design: (Likert scale answers 1 strongly disagree – 5 strongly agree)
 - 11.1 I changed my language course so that it is adapted to the online environment
(please, specify what you changed)
 - 11.2 I give students more assignments in the online learning environment as compared to classroom-based learning
 - 11.3 To ensure successful online language learning, it is important to have a small group of students (<12 students)
 - 11.4 Synchronous online language courses seem to be more effective than classroom-based courses
12. Concentration: (Likert scale answers 1 strongly disagree – 5 strongly agree)

- 12.1 Students have problems with concentration during online language classes
- 12.2 My concentration is lower when I teach in the online environment
- 12.3 I often get distracted by my family/ neighbours/ postman etc.
- 13. Stress: (Likert scale answers 1 strongly disagree – 5 strongly agree)
 - 13.1 Teaching online is more stressful
- 14. Future: (Likert scale answers 1 strongly disagree – 5 strongly agree)
 - 14.1 Online language teaching during the COVID-19 restrictions have been an excellent experience for me
 - 14.2 I would like to continue teaching languages online in the future
 - 14.3 Online language learning is going to be the future of university language learning
 - 14.4 A combination of classroom teaching and online synchronous language teaching will be the future of university language courses

Background information:

- 15. How many years of experience do you have as a language teacher? (open question)
- 16. What is your gender?
 - a. male
 - b. female
- 17. What is/are your native language/ languages? (open question)

Thank you for your participation in this questionnaire! If you have any further questions, comments or feedback, please do not hesitate to contact me!

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Appendix D: Lecturer Questionnaire (Czech)

Dotazník: Budoucnost online jazykového vzdělávání na vysokých školách

Dotazník je prováděn v rámci mého magisterského programu Language and Communication

Coaching na Radboud University v Nizozemsku

Tento dotazník bude použitý pro moji magisterskou práci, která je zaměřena na budoucnost online jazykového vzdělávání na nizozemských a českých univerzitách. Konkrétně tato studie pomůže prozkoumat zkušenosti studentů s online výukou jazyků způsobenou pandemickou epidemií COVID-19.

V tomto dotazníku se ptám na váš osobní názor; neexistuje tedy žádná správná nebo špatná odpověď. Pozorně si prosím přečtete otázky a vyberte pro vás nejvhodnější odpověď. Nezapomeňte odpovědět na všechny otázky.

Údaje budou zpracovány zcela anonymně. Vaše jméno nebude uvedeno v žádné publikaci.

Děkuji vám za vaši účast!

Denisa Škorupová

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1. Na které univerzitě vyučujete?
 - a. Univerzita Palackého
 - b. Masarykova univerzita
 - c. Ostravská univerzita
 - d. Univerzita Hradec Králové
 - e. Jiná (napište)
2. Jaký jazyk vyučujete?
3. Jak obtížný byl přechod z prezenční výuky na online výuku způsobený vypuknutím COVID-19 v březnu 2020?
4. Měl(a) jste zkušenosti s výukou jazyků online před vypuknutím COVID-19?

5. Moje univerzita nám poskytla řádné školení o tom, jak vyučovat v online prostředí (rozhodně souhlasím – rozhodně nesouhlasím)
6. Motivace (Likertova škála: 1 naprosto nesouhlasím – 5 naprosto souhlasím)
 - 6.1 Online výuka jazyků mě baví více než výuka ve třídě
 - 6.2 Všiml(a) jsem si, že motivace studentů učit se jazyk v online prostředí se snížila
 - 6.3 Moje motivace k výuce se kvůli online prostředí snížila
 - 6.4 V online prostředí se snažím studenty motivovat k výuce jazyka více než ve třídě
7. Internet a technologie (Likertova škála: 1 naprosto nesouhlasím – 5 naprosto souhlasím)
 - 7.1 Můj notebook/ stolní počítač je dostatečně dobrý na to, aby se dal používat při online výuce jazyků
 - 7.2 Rychlost internetu v mé domácnosti je výborná pro online výuku
 - 7.3 Jsem spokojen(a) s komunikačním nástrojem, který používám pro online výuku jazyka (e.g. Zoom, MS Teams)
 - 7.4 Kolik různých online nástrojů jste použil(a) pro utváření jazykové výuky? (např. Google Documenty, ankety, Padlet). Prosím, vyjmenujte a uveďte, zda byly efektivní
 - 7.5 Studentům se líbí online nástroje, které používám pro online výuku jazyků
8. Technické dovednosti a problémy (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)
 - 8.1 Moje technické dovednosti jsou dostatečně dobré k tomu, abych se mohl(a) vypořádat s technikou během online výuky jazyků
 - 8.2 Během online jazykových předmětů se často setkávám s technickými problémy (např. Připojení k internetu, nefungující mikrofon)
 - 8.3 Studenti se často setkávají s technickými problémy během online výuky jazyků (např. Internetové připojení, nefungující mikrofon)
 - 8.4 Technické problémy mě odrážejí od online výuky
9. Interakce: (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

9.1 Komunikuji se studenty v online prostředí více než ve třídě

9.2 Vytvářím aktivity, které zvyšují interakci mezi studenty při výuce v online prostředí (uvedte jaké)

9.3 Vytvářím aktivity navíc, které zvyšují interakci v online prostředí (uvedte jak=)

10. Návrh předmětu: (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

10.1 Změnil(a) jsem jazykový předmět tak, aby byl více přizpůsoben online výuce (uvedte změny)

10.2 Při online výuce zadávám studentům více úkolů ve srovnání s výukou ve třídě

10.3 Pro zajištění úspěšné výuky jazyků online je důležité mít malou skupinu studentů (<12 studentů)

10.4 Online synchronní jazykové předměty se zdají být efektivnější než předměty vyučované ve třídě

11. Soustředění: Likertova škála: (1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

11.1 Studenti mají při online výuce jazyků problémy se soustředěním

11.2 Moje koncentrace je nižší, když učím v online prostředí

11.3 Často mě při výuce rozptyluje rodina/ sousedé/ pošták atd.

12. Stres: Likertova škála: (1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

12.1 Online vyučování je více stresující (Uvěďte proč)

13. Budoucnost: Likertova škála: (1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

13.1 Online výuka jazyků kvůli COVID-19 je pro mě vynikající zkušenost

13.2 V budoucnu bych chtěl(a) pokračovat ve výuce jazyků online

13.3 Online výuka jazyků bude budoucností vysokoškolské výuky jazyků

13.4 Kombinace výuky v učebně a online synchronní výuky bude budoucností vysokoškolských jazykových předmětů

Základní informace:

14. Kolik let praxe máte jako jazykový vyučující?

15. Jaké je vaše pohlaví?

- a. Muž
- b. Žena

16. Jaký je váš rodný jazyk/ jazyky?

Děkuji vám za účast v tomto dotazníku! Pokud máte další otázky, připomínky nebo zpětnou vazbu, neváhejte mě kontaktovat!

Denisa Škorupová

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Appendix E: Student Questionnaire (English)

Questionnaire: The future of online language education in universities

The questionnaire is being done as a part of my master's programme Language and Communication Coaching at Radboud University, the Netherlands.

This questionnaire will be used for my master's thesis that is focused on the future of online language education in Dutch and Czech universities. More specifically, this study will help to explore teachers' and students' experiences with the transition to online language learning caused by the outbreak of COVID-19.

In this questionnaire I am asking for your personal opinion; therefore, there is no right or wrong answer. Please read the questions carefully and choose the most suitable answer for you. Make sure to respond to all questions.

By taking part in this questionnaire you will have the chance to win an Amazon voucher worth €25.

The data will be processed completely anonymously. Your name will not be mentioned in any publication.

Thank you for your participation!

Denisa Škorupová

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1. At which university do you study? (Students select one option from the universities of the lecturers)
 - a. University of Amsterdam
 - b. University of Groningen
 - c. Radboud University
 - d. Utrecht University
 - e. Other (specify)
2. Which language do you study? (you can select more than one option)
 - a. German

- b. English
- c. Italian
- d. Spanish
- e. French
- f. Russian
- g. Dutch
- h. Russian
- i. Swedish
- j. Czech
- k. Other (specify)

3. How difficult was the transition from classroom-based learning to online language learning?

(scale 1 very difficult - 5 very easy)

4. Motivation: (Likert scale answers 1 strongly disagree -5 strongly agree)

4.1 I enjoy online language learning more than classroom-based learning

4.2 I prefer classroom-based teaching than online teaching

4.3 I engage a lot during online language classes

4.4 I aim for high grades in my language course

4.5 I work on improving my language skills even in my free time

4.6 My motivation to study the language has decreased in the online environment

4.7 My lecturer does a lot to keep students motivated in the online environment

5. Internet & Technology: (1 strongly disagree - 5 strongly agree)

5.1 My laptop/ desktop PC is good enough to use for online language learning

5.2 The internet speed in my house is excellent

5.3 I am satisfied with the communication tool used for online language classes in my university (e.g. Zoom, Blackboard Collaborate, MS Teams)

6. Which one of these applications do you use in your online language course? Select all that apply and note how useful they are (1 useless – 3 useful):

6.1 Google documents

6.2 Polls

6.3 Discussion forums

6.4 Social media (Facebook, Instagram, Twitter etc.)

6.5 WhatsApp

6.6 Telegram

6.7 Padlet

6.8 Flippity

6.9 Jamboard

6.10 Quizzlet

6.11 Flipgrid

6.12 Socrative

6.13 Quizziz

6.14 Kahoot

6.15 Duolingo

6.16 Mentimeter

6.17 Videos (e.g. YouTube)

6.18 Others: name

7. Technical skills & Issues: (1 strongly disagree - 5 strongly agree)

7.1 I am satisfied with the technical skills of my language lecturer

7.2 My language lecturer is able to help me in case of any technical issues

7.3 I am able to deal with technology during online language classes

7.4 I often experience technical issues during online language classes (e.g. lost connection, problems with camera or microphone)

7.5 Technical problems discourage me from online form of learning

8. Interaction with teacher: (1 strongly disagree - 5 strongly agree)

8.1 The teacher interacts with the students a lot in the online classroom

8.2 I miss the face-to-face interaction with my teacher during the online classes

8.3 Interaction with the lecturer is higher in the online environment

8.4 The teacher always replies to my emails

8.5 My teacher is willing to set up an online meeting to help students

8.6 I receive more feedback in the online teaching environment

9. Interaction with classmates: (1 strongly disagree - 5 strongly agree)

9.1 I miss the face-to-face interaction with my classmates during the online classes

9.2 I interact more with my classmates in the online environment

9.3 During the online class, we often work in breakout rooms

9.4 We receive a lot of group homework

10. Course design: (1 strongly disagree - 5 strongly agree)

10.1 The language course is/was well accommodated to the online environment

10.2 The activities I had to do in online classes were helpful for developing the knowledge
the course was intended to teach

10.3 The online language course is unorganised

10.4 I have overload assignments in online language learning as compared to the
traditional one

10.5 To ensure a successful online language learning, it is important to have a small group
of students (<12 students)

11. Concentration: (1 strongly disagree - 5 strongly agree)

11.1 It is difficult to keep my concentration during online language classes

11.2 I get easily distracted by other technologies during online language classes

11.3 My living conditions are suitable for following online language classes

11.4 I get often distracted by my family/roommates/postman etc.

12. Stress: (1 strongly disagree - 5 strongly agree)

12.1 Online language classes are more stressful

12.2 I feel more stressed when I have to give an answer in online environment

12.3 I feel more stressed when I have to take an online exam

13. Future: (1 strongly disagree - 5 strongly agree)

13.1 Online language classes during the COVID-19 restrictions have been an excellent experience for me

13.2 I would like to continue learning languages online in the future

13.3 Online language learning is going to be the future of university language learning

13.4 Combination of classroom teaching and online teaching will be the future of university language courses

Background information:

14. What is your age? (open question)

15. What is your gender?

b. male

c. female

16. What is/are your native language/ languages? (open question)

17. Which year of the university are you in?

a. 1st year

b. 2nd year

c. 3rd year

d. 4th year

e. 5th year

f. Other (please, specify)

18.To make a change to win a €25 Amazon voucher, please enter your e-mail. Your data will be still processed anonymously

Thank you for your participation in this questionnaire! If you have any further questions, comments or feedback, please do not hesitate to contact me!

Denisa Škorupová

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Appendix F: Student Questionnaire (Czech)

Dotazník: Zkušenosti student s online výukou jazyků na českých univerzitách

Dotazník je prováděn v rámci mého magisterského programu Language and Communication

Coaching na Radboud University v Nizozemsku.

Tento dotazník bude použitý pro moji magisterskou práci, která je zaměřena na budoucnost online jazykového vzdělávání na nizozemských a českých univerzitách. Konkrétně tato studie pomůže prozkoumat zkušenosti vyučujících a studentů s přechodem na online výuku jazyků kvůli vypuknutí pandemie COVID-19.

V tomto dotazníku se ptám na váš osobní názor. Neexistuje tedy žádná správná nebo špatná odpověď. Pozorně si prosím přečtete otázky a vyberte pro vás nejvhodnější odpověď. Nezapomeňte odpovědět na všechny otázky.

Díky účasti v tomto dotazníku budete mít šanci vyhrát Amazon poukázku na nákup v hodnotě 25 EUR.

Údaje budou zpracovány zcela anonymně. Vaše jméno nebude uvedeno v žádné publikaci.

Děkuji vám za vaši účast!

Denisa Škorupová

Denisa.skorupova@mail.ru.nl

1. Na které univerzitě studujete?

- a. Univerzita Palackého
- b. Masarykova Univerzita
- c. Ostravská Univerzita
- d. Univerzita Hradec Králové
- e. Jiná (napíšte)

2. Jaký jazyk studujete?

- a. Němčina
- b. Angličtina

- c. Italština
 - d. Španělština
 - e. Francouzština
 - f. Ruština
 - g. Holandština
 - h. Švédština
3. Jak obtížný byl přechod z prezenční výuky jazyka na online výuku kvůli COVID-19? (1-velmi obtížný – 5 velmi snadný)
4. Motivace (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)
- 4.1 Online výuka jazyka mě baví více než výuka ve třídě
 - 4.2 Dávám přednost výuce jazyka ve třídě než online
 - 4.3 Při online výuce se hodně zapojuji
 - 4.4 V jazykovém předmětu se snažím dostat dobré známky
 - 4.5 Na zlepšování svých jazykových dovedností pracuji i ve svém volném čase
 - 4.6 Moje motivace ke studiu jazyka se v online prostředí snížila
 - 4.7 Můj lektor se hodně snaží udržet motivaci studentů v online prostředí
5. Internet a technologie (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)
- 5.1 Můj notebook/ stolní počítač je dostatečně dobrý na to, aby se dal používat při online výuce
 - 5.2 Rychlost mého internetu je vynikající pro online výuku
 - 5.3 Jsem spokojen(á) s komunikačním nástrojem používaným pro online výuku jazyka v mé univerzitě (např. Zoom, MS Teams)
6. Jaké aplikace používáte ve vašem online jazykovém předmětu? Vyberte všechny, se kterými máte zkušenosti, a uveďte, jak byly užitečné (1 – zbytečné – 3 – užitečné)
- 6.1 Google Dokumenty
 - 6.2 Ankety

6.3 Sociální média (např. Facebook, Instagram, Twitter)

6.4 Whatsapp

6.5 Telegram

6.6 Padlet

6.7 Flippity

6.8 Jamboard

6.9 Quizzlet

6.10 Flipgrid

6.11 Socrative

6.12 Quizziz

6.13 Kahoot

6.14 Duolingo

6.15 Mentimeter

6.16 Videa (např. YouTube)

6.17 Jiné (napíšte)

7. Technické dovednosti a problémy (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

7.1 Jsem spokojen(a) s technickými dovednostmi mého jazykového vyučujícího jazyka

7.2 Můj jazykový vyučující je schopen mi pomoci v případě jakýchkoli technických problémů

7.3 Jsem schopen/schopna se vypořádat s technikou během online výuky jazyka

7.4 Během online výuky jazyka se často setkávám s technickými problémy (např. Ztrátou spojení, problémy s kamerou nebo mikrofonom)

7.5 Technické problémy mě odrazují od online výuky jazyka

8. Interakce s vyučujícím (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

8.1 Vyučující hodně komunikuje se studenty při online výuce

8.2 Při online výuce mi chybí osobní interakce s vyučujícím

8.4 Vyučující vždy odpovídá na mé e-maily

- d. Můj vyučující je ochoten uspořádat online schůzku, aby pomohl(a) studentům
- e. Při online výuce jazyka dostávám více zpětné vazby než při běžné prezenční výuce

9. Interakce se spolužáky (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

- 9.1 Chybí mi osobní interakce se spolužáky během online výuky jazyků
- 9.2 Při online výuce jazyka více komunikuji se svými spolužáky než při výuce ve třídě
- 9.3 Během online výuky jazyka často pracujeme v menších skupinách
- 9.4 Dostáváme hodně skupinových domácích úkolů

10. Návrh předmětu (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

- 10.1 Můj jazykový předmět je dobře přizpůsoben k online prostředí
- 10.2 Aktivity v online hodinách jsou užitečné pro rozvoj znalostí, které měl předmět naučit
- 10.3 Online jazykový předmět je neorganizovaný
- 10.4 Při online výuce jazyka mám více úkolů ve srovnání s výukou ve třídě
- 10.5 Pro zajištění úspěšné onlin výuky jazyků je důležité mít malou skupinu studentů (<12)

11. Koncentrace (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

- 11.1 Je obtížné udržet si koncentraci během online výuky jazyka
- 11.2 Během onlin výuky mě snadno rozptylují jiné technologie
- 11.3 Mé domácí podmínky jsou vhodné pro online výuku jazyka
- 11.4 Často mě při výuce rozptyluje rodina/spolubydlící/pošťák atd.

12. Stres (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

- 12.1 Online výuka jazyka je více stresující než výuka ve třídě
- 12.2 Cítím se více vystresován(a), když mám odpovědět na otázku v online výuce
- 12.3 Cítím se více vystresován(a), když musím skládat zkoušku v online prostředí

13. Budoucnost (Likertova škála: 1 rozhodně nesouhlasím – 5 rozhodně souhlasím)

- 13.1 Online jazykové předměty během omezení COVID-19 pro mě byly výbornou zkušeností
- 13.2 V budoucnu bych chtěl(a) pokračovat ve studiu jazyků online

13.3 Online výuka jazyků bude budoucností vysokoškolského studia jazyků

13.4 Budoucností univerzitních jazykových předmětů bude kombinace prezenční a online výuky

Základní informace

14. Kolik vám je let? (napište)

15. Jaké je vaše pohlaví?

a. muž

b. žena

16. Jaký je váš rodný jazyk/jazyky? (napište)

17. Ve kterém ročníku vysoké školy jste?

a. První ročník

b. Druhý ročník

c. Třetí ročník

d. Čtvrtý ročník

e. Pátý ročník

f. jiný (napiště)

18. Chcete-li vyhrát poukaz v hodnotě 25 EUR na Amazon, zadejte prosím svůj e-mail. Vaše údaje budou i nadále zpracovány anonymně (napište)

Děkuji vám za účast v tomto dotazníku! Pokud máte další otázky, připomínky nebo zpětnou vazbu, neváhejte mě kontaktovat!

Denisa Škorupová

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Appendix G: Interview with Lecturer A

Q: My first question is about your working experience. Could you tell me about your working?

A: I teach two courses Russian 1 and Russian 2.

Q: Can you tell me very briefly something about the courses so about the organisation of the courses and about the credits the students get for them?

A: As for the course we are content-based courses, so we work a lot with CLIL and FLIL. So, it means that all our courses are focusing on content and it can mean Russian politics, Russian history, Russian culture. We have lots of cultural aspects. And in almost every course we use a Russian movie. And because we use the Russian movie, it also makes it easier to talk about cultural and historical and political aspects. And the students get 5 ECTS for each course. I teach 2 classes a week for each course.

Q: How did you experience the transition from traditional classroom-based to synchronous online language teaching caused by Covid-19?

A: It's been such a long time ago. It's almost one year, so now we are just so used to it that you do not even know how it was at the beginning. We had to start, and you know, I was not really confident in that because I had to find my ways in to teach the students and also just to have relationship with them and also sometimes understand what they have been struggling with and things like this. So, I think the students also had to get used to this online environment. And the good thing is that I was very open, so I told, you know I have to learn a lot and please help me, because it is so new to me. And my students were so patient. If they had to wait a little bit for my PowerPoint presentation or if I just did not know how to use, if you just have a questions and you have to wait for your answer and sometimes they were also a bit embarrassed and confused. And then you have to find ways how to communicate with them and to put them at ease. And because I was just communicating with our students a lot about how our online classes were going and what they could improve it helped me a lot. So, I just felt very supported by my students. And it was like, every week I was learning a lot.

Q: So actually when you told that you do not even know how it was, then it was not such a traumatic experience, I mean like a bad experience

A: No, you know it was just a new challenge for me and I would like to just to make the best of it. And it was like a new project. The other thing was that the surroundings and the whole situation was very insecure, but my work was something that gave me lots of energy. And in this way, I wanted to do my best I also was thinking about my students. In this way it was not traumatic at all.

Q: Did you have a previous experience with online language teaching?

A: No I didn't, but when I started doing online classes I had really lot of classes. So I was teaching a lot and I think because I had to teach a lot, like every week, you know to run lots of kilometres, it helped me a lot.

Q: Did you have a training on how to teach in an online environment? For example, from the university

A: Yeah, so we had many webinars from the university, we could choose a lot. Also, my colleagues were sharing a lot of links from other universities. For example, there were also webinars from other universities, so I went there and there is this platform Surf and they also offer a lot of webinars so I went there as well and there was lots of information from YouTube and attending a lot of webinars.

Q: So you did a lot to learn how to teach in this environment

A: Of course, when I just started the online teaching I had my old groups. I think it helped a lot, because I did not have to get to know them and they knew me for 1.5 months. So, it was okay because we just knew each other. In September it was different, because I had to start with a new group and I was worried a lot about it. Now I am also teaching students that I have never seen before but I just yeah. It is also just OK because now you know how it works. At the beginning I was worried about their non-verbal communication and now I am not worried about it anymore. Now I can actually read their faces from the screen.

Q: Is there a difference between the students who knew you already from the classroom and those who you were teaching only online? And I mean a difference in the results?

A: I do not know. I cannot really say it. The thing is that when you teach online, you have a kind of idea or more control about your group, because you know what they do and you know if it is just a face-to-face communication and you would like them to give an answer, you would just. yeah you see if a person is hesitating or not. Online you do not always see it so you cannot see if they also use Google translate or something else. So, I think it is more difficult to see the progress of the students and what they actually do when you teach online.

Course design:

Q: What was the most significant change you have done in your course design/syllabus, when transforming from offline to online education?

A: I think it became more organized, transparent. Because we had to use the Nestor a lot and we were also told that our course structure should be very clear to the students so if they cannot attend the course, they still can find all the documents and information. I think it helped me a lot to structure the course a lot, because before I was uploading my presentations and only just extra parts about the assignments. But now you can just see all the assignments online. This is one thing. And the other thing is that we did it way more interactive, because we have to use lots of online tools.

Q: Is developing study materials more challenging for the online environment?

A: I think you have to think more, because you try to make it as interactive as possible. And if you are just in an offline class you make the groups and then they entertain each other, but if it is in an online environment you want to make it a little bit different.

Q: Do you find it more difficult to organize online classes?

A: No, I don't think so, because when you think about your class. No, it is just the same. You know, I was always very well prepared for my classes, so it just did not change at all. The other thing is actually, this is shortcomings of Blackboard Collaborate that you cannot see all the students at the same time. So, when you explain something you just cannot see all the classes so you do not know if everybody understood or not. And that is why I always ask please give me a sign and do you want me to explain it again? But there are also students who are very shy and they do not dare to ask and it is quite a big

problem to work with such students. The thing is that we have the reflection and also after the oral exams they can tell me some things about themselves and about their personal issues. If I know about it, then I pay more attention to it. So, I think this is the most difficult part, not the class organization but helping the students right.

Q: How do you grade students in online environment?

A: We changed the whole assessment system, because before we had quizzes and they took place at the university and it was always something about 45 minutes to do the quizzes. And then they had the assignment portfolios and then they had to make them at home. We did not have oral tests. So, if you think about it we had quizzes that were written, we had assignments some of them were oral because they had to do like a video or something like this or they had to write an essay.

Now, we have 2 oral tests because I think it is just maybe a very fair way of testing because it is kind of face-to-face form. They also have assignments, but the assignments can also include part of quizzes, so they still make them at home. The system has been changed and they have less assignments than they had before and I actually quite like the system. And maybe if we just go back offline, we can keep the new system. You know because it also does not take your lesson time. Actually, it means that you can practice much more and then you can do the quizzes.

Q: Would you say that maybe your grading style is less strict in this online environment than it would be normally?

A: No, haha. On one hand they have quizzes. They are formative quizzes so it is only pass/fail and you may think ok it is just less strict, but they have to get 80% right and sometimes they have to do the quiz twice or three times before they get the quiz good. In a normal classroom it would not happen, so if you have 5.5 it is OK and then you forget about the quiz. So, I think that it is fair and maybe it is more, you should put more effort, because you have to re-do the quiz. As for the assignments, because they have to do vlogs, you just grade them in a same way. But if they have to write an essay and we know that they can use a Google translate so we try to be more strict because we cannot control it.

Q: Does the size of the learning group in online environment have a larger influence on learning experience than in classroom-based learning?

A: I do not have big groups. The biggest group is about 15 students. It is actually quite a good size. It should not be more. But of course, if you have less students it could be much better, about 10 students. Some students like it more when their group is smaller. It is not always the case. I have the idea that I try to give the chance to speak to everybody. And because we also work a lot with breakout rooms so the chances are a lot.

Tools & Technology:

Q: I already know that you are using Blackboard Collaborate for the online language teaching. Do you think that it is easy to use when conducting online lectures?

A: It is easy to use but it is not user-friendly, because you cannot see all the faces at the same time. So, this is the only problem that I have with Blackboard Collaborate and there is another problem, sometimes it is very slow. But this happens just e.g. twice per period.

Q: What online teaching tools do you use to support online learning?

A: We have online quizzes. You can just use Nestor for it. It is a good function of the Nestor. We have Padlet. I think it is just one of the greatest platforms, because you can use it in a different way. Just for weekly activities like what they have to do. To find some information about Russia. Then I also have other exercises that they have to do, for example to report something and then they place the picture and a short text on a Padlet. I use Google Slides a lot. Then I have experience with Jamboard. It is a little bit different. Sometimes you just have an activity and you think OK what can I use to make it a little bit more fancy. Because it is very difficult to stay focused online and if you have something new it helps you to stay focused. Like this Jamboard has a little bit different layout than for example google slides. I also used Flippity and I had the courses where I used fortune wheel. You have to prepare it before and then you just put the questions on the fortune wheel and you have to push the button and then it just stops and the students have to give an answer to the question. So it just choses a random question. We use Flipgrid to make the videos and I also use especially for Russian 2b Edpuzzle. This is

just another way to work with the videos, shorter videos. It is a very good tool, because you can upload the YouTube video and then you can add multiple choice questions or open-ended questions. And our university is promoting Gather Town. I have tried it twice and I have to say that the students liked it a lot because it is a different way to work in the breakout rooms, because you can choose the role yourself and you can choose the partner and you can just sit around the table and then do your assignment. I think I am going to use it more.

Feedback:

Q: In what way do you provide students with feedback?

A: In the beginning I did it just in the old way. Like grading and just mentioning the most important things, like two three most important things about their essays. And what I do now is I ask them to publish their work on Nestor and also Google docs because it is more interactive and you can also give voice feedback there and in this way I just get into details and talk a little bit more.

Q: Is providing students with feedback in online environment more time-consuming?

A: I don't know. It always takes a lot of time. No no, you know if it is about an essay, then you have to do it the same way. Just now that I am using the voice feedback option, I did it only twice so far, but I am definitely going to do it much more. As for the homework, maybe, I do not know, because they have to upload a picture of their homework and it is not that I am correcting mistakes there, just the most common ones. But also in the class when you talk about the homework it is not that you see all the homework that they did. If they don't answer the questions, we do not know. Maybe now I just see more of their homework than before.

Technical issues:

Q: As a teacher, do you often experience technical issues during online teaching? What are they?

A: I think the most terrible thing is that some of the students had bad internet connections so it did not work and it was very frustrating for the students and also for the whole group, because every time I try to get an answer and then somebody is trying to speak and you cannot hear it or you can hear just

half of it, it is not always nice. So, I think the internet connection, but I have to say that the last period it went quite okay. I did not experience such problems. This is the only thing.

Q: If there are such problems with internet connection, how do you deal with them? Or is there a way to deal with them at the time?

A: At the beginning, the first half a year also the university said that you cannot expect just to have very good connection. They should do it but sometimes it just does not happen. So, I just mentioned it and if it did not work then it did not work and I could not really help it because they had to find their ways to just follow the class and also to do the oral test. But the last half a year, because it has already been one year, everybody just took care of their Internet connection. They arranged something and now it works.

Q: In case students have technical issues, are you able to help them with the issues? To tell them how to solve them?

A: You know, some general rules like do you use a good browser, log in again, but most of the times they know these kind of things way better than me. In the beginning they were helping to me to work with Collaborate. Like they would give me the smiley and I say how did you find it?

Motivation:

Q: What do you think about student's motivation during online lectures?

A: Our students attend our classes and they say because the classes are so interactive. That motivates them to come to the classes. So, this is the thing that I can personally do to just provide them with interactive and good classes. I talked to my students and they said you know it is very difficult in the online environment and to stay motivated because when you come to the university you see other students and it motivates you a lot, because you don't want to fail so you have to make your homework, otherwise everybody will see it. You have to answer because everybody is looking at you. So, things like this.

Q: So you already told me that to keep students motivated you are trying to make these classes interactive and you are developing online activities. Is there another way to keep student motivated?

A: I always ask them to write the reflections on studying and learning and I always try to reply and help them in this way. I think that they think that I am very interested in them and I think it helps, because I always say “I do care about you, please if you experience some problems, let me know and we can talk about it”. Sometimes I just have meetings with the students and we can discuss some Russian issues. So, this is another thing. Also, what I do, I try to make it a little bit more personal. I am sharing some personal information. Sometimes when I receive some picture from Russia I share it with the students and I talk about it. It helps a lot, they really like this kind of extra information during the class. We also during this COVID-19 times organized two cooking workshops. The first one was about Pelmeni and the last time we cooked Vareniki. About 15 students so it was really good. They really liked it. We also organized meeting with Russian students, where they could practice Russian a bit. In their feedback they said that it was really motivating, and they just want to go on with learning more Russian. So, these kind of extra things also help.

Q: Would you do this also when teaching in traditional classroom-based teaching?

A: Before the lockdown we celebrated Maslenitsa. And it was a big success, and it was really nice. I think we are going to do it again when we are in a normal situation because we also had plans to celebrate Russian new year etc. As for the cooking workshops, it was more difficult because then you also have to find a place where to do it. It just seemed mostly impossible. And now you can do such things online and I think it is very good. Especially for Russian 1 when all the students are new and they do not know each other. And you know in Russian 1b we are going to talk about Russian cuisine and Russian stuffs like this and then just organize such workshops online it works perfectly. I think I will do it again. As for the meeting with Russian students, we came up with such an idea. I did not know that at the university we have these telecollaboration projects and my colleagues are doing them already. So, for me it was just like let’s do something nice for extra motivation of our students. I think we are going to make a bigger project of it and it will be incorporated in our course.

Q: Did you notice that your motivation to teach has decreased in the online environment? Or maybe increased?

A: I just have an idea that I learn so much. Maybe in just a normal environment I would learn way less, because this online environment just pushes you to do more. I do not know why it is like this but I learnt a lot and because all was online and you just had more time to visit webinars and get inspired. Because if it is offline teaching, you do not have all this time to visit different seminars, lectures and places, but online it is more possible, because you get inspired all the time. You want to try everything that is really nice. My teaching did not change. You know I would like to see my students face to face. Because I think that when I teach offline I get much more energy from my students and that is what I miss.

Interaction:

Q: What do you think is a difference in the interaction in online language teaching?

A: In the beginning, because I saw my students in the lesson and after the lesson there were always students who wanted to talk to you and at the beginning I missed it a lot, because I did not get it online. Then I noticed that students started to miss this interaction as well and it does not happen all the time. If you are at the university, you just have it after or before each lesson and online you have it sometimes that students will stay longer because they want to have a chat with you.

Q: What do you do to keep the student-teacher interaction?

A: In our lesson we have the part when the teacher explains something and the students answer so I think this helps and because the other thing is that they write their reflections. I always read it and reply. I think it helps a lot to keep this interaction.

Q: How do you interact students with each other in the online learning environment?

A: For example, the assignment. The first assignment is always a peer assignment that they have to work together on and they actually like it. What I also asked them was to find a study buddy and to make homeworks together. The students who do it actually have better results than the students who study on their own.

Concentration:

Q: Is your home environment suitable for conducting online language classes? Or are you being distracted by family members/neighbours/postman etc. during online classes?

A: I think so, but not for me. When I teach, just nothing exists. Sometimes my son has to wait outside the house, because I am at home and he does not have a key and then he is dancing in front of the window, knocking on the window, but I cannot say to my students “sorry my child is there” so I am going to stop my explanation. It was actually the case that he had to wait until the break. It happens. I think that the students get distracted. Sometimes you see if the students turn off the camera they just walk around, or they go and just sit in the garden or they can just say “oh sorry I have to open the door”. And you know, I cannot change it.

Stress:

Q: Do you feel more stressed because of online teaching? Why yes/not?

A: I have some students, these are the first year students, maybe two students, who really have stress problems, because they say that they find it very difficult to be in the class and to give the answer and to participate and it is much more comfortable to work in the breakout room, but I just in my evaluation form I also read that one of the students say that the teacher tries to put us at ease and that it is not that terrible to make the mistakes, but I have a student who is just so stressed about the whole situation and the student cannot attend the classes and the student goes to a therapist so I hope that the student will be back because it will get better with the student. But I do not know the students, so I do not know if they have these problems also in an online setting. And sometimes when you are in the class you can see that someone is behaving a bit different because he or she is an introvert and does not dare to say something. I always ask if you have some personal issues, let me know. I also had some students with autism and I just did not know about it. I had an idea that I cannot get connected with them and I just thought why. Then later they told me that they were autistic and actually now, I know them for more than a half year, and I also know about their personal issues, it is easier to work with them to put them at ease and what you can expect with them.

Personal opinion:

Q: Do you think there is a difference in how effective language teaching is? If yes, in what direction.

A: It is a little difficult to say because Russian is such a difficult language compared to other European languages and to get the same level we need more time. We cannot compare Russian and Italian because it is easier. I think the institute of definition of the USA categorized all the languages into different groups and all European languages such as English, Italian they were all in group 1. It means that you need less hours to achieve some level. Russian belongs to group 3 so there is a big gap and we cannot compare Russian with Italian, Spanish, German etc. so it is more difficult. I think if I talk about the effectiveness it is also very important that our students do a lot of independent learning and the more independent, they are the better results they have.

Q: Do you think that online language classes are more effective than traditional classroom-based? Why yes and why not?

A: You know, it is so difficult to say whether one is more effective than the other one. We have different groups all the time and I do not know if I just compare my previous group with one of the groups that I have now, I can say that my previous group was better. But it also depends on the group. It is not only about online and offline, but because I have maybe not the best group now. I do not say it depends on the online learning. Maybe it just depends on the group, I do not know. I think because the students say that they are less motivated because it is online, so it does not really help. As for the teachers they still do their best. They do maybe even more work than before because we go to all the webinars, lectures and just try to find everything and sometimes I feel a little bit insulted when they say that the students have to pay less. But the work that we put into this online teaching I think it is much more. So the workload increased.

Q: What are the advantage and disadvantages of online language teaching?

A: We are more organized in our teaching. That is the most important. For disadvantages, everybody misses the personal contact. It is personal in a way that you do not have these extra moments with your students.

Q: Which teachers factors positively/negative influence online language learning?

A: For me it is always the same. If you love your work and you are just eager to learn new things. I do not know if it is a factor, maybe it is just a characteristic that teacher has to learn a lot. It is just a constant process and if you do it, you will be fine and it does not really matter if it is online or offline. I mean you still want to teach and it is not only about teaching. It is also about at the beginning I thought I have a mission, because it is such an insecure situation and for our students the study can be the only thing that we still have. This way you just, if it helps them to make their life meaningful so I just have to do it to help them a bit and to make it more meaningful.

Q: Which students factors positively/negatively influence online language learning?

A: It is self-discipline, because you do not have the teacher coach you the whole time. So, you have to do it yourself, you have to be an independent learner, you have to be self-disciplined and also resilience.

Future of online education:

Q: When universities fully reopen, do you think that online teaching will remain part of university practice? If so, in what form?

A: They say now that we are going back in September and our seminar will be offline, but I think if there is just a situation that a teacher is sick or just cannot attend the class then we can easily switch online and still do the class. So, I think we are going to be more flexible. I am talking just about language lessons. But I do not think that we are going to do just online stuffs, especially at the beginning everybody wants to meet each other. So, it will be like blended learning.

Q: Would you personally like to combine the online classes with classroom-based teaching after Covid-19? And do you think it would help students?

A: I do not mind I,t actually. I think that it is a good way to do it, because also in the future when students will have their jobs and stuff like that they will also work a lot online and maybe they will also have to use it for languages and maybe it is also good that they just get used to speaking a foreign language online. So, I think I would prefer just maybe to have one lesson online and another offline. Not every week but sometimes. But I do not want all lessons online now.

Appendix H: Interview with Lecturer B

Q: Could you tell me something about your working experience?

B: I am indeed a language teacher. I have been teaching Spanish. The interesting thing about my background is that I love what I do, and I love to research in what it works. I am very much into innovation processes in foreign language teaching and how this innovation works on the process from different perspectives, perceptions of the students and also what we see interaction processes, whether they are engaged or not, whether they are engaged in the kind of processes that help to acquire the foreign culture and also the language.

Q: About the language courses, do you teach them for the faculty of arts or another faculty and for which programme?

B: We have within humanities, Spanish to students who want to become experts in Spanish linguistics and culture, but Spanish is quite popular so we have also courses for students, because they are willing to learn it. We have Bachelor Spanish and culture, so we have students in this area. These students do not have to become expert in the linguistics and culture, they just want to learn the language and get also some courses from us. I am engaged in both types of learning.

Q: For how many credits are the language courses?

B: 7.5 credits

Q: How long do the courses take?

B: There is a difference between the Bachelor Spanish. They have the whole first year. We have a block system. So, we have 4 blocks. In each block they follow a Spanish course. It is very intensive. They get 6 hours of teaching a week but they have to invest in total 20 hours on their own. So, they have all kind of activities to reach a high level of Spanish in a short time. They start with zero level. As for the other students, they may follow one course, two, three, so it is up to them what they want to do. It is optional to have a beginner level or just to reach more advanced level. The reality is that most of the students follow one or two courses.

Q: How did you experience the transition from traditional classroom-based to synchronous online language teaching caused by COVID-19?

B: Because I am very fond of using digital tools, so it was not a big deal for me. It was very interesting to see that I had a lot of concerns and complaints from other colleagues that it is so anonymous and so impersonal. I have a completely different experience. When you are teaching in the online classroom you are the teacher and you have the group so special if you focus on the location that the teacher adopts and that the student adopts, there is quite a big difference. Here the teacher is one more webcam. So, it is an additional member of the groups. That is something what I like, because I do not like the confrontation of the two roles but the two roles cooperating. That is something that has been very positive. I really like the chat before starting the course and after the course, you know informal. I experienced it as quite positive and relax as well.

Q: I already know that you have a lot of experience with such a teaching. Did you have a training on how to teach in an online environment from your university?

B: Oh yeah, there were plenty of webinars. We have an organization within the university. It is about using digital tools to reach education. So, they offer a lot of webinars and workshops in order to help teachers and colleagues with how to include interaction processes in education teaching, how to share video, how to make what we call knowledge clips so subject matter clips. So these kind of issues. One of the very big problems was the testing. How do you organize testing, whether you are going to use the same kind of testing or not. That was quite complicated.

Q: How did the form of assessment change?

B: In Spanish language courses we have an online digital programme. I lost the name. That is a colleague of mine who have designed the programme and she has complained a lot. She is very technology font colleague, but it was so time-consuming. That is something that you do for one time. In Spanish we have the four skills, but we also have the grammar and vocabulary and we would also use multiple choice questions for that. That was really hell of a job. That was really time consuming, so it is something that you do only once. You cannot reuse the exam, because students might copy it, take

photo of the questions. That has been quite a challenge. But for the courses where I was the only teacher and I was the coordinator, I was very much creative and I did not use the multiple-choice exams but I used more open activities where they had to use the linguistic elements, the vocabulary the different units and use them creatively. But they had to use them. So, it was more open. I personally think that this is a better way of testing, because it is not that you take your chance, but you have to use it, which is one of the most difficult things to do. To be able to use it correctly you have to understand it.

Course design:

Q: What was the most significant change you have done in your course design/syllabus?

B: Not much because we have digital books, but I did the same things that I do when I am teaching face-to-face. So, share my screen and share the information I wanted to share with them. In my lessons there is always a lot of interaction. In this online setting there is still a lot of interaction. More interaction maybe.

Q: Is developing study materials more challenging for the online environment?

B: I think it depends on the background of each teacher. I have been always interested in investigating and analysing the possibilities that the new media offer us to increase the teacher. So, I am a very curious person. So, what is there, what can we use, what does it bring me? When you have this kind of perspective then you are open to these kind of changes. If you are a teacher, because I felt that at the university I was the strange colleague using technology in the courses. And, luckily, I started working on European projects and getting in European projects and that I took another position within the university. But my colleagues they were very reluctant to use technology. If there was somebody doing something with it, that would be me. They would not bother. So, it depends on that. If you are familiar with technology and you are reluctant to use it then it takes a lot of effort.

Q: Does the size of the learning group in online environment have a larger influence on learning experience than in classroom-based learning?

B: It is very interesting that we are using the Teams and we are able to use the breakout rooms to do activities on their own in groups. That is really great, maybe it takes a little bit more time to organise it and it is time based, but otherwise I would not think that it is such an issue.

Tools & Technology

Q: You already told me that you are using the Teams. Are you satisfied or would you rather use another one?

B: Well, Teams is OK. With Google Meets, the problem is that you do not know how Google is using the information. So it is privacy issue. I think with Microsoft it is safer, but I am not 100% sure. It works fine. The possibilities it offers are fine. You can create the breakout rooms, record the session, share your screen. Sometimes that is difficult, because there are so many screens that you can choose from so you just spent 5 minutes, a bit less, selecting which one is the screen I want to share. For the rest it really works OK. The problem is, connecting to the answer before about the number of students, the number for those courses where you have a lecture and the teacher is speaking, it does not work. I also had the discussion with my colleagues. If you want to tell something during half an hour, one and a half hours. You need to make the knowledge clips lasting no longer than 8 minutes, to talk about the topics you want to talk about. The session has to be interactive. That is also one of the things of colleagues who give subject matter lessons, they were really impressed of all the questions and comments they got in the chat. The interaction was really higher than in face-to-face setting, because they are anonymous, they are at home so relaxed and they are not in the classroom setting which is formal. You know you are at home and you are focused. You are much more focused, because in the classroom setting there are many things going around and maybe you can hear people on the corridor, from the next classroom, a car which is passing by. When you are using Teams you have the headset so you are very focused. That is also positive things.

Q: When you think of the focus, do you also stay more focused in the online environment?

B: Yeah, I think so. I am more of the coach, not the teacher the talking person all the time. I allow the students that they become part of the course, so they are central on what we do. When they are

presenting and debating, I am very much focused than in the classroom. I am very positive. Maybe what I miss, in Spain we are very much in front of touching each other, so I do not feel the proximity, and I cannot smell. But for other things there is an added value. I could not say let's do everything online or face-to-face. But I think the right combination would be fine. And it gives much more possibilities to the students and also the teachers, so if someone is ill and is not able to take the train to the university but could follow the meeting online. That would be great.

Q: What online teaching tools do you use to support online learning?

B: We and the students using online quizzes: Sokrativ, Mentimeter, Kahoot, Netpart. These kinds of software. Which is really good alternative, but for foreign language teaching just giving them the opportunity to talk, that is what we do when we have the classroom setting. So just most of the time to interact in the target language, which is something that they cannot do at home easily. That is why the breakout rooms are very good.

Feedback:

Q: In what way do you provide students with feedback?

B: That is one of the issues with errors when you are communicating in a foreign language that it can hinder the learning process. I try to do it indirectly. So, when they are talking and I hear an error then I repeat the sentence but using the right form. Which is what native speakers also do in the conversation because they are interested in the content not the right form. In other way I use it is I write it in the chat. And if it is an error that everybody is doing then I will comment on that.

Q: Do you perceive a difference between the learning outcomes of students who are taught online only and who were taught in classroom-based?

B: I was commenting on that with another colleague. Well, I said that I had the impression that quality was higher, also that engagement was higher. And the colleague agreed with it and he was teaching something completely different. And it can be that this specific group was way better than the other group or whether it was due to this online teaching. So that we do not know. We should research that.

Technical issues

Q: As a teacher, do you often experience technical issues during online teaching? What are they? How do you deal with them?

B: At this moment, I can tell you I am not very close to the WiFi so that is why I can have problems with the WiFi. But normally I do not because I am connected with the cable and we have here the quickest WiFi connection you might have. So, I do not experience that. Sometimes with the students when they try to talk and we cannot hear him or her properly so yeah when this happens we say yeah turn off your webcam.

Q: So mostly if there are any technical issues then they are mostly about the internet connection and at the side of the students, not any other?

B: The different courses I teach, students are the central of the teaching. So they often have to share PowerPoint or video and then you have to tell them that some of them are very handy but others not so you have to tell them how to do that. Well but we are all here to learn so no problems.

Q: Are you able to help students with technical problems?

B: Yes, until now it is indeed what happens.

Motivation:

Q: What do you think about student's motivation during online lectures?

B: I think there are many things, when you talk about this you have to think about the whole context. One of the main things, students are facing is they are missing their social life as students, which is wonderful you go to university and you meet a lot of people. It is nice, one of the nicest experiences of your life and now students are at home. So, this is the real problem. It is doing a lot with them. Teams and these online apps have saved us, because otherwise we would not have this virtual social interaction learning possibility which is virtual, but it is also social. So, some students and especially the older but also the first-year students have had tremendous impact. Some minorities are facing depression. So, it has to do with the context with the situation with the life. So, I think the that the online is saving us at the moment. Oh, we are so lucky that we have it, otherwise can you think of what it would be like? It must be tremendous. It is a very good help. But then, again, the issue is that young

people in this period of time need, they are becoming independent, they are going outside their house, getting to know new people and that is such a nice experience. This affects them. So, if we talk about motivation I think that many of them are motivated and I do not think that it is an issue whether you are using an online environment or not but on the interaction you have like student-student, teacher-student and the activities. Also, the role of the teacher. Whether he is “oh this is nothing” and he is complaining all the time or whether he is enthusiastic. So, the online tool is a very good possibility which is saving us. But it is not just about the tools, but about what we do and what activities we bring to this virtual environment.

Q: How do you keep students motivated in such a learning environment? Is it more difficult?

B: I think through my enthusiasm, what I said that the contact, to coming to the room, the chit chat that we have, the positive things they say or they are presenting something. And some jokes. Sometimes when we have a break, I put some Spanish music and when they get to the classroom then they hear the classroom.

Q: Did you notice that your motivation to teach has decreased in the online environment? Or maybe increased?

B: I think that at some point it has increased. We have been using these interaction tools for internationalizing our teaching, the students experience, so in all the courses the students have the possibility to carry out interaction tasks through interaction with native speakers or students that are in England, Spain. You know, we have not been teaching online as such. And this has been the first time that I had to teach online, which is different. And I was really very curious about myself whether I would like it or hate it. So, I am always looking at how do I experience it. And I am quite positive, I am like “wow I could not have expected it”. It has a lot of added value.

Interaction:

Q: What do you do to keep the student-teacher interaction?

B: I really very much like that I ask questions and you have the possibility to raise your hand to ask the question, and if I ask the question and there is not answer as happens in face-to-face setting well I look

who are the students present there and I chose one. And I always say that if you do not tell me I will do it this way. There is also time for questions at the end of the session for the students who want to talk about their issues.

Q: Do you personally miss the face-to-face contact with students?

B: Yeah, the lessons are very interactive. I really like to see their faces. If everything would be written then it would be a problem and I would miss it a lot. Here my lessons are very interactive. So, I cannot say that I miss it, but it is different. And I really think that there is some kind of social presence in this environment. What we miss is that we have not gotten information about what is happening below your head of the hands the gestures, which are very important when you are communicating. So that is one aspect that could be missing. And that the distance, it is virtual. So, the interaction is also virtual, in a virtual setting so you cannot reach the things. You cannot touch the arm, the hands, that is something you cannot do here. Or smell it. But it is not that oh this is awful, not at all.

Q: How do you interact students with each other in the online learning environment?

B: They have activities they have to talk about, then I can jump from a room to another room to see how they are doing, whether they have questions. So, this is the moment when you can interact with the students. Then when I call them to the central environment then we can talk about where there some issues to carry out the activity for the rest and comment on that.

Stress:

Q: Do you actually feel more stressed because of online teaching? Why yes/not?

B: I can imagine that it can be stressful if you do not have a good internet connection, if you have not good laptops, so the necessary tools working properly then it might affect you. But if everything is working properly and you know how to use it, then I think it is not stressful. Stressful is if you do not know it. For instance, I will share with you an experience from another course which was a course in the minor education about ICT tools for language education in the modern world. We offered the students to use the high immersion virtual reality sets so and I was telling them that we will be doing that during the lesson and that in each group there has to be one person to experiment with the set.

Most of the students were scared and they told they do not want to do that, that they are not so technical, and you noticed that students were stressing out because it was new for them and it was wow. Many of them say NO. So that is really interesting because it is new and they do not know whether they have the competence in that to be able to do that. But then again if they know how Teams works and good Internet connection then I do not think that it must be stressful.

Personal opinion:

Q: Do you think there is a difference in how effective language teaching is? If yes, in what direction?

B: Yeah, I think it depends on the pedagogy you are using, on what the students are supposed to do in order to be able to learn. Action is very required. If you are all the time sitting down and listening and listening and not following to what has been said. If you are getting activities which are not appealing for you. If you get a feedback about how many errors you are producing and this is not good, this is not good, it will not work. It is about pedagogy online and it won't work face to face. I think that it is very important that the students are relaxed when they are using the language. One thing is also related to the attention, focus which I think that in such an environment is higher. Of course, we can be interrupted, but it is not every day and it is not in this classroom that this happens. It can happen, but it can also happen that you are giving face-to-face teaching and that students are looking into Instagram instead of listening to what you are saying so yeah.

Q: So you would say that it is not about whether offline or online is more effective but rather about the teaching, pedagogy and method. Can you name some advantages and disadvantages of the online language teaching?

B: I think that having opportunity to be at home. You are drinking a cup of tea or coffee, you are in your place. I think it helps that you are relaxed and that is very important you are learning and you have to use the target language. So that is really important. So that is really a positive thing. The negative things are related to if you do not have a good hardware and the software does not work properly and you do not have a good connection. That is the thing. But I think it can also be very personal and virtually social.

Q: Which teachers factors positively/negative influence online language learning?

B: I think and that is again, if you are and it does not matter if online or offline, if you are confident about what you are doing and how then you are transmitting this enthusiasm and the confidence to your students. If you do not believe in this online environment then that is what you are transmitting to the students. I think it is very important to be open, to be learner directive so the learner is the centre of the classroom, of the session. I think that the online tool can be of a great help to achieve that. So I think enthusiasm, listening, knowing about why you are doing what you are doing so what your objective is well you want to motivate the students and you know how to do that. And you want to engage students in interaction so you have really motivating activities to do that. You are constructive with the feedback you provide with them. You create the spaces for informal information, so you are chit chatting. Then you introduce some music and videos. But then again it is about your personality as a teacher and your pedagogical know how, competence and skills

Q: Which students factors positively/negatively influence online language learning?

B: I was born and I studied in a society where we did not have phones or Internet. That is the amazing. But you were born in the digital society, so this makes that using this tools is maybe you are familiar with it so it is here for you. It is also appealing to you. Then I think it is important for the teacher to include variation in the activity that as you said that we can use different tools, in order to provide videos, share music. So, I think that for the students the step towards online learning is smaller than for the teachers because they were born in a digital society and they are continuously using their smartphones for Instagram and Tik Tok in order to socialise with others. That can be threatening for some teachers, if they see that the students are more competent in the use of the technology. Conservative view that teachers are the masters of the universe and they have to know everything. And I say no we are all here to learn. If you have something to teach me, oh great let's do it together. I can also teach you some things. And that does not say anything about my competences, skills. You are not a dumb person.

Future of online education:

Q: When universities fully reopen, do you think that online teaching will remain part of university practice? If so, in what form? Online only? combination of classroom-based?

B: I have been struggling since the very first beginning of the 20th century to introduce the online tools and digital tools and it is so difficult to achieve that and then suddenly Covid-19 appears and everybody had to use it. I was really very annoyed that a virus could achieve something that I could not achieve in all those years. I think that the problems with education is that it is really conservative, very difficult to introduce changes, to change teachers it is very complicated. I hope that we have learnt something. For instance, I think that we will be using quizzes, like Kahoot Socrativ more often, but I am afraid that we mostly go back to what it was. Because for many teachers it was a very hard path. I do not know if all of them were prepared or open to jump into this online teaching. I think that the society will develop in the digital direction. The developments will be very much rapid. That the industry has to adapt because otherwise you will lose clients. So industrialization will be part of this development, finances, etc. But I think that education as always will come behind. That it will be very difficult to keep innovating. So I am very curious about that but if you ask me that most of the teacher will go back.

Q: Do not you think that at least blended learning will be part of the practice?

B: I do not know. I remember I was in negotiations it was like 15 years ago. We introduced the bachelors and I was discussing that lecturers did not have much sense because they are too long and you are sitting there and the most interesting is that you have activities that you go into dialogue with the students, that there is the interaction about the subject matter. Colleagues could not understand. So, I do not think that those teachers will continue using online tools. I hope that some of them will embrace them. I really hope that. But i do not know if that will happen. You know these quizzes like Mentimeter, Kahoot will continue. We are using Blackboard and virtual environment, but I do not know whether blended learning will be a reality. Maybe for Master where you have people working and studying at the same time. There I see the possibility but, in the bachelor, I do not know. I do not know if the colleagues will be willing to have the knowledge clips and to have interaction sessions what we

have nowadays. So I am curious. I hope that something has changes and that we will be using these hybrid teaching possibilities.

Appendix I: Interview with Lecturer C

Q: Could you tell me something about your working experience?

C: I teach Spanish.

Q: Could you tell me something about the language course?

C: In our department we have 4 language courses during the first year. All courses are for 5 credits. So, they are pretty intensive because it is 7 weeks and 5 hours of class. It requires quite some input from the students. They need to prepare beforehand the materials and in class we practice. Usually there is a topic that is being introduced. We have chosen topics that are related to the age group, so students, but also related to university people so how to make reservation abroad, but it is mainly got to do with young people, social teams, how to find your way in another countries, how to express yourself about personal stuff. These subjects require spoken tasks. So, students practice in class, but they also need to make recordings of conversation and then they need to write texts, post a presentation, write emails, articles. So, there is a lot of diversity. These are the first-year student courses. What we strive in the first year is to get from the zero level to B1. In the second year, it goes less slow, because we do 5 credits per one semester, so it is less intensive. Then we slowly work up to B2. The book in the second year is slightly different, but the topics are similar it just gets more difficult. We used to have separate grammar courses but now all these courses are completely integrated. So, we do oral and written tasks and grammar. But grammar is functional. It is not studied as a theory, but it is used immediately. These courses are part of Faculty of Arts. The department is Romance languages.

Q: How did you experience the transition from traditional classroom-based to synchronous online language teaching caused by Covid-19?

C: How? Haha. The thing I like most about teaching is being in touch and in contact with students and creating some kind of nice atmosphere in a classroom. To have fun together. I also think it is very important, because especially when students need to express themselves orally, this usually gives people a lot of stress. I always invest a lot of time in having fun, joking and making myself ridiculous whenever I can. This is harder when you need to do this on screen, but there is no physical interaction.

You cannot see how people move. It is very static. When this online teaching started, I also worked for another department at the university. Teaching Spanish for another faculty, but for international business communication. The rule there was that they should not activate their camera. So, I saw the students' names and I was talking to myself all the time. There was no interaction whatsoever. I had to beg them to write something in the chat. It was a course that I had to teach three times a day. I was completely exhausted at the end of the day because there is not fun in talking to yourself. I can see you now, so I can see that there is someone talking to me. But then I was talking to myself all the time. Fortunately, we were really lucky that our university invested in the physical courses in the first semester. Since we are relatively small department, I got to teach all my courses physically, on campus. At the same time the course was very popular, so there were also students watching online. It became hybrid and that was interesting, because I was teaching for three different audiences. I was teaching live for people who were present, there was a livestream sometimes professionally organised and sometimes I just turned on my Brightspace virtual classroom camera. Sometimes they saw me, but at least they could hear me. Then there was group of students who could neither be live nor to be present online. So they had to watch it afterwards. It was really weird, because you need to take into account that they cannot see everything, that I have to write on the board and also say it out loud. Or I put the camera in a way that they could also see it at home. It was challenging, but also nice because from the end of December when everything collapsed and we had to go fully online again, it is better in some ways compared to the last semester of the formal academic year. It is better because now I can at least ask them to activate their camera, because it is my group, but it is draining. It is draining the students, because they are online the whole day. It is not stimulating, because they are watching the computer screen the whole day and they fall asleep and they are not motivated, but it is not as rewarding as teaching can be. I am really happy for the technical possibilities and I think that it is great that we can at least maintain some form of education, but it is exhausting and it is draining. It is not the real things.

Q: Did you have a previous experience with online language teaching or CALL?

C: Not, at all. This is just because it was necessary.

Q: Did you have a training on how to teach in an online environment?

C: No. I vaguely remember the university offering some kind of support system. We had already started so we had to invent things ourselves and then a week later there would be some guide with useful tips. Then I thought okay I can implement that or I am already doing this. So, I was already on it and then the suggestions came, but as a teacher you have to do it immediately and policy makers can just think about it. They can take some more time to think about it. So, there were some guidelines, but they came up later. In general, I was already doing all stuffs. But the general things, such as how can you make sure that a recorded class is also put into BrightSpace so that students can see it, that was very useful. So, the technical skills were very useful but not the teaching, because you notice when people drift away. So, then you need to do something else.

Course design:

Q: What was the most significant change you have done in your course design/syllabus?

C: We were lucky in a way, but also cursed, we decided to change the programme before the academic year started. We started with new courses so we could take into account, how things would work out if we had to do everything online. I think changing the course and choosing a new workbook, which was also offered online in an online environment. So, we had this back up and we also could make the editorial. They have a huge website, and you can buy a license for the whole year and then you have a digital access to most of the books. So, the textbook but also the workbook, but also you have access to additional exercises and you can make them online and they are being corrected online as well. So, we thought that would be a nice feature not only for us because it would save us some time and progress, but also for the students because they did not necessary need to buy the physical book. But last year when we had to go suddenly online, we did not make significant changes. There was not a real need to adapt the course materials, because they were already given on paper. What was not on paper we already had online, because we made that ourselves. So, in March it was just that we were going to do it on screen. We did not adapt anything. I adapted more for September. We consciously took into account that okay, this might work better because we might still be teaching online or

combination. So, we took it into consideration when developing a new course. In March we just did it the same way, but we copied some things into PowerPoint because it might work better.

Q: Did the form of assessment change in online environment?

C: No and yes. In the beginning it did not. So, the first time we had this hard lockdown, we just continued as usual but online. There were the assessment remained the same. It only was more work, I guess, for me, because when I taught physically students would take the materials to class. So, I did not need to print it myself. During the lockdown I tried to correct them online, but when you have like 60 texts and you try to correct them online, that is a horror when you are used to correcting papers. I had to go to university and print them for myself. The form of assessment did not change, but it cost me more time to prepare before beginning the assessment. Starting from September, it did change, because we started to use an online platform inviting students to go there, as part of the course. But they would get percentage of the final result for that. Everything was handed in online in BrightSpace, but that is not a change. We only changed that there were more online tasks. So, students were recording more online tasks together and talking Spanish to each other. So that is the only change I could think of.

Q: Does the size of the learning group in online environment have a larger influence on learning experience than in classroom-based learning?

C: I think if you have a large group and you need to teach them physically, then it is useful if you are not alone. During the hard lockdown I had 3 groups of 20 students. It was better to have them, when you give physical education, it is better to have them with maximum of 20. Then in September I started with 50 in one group for language courses. It was unexpected, because we had only around 30 major students. The rest was coming from other faculties, because they all wanted to learn Spanish. It was the first time that we opened the course and that was a lot of fun, because there were so many different people coming from different backgrounds. It was a nice combination. Then I had a teaching assistant and at some point people had to stay at home because they might be affected or not, so people started to move to online. I think if you have a very large group, the combination of physical

and online can work but it depends on student's motivation. There is for instance one student. She lives in Utrecht and she is the whole year done online, because she really wanted to. So, I think if you have this drive, you can manage. But for language education it is better to have smaller groups if you really want to practice your communication skills. The thing is that we can all want to have small groups, but there also has to be a budget for it. That would mean that they would have to pay me twice for my teaching, especially in a smaller department. The thing is the hours I have put in the last year, the large groups I had they have given us the opportunity to have more time. So, you are being rewarded in the following year for the students that you have gathered before. So, basically, the coming year, I have more room. I also have to get rid of some courses, but then we have to contract a new colleague. But I agree with you. I think ideally maximum of 20. 15 is awesome, because then you really have a time to give everyone attention. If you are in a room of 50, if it is a beginner course, I managed. I also had students who helped me out when we were circling around and listening to the conversations, but if you want people to really move forth especially for oral skills. 10-20 is the maximum. I would like to say that I prefer physical teaching than online. I think students have learnt that they prefer it too. At the beginning it was great that students could wake up later, especially for those who started at 8:30. They would just roll out of the bed and I could not see them anyway. I could not even check if they were listening, but I think they thought it was nice in the beginning. Now I think we are all noticing the effect the online teaching on student has is bad, I am looking for a better word. But it is deteriorating their level of communication and it is damaging the soul. So physical please!

Tools & Technology:

Q: Which programme do you use to teach synchronously your language classes?

C: We have a digital learning environment. That is the one we use so that is BrightSpace and in the beginning especially because people wanted to be able to see the students, they opted for Zoom. But the faculty said we should not do that because of some sort of privacy problems. So, I have always been very loyal to the BrightSpace environment. It has some limitations. If you have 20 students

present and you only can see 4 or 5 people on the camera, now it became more. So, it is not as in Zoom that you can see everyone.

Q: Do you think that online tools are easy to use when conducting online lectures?

C: Yeah, it is easy to use, but it is not perfect. It has been an experience of learning by doing. Just trying things out and then a colleague said that you could do something. So, you talk to each other. There were of course manuals about how you do things in BrightSpace, but I think in a way teachers are like students. We just need to know the things that we need to know and we need to know them fast. So, somebody please tell us and then we can get on with it. I think BrightSpace is very easy to work with and it is very simple. It probably has more possibilities than I am aware of, but I manage. I can project my PowerPoint to it, I can make notes, I can point things out, I can make breakout rooms so people can chat in it. I think it should not be too complicated. It should invite just to start and work with. For me it works, but I would like to be able to see more students. Maybe not everyone together, but that I could swipe to see what they are doing. So that is the Zoom part that we are missing.

Q: Do you use any online teaching tools to support online learning?

C: Yes, because we could not assess them physically. Normally what we would do would be exam on paper, we would print it and hand it out and students would write everything down. Now we had to do written exams online as well. I have made a lot of use of the quiz environment within the BrightSpace. I have made all exams there. This also requires some trial-and-error stuff. I remember making the whole grammar exam. The quiz worked well, but I had forgotten. I learnt that I had to put the questions first to the question library to be able to use them again in the next year. And I forgot that so that is one thing that I had to do. So, the question gallery and then I put them in the quiz. So, making the quizzes and thinking of everything that can go wrong and trying to eliminate the possibility of fraud. I mean the university gave us this declaration of I am accepting all kinds of terms and by making this exam I respect that blah blah blah. That is the only thing you can do. I am very opposed filming students when they are doing their exams. The consequence was that I had to think about how to form the question so that they would not be able to look it up in their notes or make the exams that

they would not have time to look for anything, but you cannot prevent people from searching online. I still have students that suspend. It is not that everyone scores 10 or 8 so it is not the case. I am very proud of the students, but it takes more time for us as teachers to make the exams this way. During the classes I do not use any quizzes.

Technical issues:

Q: As a teacher, do you often experience technical issues during online teaching? What are they? How do you deal with them?

C: In the beginning I did. I had a very bad internet connection. There was something with my computer as well. I would suddenly disappear, but this was especially from March. So, the first time that we were in lockdown. We stabilised my internet connection through cable. You cannot use WiFi as a teacher. You really have to have a stable internet connection. That helped. That was the main thing. I cannot remember BrightSpace not working. Sometimes when we had oral exams, the students had to get out of the classroom, because the microphone was not working or headphones. I can remember that kind of issues, but I am not sure whether it has to do with BrightSpace or people.

Q: Do students often experience technical issues?

C: Yeah, regularly. You can see this because they try to come into a virtual classroom repeatedly or you see their name twice. Or they reported themselves, like I am having some issues with my camera or my microphone is not working. I am not sure. Maybe you would expect that students would have everything in order but it is not the case at all.

Q: Are you able to help students with technical problems?

C: Depends on what they are. There are some tricks for example with the microphone to get out of the classroom and get in. That usually works. That is an easy one. There was one course, one of the students studied computer sciences. He could usually say something very clever like you have to do this and this. But no, only if it is very easy. I do not recall having to, I am not a very technical. I can help with standard problems.

Motivation:

Q: You already talked about students' motivation that it is lower in this online environment. How do you keep students motivated in such a learning environment? Is it more difficult?

C: It is more challenging and actually last week I reached some sort of breaking point. I am as fed up with the online teaching as students are, but my role apparently is to keep going and be very enthusiastic, but I am done with it. It is very hard to be your happy self. It is like acting. I am always very pleased to see them. I have already had classes, I am teaching one language course at this moment, it is a second-year course. It is a very small group, maybe it is 11 people and I have to wait for people to come in. The class already started and after one minute one student is coming in and this is the students who does not really need the course because she lived in Spain. Then two minutes later someone else arrives and he is also very good. He does not really need the course. He is there because he wants. The people who really needed it were absent. I understand that there is this mechanism of God, I am not doing this, I have lost my skills and then there is some kind of feeling of shame. They are ashamed to even come to class because they are not able of doing it anymore. Then you have this, it goes from bad to worse, because if you decide to stay away yeah, you need to get through these feelings of despair. Then I lost it a bit the last week. Then one student suggested that I should make an anonymous survey asking, because I had some questions in class like What is it that I as a lecturer can do to practice more, what is it that we could do in class better, what is it that I as a student can do better. I checked the survey this morning and there is 0 response. But I did get some mail from a student, she said that I never realised that teachers would be suffering from the same. It was very kind. It never occurred to her that maybe teachers were human to. So, what do I do to keep them motivated, I have tried, I have been happy, I have been joking, when attendance went down I introduced an assignment they had to talk about a product in groups because that was the theme at that time. That participation in this presentation would give them bonus to their oral examination. Everyone was there. I asked, because I had a lot of fun. The pitches were not all good, but they prepared and they were. I thought it was nice. One student said that he liked it because it was different. I thought well it is not different, it is not, this is what we do all the time. So, I have tried everything. So, I have tried the

carrots and I have tried the sticks and sometimes it works, but I think it is safe to say that I am drained. I have class on Thursday with this class again, I can say that I am not looking forward to it. Because if you prepare a class and you have an exercise in it and you make a beautiful PowerPoint and there is hardly anyone there and you see that they are not going to make the level that you have stipulated for the course so you know that you have to suspend them at the end of the course. So, it does not make any sense anymore, right. Then I think it is safe to say that I have reached the point of very low motivation. So it will be a challenge. My goal is I hope they will attend on Thursday and we will just make the best of it. I would like for everyone to have fun again, with the language. If I could in the last couple of week to spark the interest again, make sure that people come to have some fun learning Spanish, even if it is not the level they are required to meet, I would be very happy if I could manage that. Then I would also have some new energy. I miss the reciprocity, I have the feeling that I am only giving.

Interaction:

Q: What do you think is a difference in the interaction in online language teaching?

C: There is more distance when you are online. You cannot really judge by the face. You cannot see corporal language, but in class you see someone is deliberately trying to not talk or to pretend he or she is reading something from preventing them me asking them questions. Online there is more distance. Physical is three dimensional. You see the whole body language, but physical presence is I think more motivating, also very static. Another difference would be if you ask something in class, it is easier for other people to react, because they are there. When it is online, I think students are a bit more lazy, hesitant to react, they do not want to engage in a discussion. Only if it is one on one they will. If they are in a breakout room, they will. But in a normal classroom if someone is talking, they just listen and take everything for granted. They listed and they do not engage, they do not discuss. In a physical classroom it is easier to stimulate people to engage in discussion. You cannot see irony very well on the screen, but in the class you can see that someone is joking or trying to force other people to engage as well. It just works better in class.

Q: What do you do to keep the student-teacher interaction?

C: I ask questions during class and I usually wait for someone to respond. They are usually the same people that respond so then I ask people personally. Direct question to someone particular to make sure that everyone engages. So I call them by their names, I register their presence, I am making sure that they are seen and there and I want to give their opinion and to participate.

Q: How do you interact students with each other in the online learning environment?

C: I try to alternate group work and breakout rooms and they know I am entering the rooms. Sometimes I do this visibly and sometimes I just listed to them. If I need to correct something then I will make myself known, but of course I cannot be in all breakout rooms at once. Generally, I get a good idea of what is being done there. Sometimes when we are going back to the classroom, I might make some comments just without telling them who told it. I can say that I noticed that some people talk in Dutch, just to make sure that they know that I am listening. It is not really motivating, but it is a bit of a stick method, I think. They get a very concrete job to do, but the first minute of every breakout room is usually spent discussing between the two or three of them "Ok what do we need to do?". It is standard and I have just explained, but every discussion starts with that. As if they are not paying attention. Like, yeah, the teacher talks and that's it.

Concentration:

Q: Is your home environment suitable for conducting online language classes? Are you being distracted by family members/neighbours/postman etc. during online classes?

C: Well, what do you think? Haha. I have been very lucky in a way. I have a family. I did not have any study place, but now I have my place here. I need my tranquility. My daughter is just two door down, so that is fine but when she has a break she starts singing and it is really nice but it distracts me and I have a son, he can make some noise. Or they just come in because they need something. In the beginning it was challenging, but we managed. I just tell them I am teaching at this time so please keep your voice down. Now I have also reached the point in accepting ok this is the situation, I cannot prevent sounds from my living environment to enter in my classroom, because students are at home

and there are cats and dogs, they are also coming to view. I think I accepted it and then it is better, because if you are afraid of people disturbing you, there is no use. It does not make sense. It is just the case. What I did, I bought myself some noise-cancelling earphones, they should really be given to all teachers who work from home, especially those who have children younger than are mine. Mine are older so you can talk to them. But these noise cancelling headphones are better because then it is easier to concentrate. So, concentrating is harder and it requires quite some energy.

Personal opinion:

Q: What are the advantages and disadvantages of online language teaching?

C: I think benefit would be that you can cater to more different students at once. You can, it may sound strange, but you can cater to individual needs. There are students who have really hard times to get out of the bed in the morning, so they are evening person. If you teach a class at early hours, it does not work for them. So then having online classes or even recording the classes that they can watch it afterwards is a good idea. If I had to summarise the benefits, it would be that it possibly gives more people access to your language courses. The disadvantages would be that I think the majority of the students really needs physical interaction to develop oral skills in the language. So, the bare minimum would be always being present in a class, be it online or physical. I think oral communication skills are best learnt talking to actual people in their presence and not online. I am not saying it is impossible, because I had students who only followed the course online and they did really well. But then there are factors like dedication, motivation and discipline that are coming into play as well. I think for the majority of the people, online would not automatically be the best way to learn it. More benefits or disadvantages. Main disadvantage is for the teacher, because it does not save you time and it is not as rewarding as meeting students and being able to talk to them during break or picking up on emotional distress. Usually when I have a break of 15 minutes at the university, I would go for a coffee, I could meet colleagues. Now I go down to the kitchen, make myself a coffee, talk to my husband, my kids or none. It depends if they are on a break. And at the same time i cannot see what is happening in my student's life. I cannot see if they are doing well, because they are gone. The cameras are out. So, no.

Q: You already mentioned student factors influencing online learning but which teachers factors positively/negative influence online language learning?

C: I know about colleagues that do not want to record their class, because they think about privacy, or because they think that the students will be lazy. So not all teachers are willing to, or maybe they are afraid that the class will return online. There has been some resistance on this part or maybe prudence. Some people are very cautious about it. I think it requires more initiative from teachers to make people engage. I think it is easier on campus than online. Maybe teachers could get lazy too, I am not sure if this is happening in my university, but I have read that students from other universities complained that they were just watching old classes from the previous year that were recorded. It is very handy of course, but you cannot go into the questions that are asked at that time. I think also depends on the age and the willingness of the teacher to getting to know how these programmes work and flexibility. If you have flexibility or not to do this.

Future of online education:

Q: When universities fully reopen, do you think that online teaching will remain part of university practice? If so, in what form?

C: I think it might be a part of the future of university teaching. Especially if you wish to not only have your own students in the classroom, but also you want to invite other people. There is always a conflict of schedule so maybe people cannot assist and be present in class. Then it could be useful. Especially for smaller departments like ours. We really need students because the group of students that chooses Spanish language and culture is very limited compared to other departments. So, I think for our future it is necessary to open these courses, but this automatically means that you need to make them available to the students as well. So preferably they come physically to class, but at the same class it would mean that we have to record the class so that they are able to watch it on their own pace at home. I think that might be, I see possibilities here. I would be happy to do so. I would really insist if it was in any way possible that every student would come to campus. So completely online, no. Only in case of lockdown like this. Then it would not be hard to just change to it. But then we really need to

make sure that we know how to keep everyone motivated. I really hope that online will be a technique in the future that we can use if we want to and not because it is necessary.

Appendix J: Interview with Lecturer D

Q: Could you tell me something about your working experience?

D: I teach language but mainly I teach language courses. I am teaching language courses in English officially. It used to be in Dutch, but we decided to reform this and to make it in English in order to attract more students. And it does work. These courses are called Czech acquisition 1,2 and 3. So it is three levels, each of 6 credits. Each is 2-month courses. The more advanced students are taught by a colleague who is native speaker of Czech.

Q: How did you experience the transition from traditional classroom-based to synchronous online language teaching caused by Covid-19?

D: At the beginning it was a bit chaotic. In the middle of March no one knew what to do. I would say that even the management of the university did not know because of the true crisis situation. So first communication we got was just stay at hold and we have to organize it. So, this meant that most teachers and students lost one week of courses. Of course, Zoom already existed in the Canvas learning environment, but I think that none was using it. Everyone was talking about the possibility to use it, but to many of us it seemed to be something for the future. We did not want to work with that. We clearly preferred physical classes. Then suddenly, we had to use it. So, the ICT department was working very quickly in order to prepare some instructions on how to use Zoom and other applications. This went quite rapidly. My convictions of other teachers at that moment was that this is going to take one month and then in May we go back to physical class, but it turned out to be longer. It also meant that for examinations, we should have had them at the end of the March 2020 and I and also many colleagues were just postponing the examinations. We thought we will postpone the written exams and maybe at the end of April it will be possible. But this turned out to be impossible anyway. So we had to think of other ways of examining. So, we had to do the exams that were planned at the end of March, we did them anyway somewhere at the end of May.

Q: Did the form of examination changed somehow?

D: Yes, it did change. In fact, there are two forms I use, and both are traditional. There is nothing innovative about it. For very small group like Czech acquisition, these are groups of 10 students. Students made the exam at home, it was a traditional written exam, but then I share the exam in Canvas, via Zoom, with the students. I proctored them by my camera, but it is not a so-called proctoring software, but I just can watch the students while they are writing. It is not a perfect system, certainly not. And I am aware that the fraud is very well possible, because the fact that I see students writing does not mean that he does not have a handbook somewhere over there. There are other possibilities. There are Canvas quizzes, we can use them to a large extent for final grade. So, we can do it like that for example for written examination. For oral examination it is entirely different. I also did oral exams for courses where we used to have written exams. And now since last year I do oral exams, but that is not for language courses. For instance, for history of Eastern European culture it is doable. But if you want to have an exam about Czech grammar and also application of grammar and vocabulary knowledge in a written form, you can do it orally by definition so there has to be something in a written form anyway. Students are asked to write a text about a certain topic. It is absolutely not ideal, and I am aware of that.

Q: Did you have a previous experience with online language teaching?

D: Not at all.

Q: Did you have a training on how to teach in an online environment?

D: Yes, and they are still being offered. That is often a difficult to find time for it, because it is a very interesting topic, e.g. the Perusal. I would like to use it once, but always when they offer it, I have classes so I do not have time to attend this course. But I attended a course on using Zoom in general, it was a general introduction but also on how to examine students in this situation, which is a partly technical aspect. What is possible, which tools you have in Canvas etc. but on the other hand it is also a question what can we do and what are the new rules, because for example you can say I will have an online oral exam in Zoom, but then it is asking for new regulations, because you have to record it, or if

there are two teachers then you do not have to record it. So, there are new rules and we had classes about that too.

Course design:

Q: What was the most significant change you have done in your course design/syllabus, when transforming from offline to online education?

D: In the syllabus nothing changed as such. But the form of teaching became quite different. It was so called hybrid teaching. I had hope in the first semester that all students would do the physical classes because you hear that often that students want to attend physical classes, but that is certainly not the case always. There is a group of students who might even prefer online classes, because they live somewhere in Southern part of the Netherlands. And of course, there is international students. Some of them just remained in their respective countries and for them it was not easy at all to attend physical classes. At the end we had around 12 students and 8 of these students attended the physical class and then I used the hybrid form when we were connected through Zoom with the other students. It was not ideal, because I did not have proper camera. It was a bit improvised. Now I read about other possibilities. There are these 360 cameras where there can be some visual contact between the physical students and the virtual ones, which was not the case. The virtual students they were shown on the screen, but vice versa was not the case. From time to time, I turned my laptop and showed that it works. But the students really appreciated it I read about it in the course evaluation. I would have thought that they would found it chaotic, but it was okay for them. They understood the situation and they really liked that they could at least have one physical class a week. This has disappeared now. The alternative would have been that we would do it entirely online, but I talked about it to the students and the majority clearly preferred some physical meeting. It is not only didactic aspect, but it is also socioemotional aspect. You want to meet your classmates and teachers.

Q: Is developing study materials more challenging for the online environment?

D: Yeah, it could become more challenging. I did not mention that yet, because it is not strictly connected to the language course, but it is a new university course connected to languages. It is called

the Worlds and Language. Which is a kind of linguistics in a light form. It is an introduction to linguistics, but very much connected to the language courses. This is specifically for minor students of language programmes. In fact the majority of my Czech students are minors and some study Czech as major. They have 24 credits of Czech and 6 credits for this World in Languages. This has online examination form with questions you have to fill in online, each week. This was a bit challenging, I did not design the course myself. It was the course coordinator who did it, but many teachers for other languages were implied. Well, I do not exactly know how it is called, but it is a kind of quiz. You can fill in, but it turned out that the teacher had to check very well the answers because one could say ok this will happen automatically, students fill in their answers and the software will calculate their mistakes. But there were many mistakes, not mistakes but if the students for example began the answer with a space before writing a first word, or if they did point at the end of the sentence. It was wrong. I was a bit shocked when I saw the results, almost none succeeded there, because of these kinds of things. I am sure that it would work for big groups of students, but in my case, it did not work so well. And moreover, it is a lot of preparation to design the tests.

Q: Does the size of the learning group in online environment have a larger influence on learning experience than in classroom-based learning?

D: I guess so. I think the larger the group, the more efficient it would be online. I think that is the reason why I stucked to the traditional form of examining students, because with a small group, it is so much work to do everything to do in this virtual way. What is implied in this idea for virtual teaching and examining is that it is possible to do it at a large scale, especially for examining, that the computer will do a lot of things for you. But it just does not work for smaller groups.

Tools & Technology:

Q: Which programme do you use to teach synchronously your language classes?

D: Zoom for language classes.

Q: Do you think that online tools are easy to use when conducting online lectures?

D: It is very easy to use. Sometimes there are connection problems, I have seen it at the university especially in a hybrid class it was very annoying at least once during a class we had a technical problem. Students are writing a test each week and that was a bit complicated, because part of them was writing it physically, others at home, while I was proctoring them, watching with the camera. But sometimes the internet connection fell out I do not even know if it was the internet connection, it was just the Zoom thing. Because the ICT people told me that they have enlarged the internet connection because of Zoom, but for some reason where I was teaching, maybe it was a problem or that particular spot where I was teaching, it did not work really well. So, this was the main problem, but otherwise Zoom works well.

Q: What online teaching tools do you use to support online learning?

D: I have never used that. I would like to do it, but I just have to learn how to do it.

Technical issues:

Q: As a teacher, do you often experience technical issues during online teaching? What are they? How do you deal with them?

D: No other than internet connection. Yes, actually there was one. My previous laptop crashed because of Zoom. I do not know if you ever heard about that, but it was when you share something in Zoom on a big screen, so you are enlarged. Then computer would crash. I had it twice. I thought first time that it was a coincidence, but then it happened second time and I could not help it anymore. This was clearly something with Zoom and certain laptops or something. This was a very serious technical problem. Then I tried it with my new laptop and there is no problem at all.

Q: How did you deal with it in the classroom?

D: This happened, I remember that the class could just take place, it was maybe at the end of the class. So, it did not influence the class. I just had to find another PC for next class. That is what I remember.

Q: Do students often experience technical issues?

D: Yes, very often with their camera. Sometimes it is hard to say. I know that many students do not like to be visible during classes. Our university has Zoom etiquette for students and teachers you have

to know. For example, you always have to be visible, you have to mute yourself. But anyway, well, not for the language classes, but for others students would say they cannot turn on their cameras or they have technical problems with their camera. I do not know to which extent it is true. It is very annoying to teach when you do not see students. For example, when you are using a PowerPoint presentation and basically the entire screen is filled, I always need at least a few faces, otherwise I see that it is impossible to teach, because it is like teaching to none, because none says anything. The only thing that you are doing is hearing your voice, there is no interaction.

Q: Are you able to help students with technical problems?

D: Mostly not. I would say that mostly it is internet connection the problem of students and what most students would do they log out for a while and then they come in. So, it happens and it helps a lot. Where I can help, sometimes students, when they are beginning they do not know how to mute themselves, how to share documents. Sometimes I ask students to share something and they do not know where to find that or something. That is from time to time.

Feedback:

Q: In what way do you provide students with feedback?

D: I changed things a little. I think to the good. What I changed for Czech language acquisition was that 1 and 2 was the first semester basically. This was in this hybrid form, a bit complicated. Then we had the true lockdown ever since the half of December, and it is still going on because there are no physical classes at all. This made things a bit easier, just online classes instead of hybrid one. First, I want to say how I did it with the tests in the hybrid one, it was a lot of work. In fact, because then the physical students made the test physically, they hand in the test. Lot of students would make photographs or scans of their tests and send it immediately to me. They had to send it immediately because otherwise there is a possibility of fraud students looking up some things. They had to send it and I had to watch them, that was very complicated I thought. Then what I would do, print the test, correct them manually, take scans again, send them back to the students. It was really a lot of work. This group was not so big, but still kind lot of work. What I did now for online, without hybrid situation was that

everyone would make the test online in the sense that they all had to send their tests to me scanned, but this time I asked them to upload it in Canvas as an assignment. Then I correct the tests in Zoom. Where in the room for remarks I would write my corrections. It is also a lot of work of course, because it would be easier to just write it down manually, but then I put everything in this remark and students have access to that. Probably they receive better feedback, because I tend to not only correct them but also explain things. Which is not always practical on a physical sheet of paper. But in Zoom you can do that. Sorry it is in Canvas. I am confusing it too.

Q: Do you perceive a difference between the learning outcomes of students who are taught online only and who were taught in classroom-based?

D: I do see difference, but I do not think it is because of doing the classes online or not. It is just either that the classroom students are the better one or what could play a role here is that students who want to attend the course physically are just more motivated. This could be the reason why they have better grade, but I do not think this is a question of outcome of the form of education.

Motivation:

Q: What do you think about student's motivation during online lectures?

D: You have to make sure that the break is always respected and that it should come in time. With physical classes you can say, we have been working now for 45 minutes but let's go on for 20 more minutes to finish the topic and then we have a break etc. I do not think it works well in the online environment because students get tired very quickly. Or maybe not tired but distracted. So, you really have to make sure that break comes in time.

Q: Do you think students' motivation is lower or higher in the online environment?

D: It was also observed by my colleagues that the attendance in Zoom context, in online context generally, is higher than it was used to be in physical classes. It is interesting, because one would expect that social control is a little bit less, but maybe not, maybe it is higher because of Zoom. It is really hard to say. But on the other hand, it has become more of a challenge to keep the students alive. I really

miss the dynamic of the groups, the energy in this online meeting. And whatever people say about the advantages of Zoom, they always miss that.

Q: How do you keep students motivated in such a learning environment? Is it more difficult? You already told me about the breaks.

D: By making sure that I ask everyone to do something. Well with languages it happens anyway, but I am also referring to other classes. But sometimes students do not say anything, so I am more attracting also the other students who might just somewhere else if their camera is switched off. Sometimes we have to call them by their names to make sure that they are still there. I did not have that with language classes. In this respect it is not a big difference with physical classes. Because the students have to be active all the time and they do dialogues, exercises, read things aloud etc. it is not such a challenge. Here again it is the bigger the group is, the higher the challenge is. If the group is very big, you do not see all students. Many of them might be doing just completely something different.

Q: Did you notice that your motivation to teach has decreased in the online environment? Or maybe increased?

D: It is just less fun teaching; it is just less pleasant in a way. I guess because of the group dynamics. It is very difficult to explain this, I cannot explain this. It has to do something with some energy exchange.

Interaction:

Q: What do you do to keep the student-teacher interaction?

D: Because the group is small. We do not have to use breakout rooms for my classes. I only do it for other classes. I think break out rooms are great tool, which I would maybe even miss in the post-pandemic situation. Maybe I will be using that still somehow. For the language classes we are talking all the time with the students. So, the interaction is still there, but I imagine when you have a big group, it is hard.

Q: How do you interact students with each other in the online learning environment?

D: I have been thinking about that lately, about something else that students would have the possibility to chat between themselves during the break for example, but collaboration in certain assignments I did not work with it.

Concentration:

Q: Are you being distracted by family members/ neighbours/postman etc. during online teaching?

D: There is a lot of distraction that is true. So, it is more difficult to concentrate.

Q: What about the students? Would you say that they are less concentrated?

D: Yes, it was in one class, but not a language class, but it could happen also there. There was one student with a cat. The cat started to be hungry, and it started meowing etc. the students often forgot to mute himself and then we all the time hear meowing. It is also fun, but it creates distraction. Or student who is answering to a question and then his doorbell rings and then he says "oh wait I have to quickly answer and then open the door". It is very distracting. It does not happen that often, but it happens from some time to time. Or sometimes, but it does not happen that often. There is a concept of digital natives that I have learnt. Digital native is someone who was born after 1995, so I am not a digital native myself, but many of the non-digital natives forget to mute themselves and they are talking to their husband or wife during the classes. It is a bit distracting.

Stress:

Q: Do you actually feel more stressed because of online teaching? Why yes/not?

D: Yes, I think so. It is not much more stressed but in a way, I do, because of the artificial environment. For me it is really artificial. It is like you are working with, I know that many ICT people for example at the university would not agree with that but it is really like working with a handicap effect. You really have to work with that because there is no other way to do it. And it is a stress factor. It is not that I cannot sleep because of that, but it does not help me.

Personal opinion:

Q: Do you think there is a difference in how effective language teaching is? If yes, in what direction?

D: Yes, I think in my case, with a small group it is not such a big difference, but for my colleague who is teaching Russian and there are more students, the colleague thinks it is horrible. I also hear from other colleagues who teach such groups.

Q: What are the advantages and disadvantages of online language teaching?

D: Advantages. I think for small groups for language acquisition, although I can very well imagine that you could work well with breakout rooms. Honestly, I do not see many advantages. Or I see advantages for students, that they can stay home, if they live abroad etc. This is something interesting that may be very useful to add. We are working on a new project now. It is a large collaboration project between several European universities. The Slavic department together with the modern Greek department and the Scandinavian department participate in it in a pilot project. What the project is about is alternative student mobility. This means no physical mobility but online exchange. The interesting thing is that this was developed already before the corona pandemic. So, this was somewhere in 2019, but then this turned out to be something very needed and actual now with the possibility to travel. So, originally, I think this project was European commission to have cheaper forms of mobility it is basically no mobility it is just virtual. And it means that for example from next year on, Czech language acquisition courses level 1 to 3, will also be offered online to students from Poznan in Poland, from Strasbourg in France, and Thessaloniki etc. I think 8 universities in total. They can attend classes in hybrid way then, it is a real advantage that we can possibly attract more students like that but then we really have to stay with hybrid classes. So that is how I imagine the first semester of next year, but also February and March 2022 the students will be in class and the students from the mobility will be available online in the hybrid form. I do not know if we will have many students, maybe we will have a lot of them. But this will change the form of teaching. If it turns out that half of the class are from other universities, it will fundamentally change the outlook of the classes. This lack of dynamics, I do not know how to call that. What I see is that with the Zoom classes, all groups more or less seem to be the same. They are less different than they used to be in the physical environment. This has something to do with the dynamics. Each group is very different, I experience that always and this is less prominent difference

between groups. It is a pity. It has to do with the distance. And distance is a metaphorical way, but also it is a real distance that students are far away, in fact they are all nearby because you have them on your screen, but they are really far away physically. That is why it looks the same.

Q: Which teachers factors positively/negative influence online language learning?

D: I guess, if that is what you are referring to, for example the ability to adapt to things. That is very different for different teachers. There is this one colleague who just loves online class, he is an exception, and if he would be allowed to do so, he would be for the rest of his life online. I found it very strange, but some people just prefer that. But the majority does not prefer that. So yeah, the ability to adapt, to learn things also, things that are sometimes technical. I think because we are from the humanities and language etc. we are not very skilled in ICT skills, but okay. Personally, I find it interesting to learn about it because sometimes it might be interesting also for future and we can learn interesting things from it.

Q: Which students factors positively/negatively influence online language learning?

D: I guess, I see that it has become much more difficult for students who tend to have some psychological issue problem. They feel isolated in this context. I see it especially at master's level. Quite many students who have psychological problems. This means I think that students who are in a stronger position concerning this kind of mental health, they do not have a lot of problems with it. But students who do not have this issue, have no problem. Here, again, it is very different for students. What we hear from the media is that students hate online education and they have enough of it, but it is not like that because if you read the course evaluations of last months. Then some students explicitly state that they like working in Zoom very much, but other students really hate it. So that is very different for different students.

Future of online education:

Q: When universities fully reopen, do you think that online teaching will remain part of university practice? If so, in what form?

D: If I was very much insisting in implementing. It really shows that my university wants the online education to be present even to some extent in the future, I guess. Maybe also because it is a European project, it is prestige etc. but with this project it has two problems. One is that you have to organise things online at the moment that we are thinking that next year we want to do physical classes as much as possible and if we can, we will not use Zoom anymore all year long. Of course, if you want to be in the programme you have to use it anyway. Another thing is that if you want to teach these classes, you have to teach them in English, while at this moment we have most of them still in Dutch. So, translate everything. I think it will remain to some extent and it will depend on individual teachers how they will deal with that. But, for example, thinking of a very concrete example, teachers very often would have once a year conference somewhere abroad. When this comes back, we will be allowed to travel again, usually we would say to our students “I am sorry I will be abroad at that time”, but with Zoom you can even teach while you are somewhere in another country at a conference. And you can still organise teaching still. So, these are things that can change.

Q: Would you personally like to combine the online classes with classroom-based teaching after Covid-19? And do you think it would help students?

D: I will do it with this project, but in general I clearly prefer physical classes. Notwithstanding all physical possibilities that there are, it is still no match to the advantages of this kind of real, life environment. This is again hard to explain, I am not able to explain why this is, why it is like that.

Appendix K: Interview with Lecturer E Czech Version

Q: Mohla byste mi říct něco o svých pracovních zkušenostech?

E: Jo, pracuji na španělské filologii s tím, že se věnuji lingvistice. To znamená, že v současné době učím předměty jako gramatika, překlad, lexikografie, lexikologie, sociolingvistika. Takže takový mix docela všeho. S tím, že ty předměty se nemění, takže celou dobu učím podobné předměty.

Q: A ty předměty které učíte, třeba tu lexikografii a tu gramatiku, za kolik jsou kreditů?

E: Většinou to bývá kolem 3 nebo 4 kreditů. Jako sami si to uvědomujeme, že studenti mají většinou hodně předmětů a za menší kreditovou dotaci, čímž se možná tedy lišíme od ostatních oborů. 5 kreditů je maximum, a to už jsou předměty, které mají literaturu. Ale ta gramatika je třeba za 3 kredity. Tam se ještě liší, jak je zakončený ten předmět. Ta možnost je pomocí zápočtu nebo zkoušky. Zase tím, že my máme ty předměty zápočtové, tak píšou zápočtový test. Tím, že u nás to jsou předměty jako praktické, tak to je důležité, a i ten zápočet musí napsat test a nebo udělat ústní zápočet.

Q: Jaký byl ten přechod od tradiční výuky ve třídě k synchronní online výuce jazyků? Když se bavíme o té situaci, která nastala kvůli Covid-19

E: Jedna výhoda byla ta, že v rámci toho bakalářského studia máme to kombinované studium. To znamená, že spousta předmětů už byla připravena nějakým způsobem na tu dálkovou výuku. To znamená, že jako vyučující jsme měli vyvěšené dokumenty na různých platformách. Takže v rámci třeba tady tohle už některé předměty byly připraveny na tu dálkovou výuku skoro. Další věc byla ta, že když to byl vlastně nějaká polovina března když jsi řekla, že se teda přejde k online výuce nebo teda, že nebude prezenční výuka, tak jako bylo to tak, že třeba první dva tři týdny člověk vůbec nevěděl, jak to bude jako, že fakt se čekalo prostě, za dva týdny to skončí a vrátíme se zpátky v prezenční výuce. Takže dá se říct že ten letní semestr loňského roku byl trošku více chaotický. A jako nebyli jsme na to úplně dokonale připraveni. A fakt nás to zaskočilo a spíše se čekalo co bude dál. Každopádně si teda myslím, že od toho září kdy už teda začal nový akademický rok. Tak jsme už jako ty zkušenosti měli a mohli jsme sledovat nějaké tutoriály tomu připravili jak trošku učit a jakým způsobem komunikovat. Takže námi bylo doporučeno abychom nějakým způsobem dodržovali ty rozvrhy, které nám byly naplánovány na

zimní semestr a abychom fakt s těmi studenty měli kontakt v těch hodinách kdyby normálně měli prezenční výuku. My jsme přešli na MS Teams. U nás všechny předměty jsou na MS Teams. Každopádně máme i možnost pracovat se Zoom někteří kolegové využívají této možnosti. Do té doby než jsme začali pracovat s tím si tak jsme měli takovou tu platformu základní na Moodlu Takže jsme studentům vyvěšovali materiály a oni tam odevzdávali své úkoly třeba v rámci toho dálkového studia. Akorát asi s těmi MS Teamsy jsme se potom přemístili všichni na ty MS Teamsy. Ale také jsou kolegové, kteří mají ten model a dělají online lehce v Big Blue Button.

Q: A MS Teams se začaly používat někdy už v tom letním semestru a nebo potom až od září?

E: Už v tom letním semestru, ale bylo to takové uspěchané. Nevěděli jsme, co máme dělat. Takže třeba já za sebe třeba jsem neměla tolik předmětů, ale když jsem měla překladové Semináře tak jsem to řešila třeba domácí přípravu A ten kontakt byl spíš že jsme si posílali opravené úkoly a takhle. Zatímco třeba už v tom letním semestru, když jsem měla tu gramatiku, tak tam jsem věděla, že s těmi studenty navíc to už jsou to jsou prváci. Zatímco s těmi vyššími ročníky už je ta komunikace přece jenom jiná, tak tu gramatiku jsem měla třeba hned od začátku v těch MS Teams. A nějakým způsobem jsme to dali dohromady Ale s tím, že ta výuka Tady byla taková, že prostě překopírování prezenční výuky do online prostředí Kde ještě gramatických cvičení je to třeba hodně o těch studentech kdysi připravují úkoly. A potom probíráme správná řešení a třeba různá řešení plus děláme nějaké další cvičení. Potom samozřejmě od zimního semestru člověk už samozřejmě získal jiné zkušenosti, získal jiné materiály. Takže všichni se snažíme zkusit nahodit více předmětů do toho Moodlu a vytvořit si nějakou platformu kde budou ti studenti moci studovat sami. Od toho zimního semestru jsme se všichni snažili mít ty hodiny v těch časech, které se nabízejí. My jsme třeba měli ještě tu výhodu, že my máme přípravný kurz pro studenty španělského jazyka týden předtím, než začne semestr. To byli ti prváci, kteří byli vyhnáni, nevěděli jak a co, takže se přihlásili na ten kurz. Ten kurz proběhl a od toho dalšího týdne už se zrušila ta výuka prezenční. Takže přece jen během toho intenzivního přípravného kurzu jsme byli v kontaktu všichni aspoň jeden týden. Další týden proběhne nějaké hodiny možná i dva tři dny a aspoň měli nějaký takový kontakt, aspoň poznali své kolegy.

Q: Vaše zkušenost s online výukou byla jenom s Moodle?

E: Ano asi jenom tady s tím Moodle. Teď někdy to máme v rámci toho studia, že studenti mají tady ty studijní opory, což jsou učebnice, které mají hodně úkolů, auto korektivní cvičení a je to žák opravdu studují sami. Takže je tam možnost že studenti měli předtím tady tu studijní oporu, podle které celý semestr studovali sami už tehdy. Vlastně jako dálkový studenti a posílají úkoly. Často to posílal do mailu a my jsme jim to opravovali a pak jsme třeba měli jenom tři setkání během toho celého semestru, kde jsme se vrátili k tomu nejpodstatnějším nebo třeba k tomu kolu

Q: Absolvovala jste nějaké školení o tom, jak vyučovat v online prostředí? Dostala jste nějakou takovou příležitost z vaší školy?

E: No spíše byly takové ty technicky podpůrné kurzy. Třeba říkali obecně o tom, jak pracovat s MS Teams. Jako Neměli jsme takové speciální didaktické kurzy, ale spíš v tu chvíli bylo důležité, protože jako škála těch vyučujících na naší univerzitě je velká, takže jsme měli různé webináře, kterých jsme se mohli zúčastnit a opravdu šlo o to se naučit Jak pracovat s MS Teams, jak pracovat s Moodle protože hodně lidí s tím neměla zkušenost. Jako byly to další kurzy tohoto typu stejně tak jako studenti dostali. Někaké manuály a možnosti, jak se na tu online výuku připravit i tak jako trošku po technické stránce. Návrh předmětu:

Q: Jaká byla nejvýznamnější změna, kterou jste provedla v designu předmětu/sylabu?

E: No nevím jestli je to dáno jenom tou online výukou, ale třeba snažím se v rámci té gramatiky o více auto korektivní cvičení. Co jsem pro studenty připravila, kdy asi nejčastěji nějaké Google formuláře, ale prostě to byly nějaké věci, které prostě oni vyplní a potom už je na výuce spolu nemusíme probírat. Přece jenom ta možnost jenom koukat do obrazovky je nějak komplikovaná. Takže spoustu věcí jsem se snažila dát k samostudiu. Ale i k tomu abych já tam měla nějakou zpětnou vazbu, abych věděla, že ti studenti pracují a že mi odevzdávají ty úkoly. Takže to bylo třeba v tomto. Anebo třeba i práce s textem. Takže třeba teď ušetříme více času, protože spoustu věcí mají online a já mám tu zpětnou vazbu, protože vidím, že pracují a ne, že já jim rozdám nějaké úkoly a oni si jen hodinu přinesou, ale nevypracují. Ale prostě musí mít nějak ty věci takhle poslat. Stejně tak třeba i v překladu více pracujeme

v nějakých skupinových pracích, kdy společně komunikujeme a komentujeme překlady, protože přece jenom, když jsme měli prezenční výuku, tak nemáme až tak úžasné vybavení. Neměli jsme ani interaktivní tabuli, takže jsme maximálně pracovali s projektorem a měli jsme někde vyvěšené nějaké materiály. Zatímco tady ta spolupráce je mnohem lepší. Stejně tak si myslím, že i tím, že jsem koukala na různé webináře a účastnila jsem se kurzu o přechodu na tu online výuku, která je možná více užitečnější pro ty pro ty praktické předměty, tak si myslím, že vyučující těch praktických předmětů více využívají. Těch online materiálu a tady ta spolupráce, která se dá tímto způsobem využít, třeba materiály, které jsme donedávna mysleli, že používají na nějaké střední škole, jako různé aplikace, tak jsme zjistili, že spousta těchto aplikací se dá přenést i do toho online prostředí. Právě třeba v rámci těch lektorských jazyků

Q: Je tvorba studijních materiálů pro online výuku náročnější?

E: Určitě jo. Je to časově náročnější. Ale druhá věc je ta, že jsem to už mohla udělat dávno. Nebo, že kdybych měla ten impulz, že to bude takhle fungovat dobře, tak bych se k tomu mohla už dostat dřív. Ale teď samozřejmě ta změna je náročnější, protože se snažím dělat věci navíc, které bych normálně třeba udělala ve výuce

Q: Jak hodnotíte studenty v online prostředí? Je to stejné jako v offline výuce?

E: Hlavní problém je ten asi, že studenti nepoužívají kamery a já je prostě nedonutím používat kamery. Jako za celé ty dva semestry jsem možná měla celkově dva předměty, ve kterých se studentky dobrovolně přihlašovali kamerou a měli jsme opravdu příjemnou hodinu. Jindy prostě studenty nedonutíte. Jako na druhou stranu chápu, že i ty technické požadavky pro to, aby student mohl být online s kamerou, překlikávat na nějaké interaktivní tabule, tak to je celé takové náročné. Takže tohle je vlastně takový problém hlavně třeba u těch prvních ročníků, které jsem jako skoro nikdy neviděla. Takže tam je to problém ale u těch starších ročníků tam se to nějak dá. Je to předmět od předmětu ale někdy se mi zdá že ti studenti jsou aktivnější, protože ví, že prostě musí pracovat. Zatímco na těch prezenčních hodinách jsem z toho neměla až takový pocit. Jako že by třeba vyvíjeli aktivitu. Třeba když to srovnám s tím, když mám tu gramatiku a na závěr se zeptám jaké jsou dotazy. Dříve ti studenti až

tak nereagovali. Zatímco teď mi přijde, že jsou aktivnější. Ale na druhou stranu zase budou studenti jeden nebo dva, které budete vyvolávat celou výuku a ostatní budou připojení nebo nebudou připojení. Ale celkově studenti jsou fakt jako asi aktivnější

Q: Má velikost skupiny studentů v online prostředí větší vliv na výuku než ve výuce ve třídě?

E: Já mám takové ty praktické předměty, takže já mám nejvíc 25 studentů. Je pravda, že třeba hodně studentů během toho prvního ročníku odpadnou. Prostě je to přestane bavit nebo si najdu něco jiného, nebo prostě v té online výuce je to něco trochu jiného než očekávali. Každopádně ten první semestr, když jsem tam měla akorát 30 studentů, tak jsem z toho byla docela nešťastná. Přišlo mi, že na té prezenční výuce je zvládnout nějak aktivizovat lépe. A teď v tom druhém semestru už tam mám nějakých 20 studentů a přijde mi, že to není nějaký problém. Přijde mi, že i ta výuka má větší spád. Je to i dáno tou aktivitou studentů. Takže není to až takový zásadní problém, ale jako je to otázka, kdybych měla nějakou přednášku pro 150 studentů tak tam zase nepotřebuji vědět nějakou aktivitu tam prostě před naším. Ale u těch 20 je to v pohodě.

nástroje a technologie

Q: Vy jste mi teda říkala, že používáte MS Teams k výuce. Myslíte si, že je to jednoduché používat?

E: Já s tím asi nemám až takový problém. Prostě jsem si celkem na to zvykla a mám to všechno po kupě. Vlastně i zadávání úkolů děláme přes MS teams. Strašně moc to přešlo na ty různé chaty, takže jsme s těmi studenty v kontaktu na spoustě platforem a posílají nám dotazy a nějaké komentáře na klasický mail, do MS Teams, někdy využívají Messenger. Takže najednou se to tak rozlezlo, že to je pro mě třeba i víc stresující. Najednou to člověk musí všechno sledovat a musí reagovat, ale myslím, že jsme si všichni na MS Teams zvykli. Jak říkám, někteří používají Moodle a někteří využívají Zoom. To je spíše v rámci těch praktičtějších v předmětech.

Q: Jaké online nástroje používáte pro podporu online výuky?

E: Určitě jsou studenti více aktivnější a komunikativnější třeba na MS Teams. Takže i během týdne si tam napíšeme několik vzkazů. Třeba někdo na něco narazí. Takže na to komentujeme. Takže občas se něco takového objevuje. Měla jsem třeba problém v rámci toho předmětu lexikální cvičení, kde si fakt

jako dělala práci se slovní zásobou a prostě různá téma probíráme. Já jsem byla nadšená z jedné tabule, už nevím přesně, jaká tabule to byla. Já jsem si to prostě všechno naházela do té tabule a připravila jsem si to cvičení a byla jsem z toho nadšená, jak si všichni budou tam spojovat těmi barvami a přesouvat něco a studenti z toho prostě nebyli nadšení. Řekli mi „ne, pro nás je lepší mít prostě jedno cvičení, třeba ve Wordu, kde budeme mít všechny instrukce“ a že prostě preferuji tuhle formu výuky. Takže už jsem prostě od toho odstoupila, ale pořád se tam snažím dát něco takového více kooperativního. Ať už to je třeba něco v Padletu nebo třeba nějaké tabule se snažím. Takže když třeba máme překlad, tak pracujeme ve společném dokumentu. Ted', když máme tu gramatiku, tak třeba používáme nějaké ty Google formuláře. Jinak třeba vím, že když lektoři učí ty lektorské jazyky, tak tam třeba pracují s hodně takovými aplikacemi, které se na tu výuku španělštiny hodí. Tak třeba používají Quizlet, Kahoot, takže hodně aplikací tohoto typu. Takže si myslím že když jsou třeba ty praktické jazyky a je to malá skupinka, tak tou výukou můžeme třeba hodně získat.

Zpětná vazba:

Q: Jak poskytujete studentům zpětnou vazbu?

E: No, mnohem více používáme to online prostředí. Takže když máme překlady, předtím to bylo třeba tak, že jsme to řešili na hodině nebo něco jsem jim přinesla opravené nebo okomentované v ruce. Zatímco teď to máme všechno na jednom místě. Tu zpětnou vazbu píšu rovnou do toho souboru. Co třeba hodnotím hodně pozitivně je třeba ty Google formy, udělej třeba nějaké gramatické cvičení a získají nějaké body a mají zpětnou vazbu hned. Jako pak se k tomu samozřejmě vrátíme nebo třeba i nějaké práce, které bych si normálně vytiskla a psala do toho ruční komentáře, tak člověk si zvyká na to, že všechno je vlastně v elektronické podobě.

Q: Je poskytování zpětné vazby studentům v online prostředí časově náročnější?

E: Jako pro mě asi jo. Ted' cítím, že to je časově náročnější, ale asi efektivnější.

Q: Vnímáte rozdíl mezi výsledky studentů, kteří jsou vyučováni pouze online a těch, kteří byli vyučováni ve třídě?

E: Nevím, jestli je to třeba tím, že letos ti prváci jsou šikovnější, ale tam vidím třeba jako velký pokrok. Já si třeba říkám, že je to i tím, že mají spoustu materiálů. Takže jako třeba u toho prvního ročníku vidím změnu, ale nemůžu říct, jestli to je třeba proto, že jsme přešli na online výuku anebo, že je ta skupina letos šikovnější.

Technické problémy:

Q: Vy jako učitel, setkáváte se při online výuce často s technickými problémy? Jaké to jsou? Jak je řešíte?

E: No tak vzhledem k tomu, že mi teď odchází počítač, se docela setkávám s technickými problémy. V mém případě, já jsem třeba začala pracovat z domu před třemi týdny, takže předtím jsem si nemohla stěžovat ani na připojení, protože to bylo školní připojení. Teď asi nemám až takové zásadní problémy, ale jako jo, jak říkám, že jsem se snažila pracovat s těmi tabulemi, tak studenti říkali, že mají problémy přeskakovat třeba z těch týmu na tu tabuli, tak třeba to jim dělalo problémy. A proto i z těchto důvodů jsem od některých z těchto věcí upustila. Přijde mi že hodně studentů toho taky využívat. Takže třeba jedou jenom přes mobil a nemůžou využívat všeho, co počítač nabízí. To jsou zase věci, které si člověk připraví na hodinu a myslí si, že budou všichni spolupracovat, ale nakonec to tam není. Je pravda, že před každou hodinou je tam aspoň jeden student, který má takovou omluvu, který řekne, že nefunguje mikrofon nebo prostě nebude se moc dneska účastnit výuky. Takže prostě něco se tam děje. Takže ze strany studentů vidím že mají větší technické problémy

Q: Máte možnost studentům s technickými problémy pomoci?

E: Tam v tom případě asi žádné řešení není. Tak prostě řeknu do příště to dát do kupy a je to.

Motivace:

Q: Co si myslíte o motivaci studentů během online výuky?

E: To nevím. Obecně si myslím, že mají menší motivaci teď, protože v té skupince se někdy ztratí a ti, kteří nechtějí tak nemusí být aktivní. Jinak si ale nemyslím, že by to byl takový problém. Studenti hodně ocení, že nemusí dojíždět, že nemusí vstávat teďka a fakt třeba i když jsou nemocní, tak se připojí. Teď třeba máme i ty studenti, kteří studují dálkově tak oni se třeba taky občas připojí do těch prezent

prezenčním studentům. Jsou rádi, že toho můžou využít. Než aby měli prostě jenom jeden předmět s těmi třemi setkáními. Takže i tím, že už jsme teď tak nastavení na tu online výuku, tak si myslím a doufám, že ti dálkoví studenti budou více motivováni než dříve.

Q: Jak udržujete motivaci studentů v takovémto vzdělávacím prostředí? Je to obtížnější?

E: Už jenom tou komunikací na té katedře si myslím, že všichni jsou takoví vstřícní. Když mají studenti nějaké problémy, tak se je hned snažíme řešit. I když to jsou třeba problémy na úrovni fakulty. Fakt se jim snažíme hodně pomáhat. A tím že to je všechno online, tak je to všechno pružnější a flexibilnější, takže když se na nás třeba obrátí student, že potřebuje přerušit studium, tak fakt se jim snažíme, co jak nejvíce pomáhat i tady v těch organizačních věcech. Co se týče té motivace ke konkrétnímu studiu, tak si myslím, že jako tou komunikací i když třeba vidí, že nemáme problém zareagovat na cokoliv, že třeba sami přijdeme a dodáme k té výuce i nějaké extra hodiny, tak vidí, tak jim i tu motivaci zvyšujeme.

Q: Všimla jste si, že se vaše motivace k výuce v online prostředí snížila? Nebo naopak zvýšila?

E: Jako je to blbé ale s postupem času si hodně těch věcí více užívám. Jak vidím tu zpětnou vazbu, vidím že třeba něco dělají a že reagují. Teď jsem měla předmět ve třetím ročníku, kdy opravdu všichni ještě měli ty kamery, tak jako byl ten seminář oproti těm ostatním ročníkům jako měl šťávu. Fakt to byla super hodina. Tak třeba tam se ta motivace zvýšila. A když třeba vidím u té skupiny větší zájem a větší elán, tak se i zvyšuje moje motivace.

Interakce:

Q: Jaký je podle vás rozdíl v interakci při online výuce jazyků? Když to porovnáte s tradiční výukou jazyků ve třídě

E: Já nevím, jestli si to neidealizují, ale přijde mi, že ta interakce je větší. Opravdu tím, že jsme teď byli odkázáni na online výuku a myslím na tu jednu skupinu a že tam musíme všichni fungovat. Předtím jsme prostě nevyužívali tolik těch platforem, protože prostě existovala prezenční výuka. Takže jsme před tím méně komunikovali, ale teď mi přijde, že jsme třeba v kontaktu pořád. To neznamená, že bych jenom já vyvěšovat a nějaké informace a sdílela různé informace, ale i studenti se snaží. Takže je tam vidět i větší snaha komunikovat ze strany těch studentů. Prostě v rámci tady této výuky musíme více

spolupracovat a komunikujeme hodně mi přijde. Za mě určitě je ta interakce mezi studentem a učitelem vyšší, ale nemůžu mluvit za všechny teďka, protože třeba když někdo učí přednášky a nemá s těmi studenty takový kontakt, tak potom ani ten online kontakt nebude takový. Ale v rámci naší katedry fakt jako máme hodně velký kontakt se studenty a jsme malá katedra, takže my jsme vždycky měli ten kontakt takový osobní

Q: Chybí vám ten osobní kontakt se studenty v online prostředí?

E: Určitě jo. Teď ale v rámci současné situace si myslím, že jsme se z toho snažily vytěžit, co jak nejvíc. Bereme tu situaci taková, jaká je. Jako samozřejmě, že mi chybí. Právě proto, abychom byli se studenty v kontaktu, máme každou středu večer na zoomu se studenty schůzku. Je pravda, že nás tam je spíše více vyučujících než studentů. Ale ta možnost tam je. Řešili jsme problémy týkající se třeba bakalářky nebo diplomové práce tady na těchto schůzkách. Další věc je že jsme poměrně aktivní na Facebooku a Instagramu, takže tam máme jak stránku, tak skupinu. Takže tam se snažím a hodně věcí taky využívat. Máme více přednášek a online seminářů, kde třeba zveme lidi z venku teď takže studenti se účastní a mají vlastně více takových možností účastnit se takových věcí více než dříve.

Q: Je interakce mezi studenty navzájem vyšší v tom online prostředí?

E: To nevím, jak to teď mají. Teď myslím si, že ty vyšší ročníky už spolu komunikují přirozeně, ale ty první ročníky to budou mít asi složitější. Takže vůbec nevím. Tam to musí být hrozné

Soustředění:

Q: Je vaše domácí prostředí vhodné pro výuku jazyků online? Nebo rozptylují vás při online výuce členové rodiny/sousedé/pošťák apod.

E: V tomhle já asi nemám problém. Teďka je to dané také tím, že nemám děti. Takže mi tady nikdo neběhá. Máme tady s partnerem každý svůj pokojíček. Takže se navzájem nerušíme a je to pro mě v tomhle třeba lepší. Na druhou stranu předtím jsem třeba byla zvyklá, že tím, že tady pracují lidé z celé republiky, tak někteří přijeli na dva dny a je to prostě super. Zatímco já to mám kousek do práce, takže jsem byla zvyklá chodit do práce každý den. Takže jsem měla nějaké pracovní návyky a mohla jsem se soustředit více, ale teď v posledních týdnech, když jsem doma, tak jsem si taky na to zvykla.

Stres:

Q: Máte pocit, že se kvůli online výuce více stresujete? Proč ano/ne?

E: Ze začátku jsem ten pocit měla, ale to už nějak tak upadlo. Ale musím říct že třeba ze začátku, když člověk překlikával z jednoho okénka do druhého nebo třeba sdílel obrazovku, to bylo pro nás nové, takže to bylo stresující Ale jinak ta výuka samotná už potom nebyl takový problém.

Osobní názor:

Q: Myslíte si, že je rozdíl v tom, jak efektivní je výuka jazyků?

E: No nemám zkušenost s přednáškami vždycky vyučuji předměty, kde je nějaká interakce se studenty. Zase na druhou stranu si myslím, že ta možnost vyučovat takhle ty lektorské předměty, ta možnost pracovat s různými programy a aplikacemi, připravit si tu výuku tak úplně jinak, než kdyby to bylo na prezenční výuce, je úplně super. Když jsem se koukala na ty různé kurzy a videa, tak jsem až litovala, že neučím všechny ty různé praktické předměty, protože jsem si úplně dokázala představit tu škálu těch možností, jaké to nabízí. Myslím si, že i tady v tomto prostředí to nabízí hlavně pro ty lektorské předměty velkou škálu možností.

Q: Myslíte si, že online výuka jazyků je efektivnější než tradiční výuka ve třídě? Proč ano a proč ne?

E: Nemyslím si, že by byla méně efektivní. Spousta lidí si na to stěžuje, že ten osobní kontakt nemůže nic nahradit, ale já si myslím, že ta výuka není méně efektivní. Spíš bych dokonce řekla že i naopak.

Q: Jaké jsou podle vás výhody a nevýhody v online výuce?

E: Studenti se mohou připojit i když jsou třeba nemocní. Připojí se třeba i když mají něco důležitého takže je vlastně větší pravděpodobnost, že budou na ty hodiny chodit. Na druhou stranu ale ztráta sociálního kontaktu se svými kolegy a spolužáky je v tomhle nenahraditelné. Ale jinak zase výhody jako fakt asi ta výuka efektivnější je. Je tam i efektivnější komunikace. Takže největší nevýhoda je vlastně sociální kontakt a ty ostatní věceto už bych neviděla jako konkrétní nevýhody, to jsou prostě podobné věci. Jako ze začátku jsme taky přemýšleli, že jako je praktická výuka, jak se to může učit online, ale přišli jsme na to, že se to dá a je to efektivní. A co se týče gest, tak to se taky dá zvládnout nějakým tím způsobem. Jako to, že předtím jsem měla špatně vybavenou třídu, a protože jsem tam měla třeba

jenom křídlo a fix to už padlo. Jo možná kdybych měla předtím dobře vybavenou učebnu, tak by to bylo jiné, ale tím, že tu možnost jsem prostě neměla. Neměla jsem dokonalou učebnu a vybavení učeben, a hlavně si nemyslím, že by mě to tak nutilo využívat ty online zdroje. Myslím si, že teď do toho dává mnohem více než když bych do toho dávala při té prezenční výuce.

Q: Které faktory, když vezmeme v potaz vyučující, pozitivně/negativně ovlivňují online výuku jazyků?

E: Určitě pokud je člověk více komunikativní nebo není komunikativní, tak se to na té online výuce více prohloubí. Jestli třeba někdo byl nezáživný a neaktivní nebo takové nepříliš extrovertní při té prezenční výuce, tak si myslím že při té online výuce je to více vidět. Takže třeba studenti se budou soustředit na mobil a nebudou se soustředit na tu výuku už potom. Takže myslím si, že je to třeba hodně vidět, jestli je člověk introvert nebo extrovert. Jako vůbec si nedokážu představit, kdyby ta práce pro někoho nebyla koníček. Jo jako, že kdyby předtím už v té prezenční výuce ho ta výuka nudila, tak jako v té online výuce to už je úplně konec. Pokud člověk si udržuje odstup od těch studentů, tak si myslím že nezíská si ty studenty, nezíská si jejich důvěru, nebudou si myslet, že můžou klást otázky. Tady ten odstup si potom myslím, že je hodně vidět v té online výuce.

Q: Které faktory když vezmeme v potaz studentů pozitivně/negativně ovlivňují online výuku jazyků?

E: To bude asi úplně stejné. Za prvé jsme u těch prvních ročníků, které se neznají vůbec a nemají nějaké vazby mezi sebou. Tak ani nevědí co od sebe mají očekávat. To si myslím, že je asi největší problém. Potom u těch vyšších ročníků, tam už vlastně můžu mít jakékoliv vlastnosti, ale už to není takový problém jako těch prvních ročníků. Kdybych třeba přišla na vysokou školu a byla bych taková zakřikla, tichá, tak si myslím že bych ztrácela hodně možností se zlepšovat. Nebo prostě potom člověk ani nemá tu motivaci. Zase ale záleží na té skupince. Při té online výuce jde taky vidět, jestli je někdo přemotivovaný, příliš takový akční, také můžete tu skupinu zdržovat. Jako potom takový člověk tu skupinu zbrzdí a potom ta skupina už je taková apatičtější ke všemu. Natolik by se to třeba neprojevovalo v té prezenční výuce. Tam by to bylo všechno takové uhlazenější a nebyly by tam takové rozdíly. zatímco teď ty rozdíly jsou vidět mnohem víc.

Budoucnost online výuky:

Q: Myslíte si, že až se znovu plně otevřou univerzity, zůstane online výuka součástí vysokoškolské výuky? Pokud ano, v jaké formě? Pouze online? v kombinaci s výukou ve třídě?

E: U nás se to samozřejmě řeší. Ty možnosti jsou různé. Třeba semi-prezenční výuka a tyhle. Říká se, že do budoucna ta online výuka bude mít svou důležitost a bude hrát svou roli teď akorát potom. Já v tuhle chvíli si to nedokážu představit z toho praktického hlediska, kdy opravdu i to, jak se řešilo, že třeba prezenční výuku budou mít jenom poslední ročníky. A najednou jsou předměty, kterých se zúčastní jak první, tak 5. ročníky, protože jsou promíchané. Takže si vůbec nedokážu představit, že někdo by musel přijet na prezenční výuku ve středu a odpoledne už by zase musel být online na výuce jiného předmětu. To by všechno vyžadovalo nějaké zásadní přenastavení, ale nedokážu si to představit. Dokážu si představit, že buď budu pokračovat v online nebo budu v prezenční výuce. Myslím si ale, že nějaké skloubení bude náročné. Myslím si, že třeba studenti, kteří dojíždějí by už ztratili motivaci, protože by říkali „a to mám jako přijet jenom na jednu hodinu?“. Že by to bylo mnohem komplikovanější. A jako ano může být potom online na druhé hodině, ale jako potřebuje k tomuto vybavení, že studenti už by měli být doma, protože nechceme, aby byli na MS Teams jenom na mobilu, ale aby se pořádně účastnili těch hodin. Ale asi je to budoucnost a asi se tím směrem půjde. A asi se tomu budeme muset přizpůsobit, ale já sama z praktického hlediska si to nedokážu představit.

Appendix L: Interview with Lecturer E Translated

Q: Could you tell me something about your working experience? Where? What languages? How many years of experience?

E: Yeah, I work in Spanish Philology with a focus on linguistics. This means that I currently teach subjects such as grammar, translation, lexicography, lexicology, sociolinguistics. So a mix of pretty much everything. Having said that, the subjects don't change, so I teach similar subjects all the time.

Q: And the courses that you teach, like the lexicography and the grammar, how many credits are they for?

E: It's usually around 3 or 4 credits. As we are aware of it ourselves, students usually take a lot of courses and for less credit, so maybe that's what makes us different from other majors. 5 credits is the maximum, and those are the courses that have literature. But the grammar is maybe 3 credits. There's a difference in how the course is completed. The option is by credit or exam. Again, because we have those credit courses, they write a credit test. By the fact that ours are like practical courses, so that's important, and they have to write a test or do oral credit as well.

Q: How did you experience the transition from traditional classroom-based to synchronous online language teaching caused by COVID-19?

E: One advantage was that we have that blended learning as part of that undergraduate degree. That means that a lot of the courses were already prepared in some way for that distance learning. That means that as a teacher we had documents posted on different platforms. So within, for example, this here, some subjects were already prepared for that distance learning almost. The other thing was that when it was actually like the middle of March when you said that so we're going to go to online teaching or so there's not going to be face-to-face teaching, so like it was like for the first two or three weeks you didn't know how it was going to be like, it was really just waiting for like, in two weeks it's going to be over and we're going to go back to face-to-face teaching. So, you could say that the summer term last year was a little bit more chaotic and like we weren't quite perfectly prepared for it so it really caught us off guard and it was more like waiting to see what would happen next. So, anyway, I think

from that September when the new academic year started, we already had like the experience and we could watch some tutorials to prepare how to teach a little bit and how to communicate. So, we were advised to somehow follow the schedules that were planned for the winter semester and to really have contact with those students in those classes if they normally had full-time teaching. We switched to MS Teams. All of our courses are on MS Teams. Anyway, we also have the opportunity to work with Zoom some colleagues are taking advantage of this opportunity. Before we started to work with that we had a basic platform on Moodle So we used to put up materials for students and they would submit their assignments there, for example, as part of the distance learning. Except I guess with MS Teams, then we all moved to MS Teams. But also, there are colleagues who have that model and they do online lightly in Big Blue Button.

Q: And did you start using MS Teams in the summer term or only from September?

E: Already in the summer semester, but it was kind of rushed. We didn't know what to do. So, for example, for myself, I didn't have so many subjects, but when I had translation seminars I did, for example, homework and the contact was more that we sent each other corrected assignments and things like that. Whereas, in the summer semester, when I had grammar, for example, there I knew that with the extra students, they were already freshmen. Whereas with the older students the communication is different, so I had the grammar right from the beginning in the MS Teams. And somehow, we put it together, but with that, the teaching here was such that just copying the face-to-face teaching into the online environment, where still grammar exercises it's like a lot of those students used to prepare assignments. And then we discuss the correct solutions and maybe different solutions plus we do some other exercises. Then of course from the winter semester onwards one has got different experiences, one has got different materials. So, we are all trying to try to load more courses into that Moodle and create some platform where those students can study on their own. Since that winter semester, we've all tried to have those classes at the times that are offered. For example, we had the added advantage that we have a prep course for Spanish language students the week before the semester starts. Those were the freshmen who were driven out, they didn't know how or what, so

they signed up for that course. That course was held and the next week the full-time classes were cancelled. So, after all, during that intensive preparatory course, we were all in contact for at least one week. The next week there were some classes maybe two or three days and at least they had some of that contact, at least they got to know their colleagues.

Q: Did you have a previous online teaching experience only with Moodle?

E: I guess just with Moodle. Now sometimes we have it within that study that students have these study supports, which are textbooks that have a lot of assignments, auto corrective exercises and it's the student really studying on their own. So, there's a possibility that the students have had that study support before that they've been studying by themselves all semester back then. As distance learners and they send in assignments. Often, they'd email it in and we'd correct it and then maybe we only had three meetings during that whole semester where we'd go back to the most important stuff or maybe the round

Q: Did you have a training on how to teach in an online environment? Maybe from your university.

E: Well, they were more like technical support courses, like they talked about how to work with MS Teams in general. We didn't have special didactic courses, but it was more important at that moment, because like the number of those teachers at our university is big. So, we had different webinars that we could attend and it was really about learning how to work with MS Teams, how to work with Moodle, because a lot of people didn't have experience with that. Like there were other courses of this type as well as students got. Some manuals and some options on how to prepare for that online learning even like a little bit technically.

Course design:

Q: What was the most significant change you have done in your course design/syllabus, when transforming from offline to online education?

E: Well, I don't know if it's just the online teaching, but maybe I'm trying to do more self-correcting exercises in the grammar. What I've prepared for the students, I think most often it's some Google forms, but it's just some stuff that they fill out and then we don't have to discuss it together in class.

After all, the option of just looking at the screen is kind of complicated. So, a lot of the stuff I tried to give for self-study. But also, for me to have some feedback there, to know that the students are working and that they're handing in the assignments so that's what I needed in this. Or maybe even working with the text. So maybe now we're saving more time, because a lot of their stuff is online and I have that feedback because I can see that they're working and not that I'm handing out some assignments and they're just bringing the lesson in but they're not working it out. But they just have to have somehow to have those things sent that way. In the same way, for example, in translation we work more in some group work where we communicate together and comment on the translations, because after all, when we had face-to-face classes, we don't have that amazing equipment. We didn't even have an interactive whiteboard, so at most we worked with a projector and had some materials posted somewhere. Whereas here the collaboration is much better. As well as that, I think also by looking at different webinars and taking a course about moving to that online teaching, which is maybe more useful for those practical subjects, I think the teachers are making more use of those practical subjects. Those online materials and the collaboration that can be used in that way, like the materials that we thought until recently they were using in some high school, like different applications, we found that a lot of those applications can be transferred to that online environment. Just in terms of, for example, the lecturing languages

Q: Is developing study materials more challenging for the online environment?

E: I'm sure it is. It's more time-consuming. But the other thing is, I could have done it a long time ago. Or that if I'd had the impulse that it would work well this way, I could have gotten to it sooner. But now, of course, the change is more challenging because I'm trying to do extra things that I would normally maybe do in teaching.

Q: Did the form of assessment change in online environment?

E: I guess the main problem is that the students don't use the cameras and I just can't get them to use the cameras. Like in the whole two semesters I've had maybe two classes total where students volunteered to use the camera and we had a really enjoyable class. Other times you just can't get

students to do it. Like on the other hand, I understand that even the technical requirements for a student to be online with a camera, to click through to some interactive whiteboards, so it's all so challenging. So, that's actually kind of a problem especially with like the first years, which I like almost never see. So, it's a problem there but with the older years there it's kind of doable. It's subject by subject but sometimes I think the students are more active because they know they just have to work. Whereas in the face-to-face classes I didn't feel that way. Like maybe they're being active. Like when I compare it to when I have that grammar class and at the end I ask what the questions are. Before, the students weren't that responsive. Whereas now I feel like they're more active. But on the other hand, again, there will be one or two students that you will call out the whole lesson and the others will be connecting or not connecting. But, overall, the students are really probably more active.

Q: Does the size of the learning group in online environment have a larger influence on learning experience than in classroom-based learning?

E: I have these practical courses, so I have 25 students at the most. It's true that maybe a lot of students drop out during that first year. They just get tired of it, or they find something else to do, or it's just a little bit different than they expected in that online learning. Anyway, that first semester, when I only had 30 students, I was pretty unhappy about it. I felt like I was somehow managing to activate them better in the face-to-face class and now in the second semester, I've got something like 20 students and I don't think that's a problem. I feel like the class has more momentum. It's also because of the activity of the students. So, it's not that much of a problem, but like it's a question if I have some lecture for 150 students then again, I don't need to know some activity there just before ours. But for the 20, it's fine.

Tools & Technology:

Q: So you told me that you use MS Teams for teaching. Do you think it's easy to use?

E: I don't think I have that much problems with it. I've just gotten pretty used to it, and I've got it all together. Actually, we do our assignments through MS teams. It's sent to those different chats a lot, so we're in contact with those students on a lot of platforms and they send us questions and some

comments on the traditional email, on MS Teams, sometimes they use Messenger. So, all of a sudden it's gotten so big that it's maybe even more stressful for me. Suddenly you have to keep track of it all and you have to respond, but I think we've all gotten used to MS Teams. Like I said, some people use Moodle and some people use Zoom. That's more in the context of the more practical ones in the subjects.

Q: What online teaching tools do you use to support online learning?

E: I'm sure students are more active and communicative, for example on MS Teams. So even during the week we write a few messages there. So, we comment on that. So occasionally something like that comes up. For example, I had a problem in that lexicology class where we really did vocabulary work and just different topics we discuss. I was excited about one tool, I can't remember exactly what tool it was. I just loaded it all up on that tool and I prepared the exercise and I was excited about how everybody was going to connect those colours and move something around and the students just weren't excited about it. They told me "no, it's better for us to just have one exercise, like in Word, where we have all the instructions" and that I just prefer that form of teaching. So, I've just moved away from that, but I'm still trying to put something more cooperative like that in there. Whether it's maybe something in Padlet or maybe some whiteboards I'm trying. So, for example, when we have a translation, we work in a collaborative document. Now when we have the grammar, maybe we use some of those Google forms. Other than that, maybe I know that when the tutors are teaching those language classes, maybe they're working with a lot of those apps that are useful for that Spanish class. So for example, they use Quizlet, Kahoot, so a lot of those types of apps. So, I think that if it's like practical languages and it's a small group, then we can get a lot out of teaching.

Feedback:

Q: In what way do you provide students with feedback?

E: Well, we use the online environment a lot more. So, when we have translations, before it was like, we'd deal with it in class or something I'd bring them corrected or commented in my hand. Whereas now we have it all in one place. I write that feedback right into that file. What maybe I rate very

positively is maybe those Google forms. So maybe some grammar exercises and they get some points and they have feedback right away. Like then of course we'll come back to that, or maybe even some papers that I would normally print out and write handwritten comments in it, so you get used to the fact that everything is actually in electronic form.

Q: Is providing students with feedback in online environment more time-consuming?

E: I guess it is for me. Now I feel like it's more time consuming, but probably more efficient.

Q: Do you perceive a difference between the learning outcomes of students who are taught online only and who were taught in classroom-based?

E: I don't know if it's maybe because the first-year students are more skilled this year, but that's where I see maybe as a big improvement. I think it's also because they have a lot of materials. So like, I see a change in that freshman class, but I can't tell if it's because we've gone to online learning or if that group is more skilled this year.

Motivation:

Q: What do you think about student's motivation during online lectures?

E: I don't know. Generally, I think they have less motivation now because they sometimes get lost in the group and those who don't want to may not be active. Otherwise, I don't think it's such a problem. Students appreciate a lot not having to commute. That you don't have to get up now and really even if they're sick they'll join in. Now maybe we have those students who are distance learners, so they also join those presentations to the full-time students sometimes. They're happy to take advantage of it. Rather than just having one class with three meetings. So even with the fact that we're so set up now for that online learning, I think and hope that those distance students will be more motivated than before.

Q: How do you keep students motivated in such a learning environment? Is it more difficult?

E: Just the communication in the department itself, I think everyone is so helpful. When students have problems, we try to solve them right away. Even if they're faculty issues. We really try to help them a lot. And by having it all online, it makes everything more flexible, so if a student contacts us and they

need to interrupt their studies, we really try to help them as much as we can with the organizational stuff here. As far as the motivation to study is concerned, I think that as a communication, even if they see that we have no problem to respond to anything, that maybe we will come and add some extra hours to the lessons, they see that we increase their motivation.

Q: Did you notice that your motivation to teach has decreased in the online environment? Or maybe increased?

E: It's stupid but I'm enjoying a lot of this stuff more as time goes on. When I see the feedback, I see that maybe they're doing something and they're responding. Now I took a class in third year when really everyone still had those cameras, so like the seminar was like had juice compared to the other years. It was a really cool class. So maybe that's where the motivation increased. And maybe when I see more interest and more drive in that group, that's when my motivation increases.

Interaction:

Q: What do you think is a difference in the interaction in online language teaching?

E: I don't know if they don't idealize it, but it seems to me that the interaction is greater. Really by the fact that we've now been referred to online teaching and I think of that one group and that we all have to function there. Before, we just didn't use those platforms as much because there was just face-to-face teaching. So, we communicated less before, but now I feel like maybe we're in touch all the time. It doesn't mean that it's just me posting and some information and sharing different information, but the students are trying as well. So, there's also more of an effort to communicate from those students. Just within this teaching, we need to collaborate more and communicate a lot, I think. For me, definitely, the student-teacher interaction is higher, but I can't speak for everybody right now, because maybe if somebody is teaching a class and they don't have that contact with those students, then even the online contact won't be as much. But within our department we really have a lot of contact with students and we're a small department, so we've always had that personal contact.

Q: Do you personally miss the face-to-face interaction with students?

E: Definitely, yes. But now, in the current situation, I think we've tried to make the most of it. We're taking the situation as it is. Like, of course, I miss it. Just to keep in touch with the students, we have a meeting every Wednesday evening at Zoom with the students. It's true that there are more of us teachers there than students. But the opportunity is there. We have solved problems related to, for example, a bachelor's thesis or a master's thesis here in these meetings. Another thing is that we are quite active on Facebook and Instagram, so we have both a page and a group there. So, I try and use a lot of things there as well. We have more lectures and online seminars where maybe we invite people from outside now, so students are participating and they actually have more opportunities to participate in these things more than before.

Q: Is the students' interaction higher in the online environment?

E: I don't know how they do it now. Now I think the students, who are in higher years, are communicating as usually, but the first years are probably going to have a harder time. So, I don't know. It must be awful in there.

Concentration:

Q: Is your home environment suitable for conducting online language classes? Are you being distracted by family members/neighbours/postman etc. during online classes?

E: I don't think I have a problem with that. It's also because I don't have kids. So, I don't have anyone running around. My partner and I each have our own room. So, we don't disturb each other, and maybe it's better for me in that way. On the other hand, before, I was used to the fact that people from all over the country work here, so some people come for two days and it's just great. Whereas I have a short walk to work, so I was used to coming to work every day. So, I had some work habits and I could focus more, but now in the last few weeks when I'm home I've gotten used to it too.

Stress:

Q: Do you actually feel more stressed because of online teaching? Why yes/not?

E: I had that feeling at first, but it's kind of fallen away. But I have to say that in the beginning, when you were switching from one window to another or sharing the screen, it was new for us, so it was stressful, but otherwise the teaching itself was not such a problem after that.

Personal opinion:

Q: Do you think there is a difference in how effective language teaching is?

E: Well, I have no experience with lectures I always teach courses where there is some interaction with students. On the other hand, I think that the opportunity to teach those lecture courses like that, the opportunity to work with different programs and applications, to prepare the teaching in a completely different way than if it were a full-time class, is really cool. When I watched those different courses and videos, I almost regretted not teaching all those different practical subjects because I could totally imagine the range of possibilities that it offers. I think that even here in this environment it offers a great range of possibilities especially for those lecturing subjects.

Q: Do you think that online lectures are more effective than traditional classroom-based lectures? Why yes and why not?

E: I don't think it would be less effective. A lot of people complain about it, that there's no substitute for the personal contact, but I don't think the teaching is less effective. In fact, I'd say it's the opposite.

Q: What are the advantages and disadvantages of online language teaching?

E: Students can join the class even if they are sick. They join even if they have something important to do so they are actually more likely to attend the classes. But on the other hand, the loss of social contact with their peers and classmates is irreplaceable in this. But otherwise, the benefits are probably more effective. There's also more effective communication. So, the largest disadvantage is actually the social contact and the other things I wouldn't see those as specific disadvantages anymore, they're just similar things. Like in the beginning we were also thinking that there's practical teaching, how can you teach it online, but we found out that it can be done and it's effective. And as far as the gestures, that can be done in a way too. Like before I had a poorly equipped classroom, and because I only had a chalk and a marker in there. Yeah, maybe if I'd had a well-equipped classroom before it

would have been different, but it's just that I didn't have that option. I didn't have the perfect classroom and classroom equipment, and most importantly I don't think I was as compelled to use those online resources. I think I'm putting a lot more into it now than I would have in that face-to-face teaching.

Q: Which teachers factors positively/negative influence online language learning?

E: Certainly, if one is communicative or is not communicative, it will be more profound in the online class. If maybe someone was not engaging and inactive or kind of not very extroverted in that face-to-face class, I think it's more apparent in the online class. So, maybe the students will be focused on the mobile and they won't be focused on the teaching afterwards. So, I think it takes a lot to see if a person is an introvert or an extrovert. Like, I can't imagine if the job wasn't a hobby for somebody. Yeah like, if he was bored with the face-to-face class before, then like in the online class it's completely over. If you keep your distance from those students, I don't think you're going to win those students over, you're not going to gain their trust, they're not going to think they can ask questions. That's where that distance then I think shows up a lot in the online teaching.

Q: Which students factors positively/negatively influence online language learning?

E: It'll probably be exactly the same. First of all, we're talking about first year students who don't know each other at all and don't have any ties with each other. So, they don't even know what to expect from each other. I think that's probably the biggest problem. Then with the students who are higher, there I can actually have whatever qualities I want, but it's not as much of a problem as the first years. For example, if I came to a university and I was kind of silent, quiet, I think I would lose a lot of opportunities to improve. Or you just don't have the motivation. But again, it depends on the group. In that online teaching, you can also see if someone is over-motivated, too much so action-oriented, it can also hold that group back. Like then that person slows the group down and then the group is kind of apathetic to everything. So, it wouldn't be so much in the face-to-face teaching. Whereas now the differences are much more visible.

Future of online education:

Q: When universities fully reopen, do you think that online teaching will remain part of university practice? If so, in what form? Online only? combination of classroom-based?

E: In our university, of course, this is a hot topic. The options are different. Like blended teaching. It is said that in the future the online teaching will have its importance and will play its role now and then. I can't see it at the moment in practical terms where really even the way it was handled, for example, only students in their last year would have full-time teaching. And suddenly there are courses that both first and fifth years will take part in because they are mixed. So, I can't imagine at all that someone would have to come to a full-time class on Wednesday and then in the afternoon they'd have to be online again for another class. That would all require some major rescheduling, but I can't imagine it. I can imagine either continuing online or being in full-time teaching. But I think some sort of reconciliation will be challenging. I think maybe students who commute would already lose motivation because they would say "and I'm only supposed to come for one class?". That would make it much more complicated. And like, yeah, they can be online for the second class afterwards, but like they need to have that equipment, the students should already be at home because we don't want them to be on MS Teams just on their mobile, we want them to participate properly in the classes. But I guess that's the future and I guess that's the way it's going to go. And we'll probably have to adapt to that, but I can't imagine it myself from a practical point of view.

Appendix M: Interview with Lecturer F Czech Version

Q: Mohla byste mi říci něco o svých pracovních zkušenostech?

F: Učím semináře, konverzace, gramatiku, úvody do psaní vědeckých textů.

Q: Můžete mi říct něco o těch jazykových předmětech, které vyučujete?

K: co se týká té konverzace, tak to jsem měla 4 hodiny týdně minulý semestr. Zhruba standardně to je mezi 2 a 4 kredity. Učila jsem i takové předměty jako jsou argumentační strategie atd. Co se týká toho praktického jazyka. Nemůžu vám říct stabilně počet hodin, protože u nás se to velmi točí. Já mám některé A předměty, které jsou z té oblasti té středověké literatury. Ty B předměty, já je moc nerecykluju, tak nemůžu říct přesně. Zrovna minulý semestr jsem měla 2 hodiny konverzace a 4 hodiny překladatelský seminář, úvod do překládání žurnalistických textů.

Q: Jaký byl ten přechod od tradiční výuky ve třídě k synchronní online výuce jazyků? Když se bavíme o té situaci, která nastala kvůli Covid-19

F: Tady bych řekla, že je to subjektivní názor, takže nemůžete ho brát jako platný. Z mého pohledu přechod na univerzitě, na které pracuji já, byl docela bolestný. Souvisí to částečně s tím, že na univerzitě je poměrně velké procento starších kolegů, kterým tady ta oblast není moc blízká, tady ty různé internetové platformy. Takže my jsme v té první vlně té pandemie využívali Moodle. Šlo o to, že hodně kolegů vkládalo materiály, podle kterých se ti studenti měli orientovat. Studenti se orientovali velice těžko, protože jim najednou chyběly ty live přednášky a live semináře. Ten vstup do té online výuky byl nečekaný, takže se dalo chápat, že bude potřeba nějaký čas na rozjezd. Já to tady vnímám jako tu situaci ze dvou pozic. Což je pozice odborné asistenty, což je i moje zařazení, ale také z pozice vedoucí katedry. Já mám jako vedoucí katedry garantovat kvalitu výuky na celé katedře. Já jsem se velmi zasadila o to, aby kolegové co nejrychleji přešli na platformy jako jsou Big Blue Button, MS Teams, Zoom atp. Nechala jsem je vyškolit, požádala jsem o školení na Zoom. Řekla jsem jim, že se na mě můžou obrátit se školením na Big Blue Button, se kterým jsem tedy pracovala já a pracovalo se mi s ním dobře. Jinak obecně dalo by se říct, že ten přechod byl takový nevyrovnaný. Ti mladší kolegové s tím neměli takový problém, protože jsou na to zvyklí. Ti starší kolegové tam to bylo trochu jiné. Ale

bylo to velice individuální. Kolegyně před důchodem se s tím taky naučila pracovat a byla ráda, že si obohatila svůj rejstřík skills. Takže kdybych to měla zobecnit. V první vlně ta situace byla velmi nepříjemná, protože studenti ztratili jakoukoliv kontaktní výuku. Takže byli zahlcení. Já jsem se tomu věnovala v tom stylu, že jsem dělala interní analýzy a dotazníky, jak moc studenti jsou zatížení atd. A pak jsem se snažila aplikovat ty výsledky těch výzkumů, protože z nich plynulo že studenti jsou přetížení. Že těch materiálů mají moc, že nestíhají. Tak jsem apelovala na kolegy, aby je tolik nezatěžovali a hlavně aby jim dávali feedback. Protože to byl hlavní problém v té první vlně, že se tam neustále rojilo spoustu materiálu. Studenti dostávali úkoly, ale nedostávali feedback. V té první vlně se teda cítili opuštění a ztracení. Ale potom jsme nastoupili s těmi školeními a teď se dá říct, že jsme si vytvořili pravidlo, které je na celé univerzitě, že semináře a přednášky učíme přes Zoom a nebo BBB. Takže streamujeme, aby studenti měli co největší přísun té kontaktní výuky. Ještě jsem chtěla říct, že přednášky můžou kolegové jenom nahrát a dát do toho Moodlu. Když nejsou úplně jazykově vybavení, tak jim to pomůže.

Q: Měla jste předchozí zkušenosti s online výukou jazyků?

F: Vůbec žádné. Maximálně nějaké konference v Zoom typu porad, ale aktivní výuku nikdy.

Q: Vyhovuje vám ta online výuka?

F: To má několik aspektů. Jeden aspekt je přesun znalostí do nějaké interakce atd. Takže tam záleží i na kurzu. To spektrum je obrovský. Byly kurzy, kde to šlo aktivovat těžko a byly kurzy, kde jsem si říkala, že třeba ta platforma je výhodnější než ta kontaktní výuka. Ale co se týká toho sociálního aspektu, tak jsme se shodli, že nám ta výuka chybí. Že přece jenom studovat na vysoké škole není jenom o tom přesunu znalostí, ale i o těch kontaktech, vazbách atd. Takže v tom směru to bylo spíše vnímáno negativně. Musím ale říct, že jsem měla i velice pozitivní zkušenost, protože když jsme přešli na online výuku tak jsem naprosto překopala koncepci jednoho kurzu, který jsem vedla v angličtině. Domluvila jsem se se studenty, že když máme mimořádnou situaci tak bychom mohli experimentovat více než ve výuce. A řekla jsem jim, že bych chtěla využít znalosti, které oni mají jako ta mladší generace, pohybují se na sociálních sítích, umí s tou technikou zacházet. Tvořili jsme takové projekty, kde studenti natáčeli

mini videa a vytvářeli prezentace. V tomhle smyslu to bylo přínosné, protože kdybychom neupadli do této výuky, tak by mě tento formát ani nenapadl. Když už jsme byli v té online výuce, tak jsem si říkala že ta kreativita a ta blízkost těch technologií by mohla kompenzovat nedostatek té sociální interakce. Ten kurz měl dobrý ohlas a studenty to moc bavilo. Překvapil mě pozitivně i kurz konverzace, to jsem měla ze začátku strach. Nejdříve jsem si říkala, že to nebude online dobrý, ale vyjevily se mi tak nějaké aspekty, které zase nepřijdou na řadu, když učíte kontaktně. Třeba já mám problém v tom, že se mi hlásí o slovo ti samí studenti. Já si špatně pamatuji jména, takže nevyvolávám. Takže se mi třeba ze skupiny 15 lidí hlásí 5 víc než ti ostatní. Kdežto v té online formě můžete dohlížet více na to, aby se prostřídávali a aby aktivně pracovali, protože máte list studentů. Můžete to i více kontrolovat. Všimla jsem si, že v tom online prostředí bylo možná více efektivnější, že když v těch jazykových skupinách zadávám práci v párech nebo skupinách, tak to nestačím všechno oběhnout. Snažím se zaznamenávat si chyby, kontrolovat chyby a pak to hodnotit. Zdálo se mi ale, že když to rozdělíte do těch skupin online kam potom můžete chodit, že to bylo možná více efektivnější. Jednak teda když jsem tam vstoupila, tak jsem tam vstoupila inkognito. Takže jsem měla více toho autentického projevu. Potom také se to dá rychleji měnit. Nemusíte se fyzicky nikam přesouvat. Takže poskytování zpětné vazby se mi tady osvědčila v těch konverzačních kurzech.

Návrh předmětu:

Q: Je tvorba studijních materiálů pro online výuku náročnější?

F: S kolegy jsme se shodli že stoprocentně ano. Zpočátku určitě kvůli absenci té zkušenosti s tím online prostředím, protože tam musíte vlastně brát v potaz, že to funguje trošku jinak, než když se realizuje prezenční výuka. Takže tam bylo potřeba se zapracovat do té koncepce a přepracovat tu koncepci, kterou jste třeba dělala léta. Takže když vám řeknu že někdo je před důchodem a 30 let byl zvyklý dělat něco jinak a najednou to musel dělat jinak, tak to byl problém. Kolegové mi také říkali, že v té první fázi, kde to streamování nefungovalo, tak oni aspoň přepracovávali handouty, aby byly užitečnější. Takže mi kolegyně řekla, že jí zabralo neskutečně času přepracovat ty handouty. To jsou studijní

materiály, se kterými pracujete dlouhodobě a najednou je musíte měnit. Takže myslím, že by všichni řekli a co jsem četla i nějaké studie, že online výuka je psychicky i fyzicky náročnější.

Q: Má velikost skupiny studentů v online prostředí větší vliv na výuku než ve výuce ve třídě?

F: To bych asi ani neřekla. Samozřejmě pokud učíte jazyk, tak preferujete malé skupiny. My jsme ale malá katedra, takže v tom směru fungujeme dobře. Já třeba nemám 40 lidí na konverzaci. Takže neřekla bych že by tam byl velký rozdíl, že tím, když sedí ve třídě a je jich 20 anebo online. Jenom ta možnost kontroly mi přijde snadnější.

Nástroje a technologie:

Q: Jaký program používáte k synchronní výuce?

F: Zoom a Big Blue Button. Já osobně více používám ten BBB, protože jsem absolvovala školení na Zoom a přišlo mi to extrémně neintuitivní. Po hodinovém školení jsem si to nedokázala představit. Když jsem koukla na YouTube na instruktážní video, tak mi to přišlo jednoduchý. Když jsem si to potom osahala, tak mi to přišlo a snadné.

Q: Řekla byste teda, že BBB je jednoduchý používat v té online výuce?

F: U té mladší generace určitě. Ta starší generace se s tím potřebovala poprat, ale nakonec se s tím poprali. Takže je to docela intuitivní a návodné, jak se to používá.

Q: Jaké online nástroje používáte pro podporu online výuky?

F: Já jsem používala hodně video. Já mám ráda TedTalks. Používám to hodně při výuce angličtiny, ale i němčiny. Líbí se mi to, protože tam jsou aktuální témata podána zajímavým způsobem, ale od expertů. Takže to není amatérské. Potom se mi ještě zdá, že velice klesá schopnost koncentrace na přednášce. Já, když jsem chodila do školy, tak nebyl problém udržet si koncentraci 1.5 hodiny a dělat si poznámky. Dneska už si všimnete že studenti se nesoustředí. Takže mě se ten formát líbí z toho důvodu, že řekne všechno podstatné během 10 - 15 minut. Je tam obrovská inspirace, protože to jsou specifická témata. Takže tam máte slovní zásobu, kterou studenti potřebují, ale také toho experta. Pro studenty je přínosem, když toho člověka vidí. Nebo YouTube videa používám často. Nepoužívala jsem ankety. Sdílení obrazovky samozřejmě. Ale jinak co se týká vysvětlování slovní zásoby nebo něčeho. Takže to,

co vám v prezenční výuce nahradí ta tabule, tak to jsem řešila přes hromadný chat. Vypisovala jsem slovíčka, napsala jsem k nim i plurál. Někdy i překlad. Tak aby to vlastně i viděli, co říkám. Myslím si, že pro tu konverzaci to není potřeba to nějak předimenzovat, protože lidé jsou schopní se soustředit jenom na pár těch vjemů. Kdybyste měla obraz, zvuk a video tak si myslím, že by to bylo kontraproduktivní. Takže si myslím, že to okénko hromadný chat, plus sdílení obrazovky, plus sdílení externího videa úplně stačí.

Zpětná vazba:

Q: Jak poskytujete studentům zpětnou vazbu?

F: Dělán to stejně. Pokud se jedná o konverzaci, tak je důležitá fluence. Já nechci skákat do každé věty, abych je přerušila. Já je poslouchám a značím si pro sebe. Až přestanou s tím projevem, tak jim udělám analýzu chyb. Při prezenční výuce to dělám stejně. Rozdíl je akorát v tom, že tam to píšu na tabuli a tam do chatu nebo souboru.

Q: A co forma hodnocení, změnila se nějak?

F: Já nemůžu mluvit za svůj seminář konverzace, protože tam nebylo testování. Pokud bych ale měla mluvit za jiné kolegy, tak tam to testování bylo obrovskou výzvou, protože musíte nějak to koncipovat tak, aby studenti nepodváděli, což není snadné. Protože když uděláte nějaký test multiple-choice a oni si na mobilu píšou výsledky, tak to není snadné. Musíte opravdu velice dobře vymýšlet metody testování. Pokud teda byla nutnost psát ten test písemně, tak vím, že kolegové s tím měli trápení, že nevěděli, jak to udělat tak, aby studenti nepodváděli a aby ty parametry byly srovnatelné s tím, co je, když je kontaktní výuka. Jinak co se týká hodnocení, tak já musím říct, že já jsem byla benevolentnější, protože bylo zřejmé, že když jim vypadne ta výuka jazyku na pul roku, tak že tam ta úroveň jazyka velice klesla. Takže jsem byla shovívavější než jindy.

Q: Vnímáte rozdíl mezi výsledky studentů, kteří jsou vyučováni pouze online, a těch, kteří byli vyučováni ve třídě?

F: Z té dlouhodobé perspektivy jsme zaznamenali obrovský propad po tom půlroku, kdy odpadla ta výuka a sypaly se materiály do Moodlu. To znamená aktivní přístup němčiny víceméně neměli. Takže tam to zhoršení bylo jednoznačné.

Technické problémy:

Q: Vy jako učitel, setkáváte se při online výuce často s technickými problémy? Jaké to jsou? Jak je řešíte?

F: Naštěstí, já jsem měla jenom jeden výpadek, kdy přerušení internetu vedlo k výpadku hodiny, a vyřešila jsem to tak, že jsem přes messenger napsala, že hodina bude nahrazena. Co se týká tak obecně, tak stává se, že se seká obraz nebo zvuk, ale to jsou většinou marginální záležitosti. Pokud se nemýlím, tak vedení fakulty už v úvodu dala požadavek studentům, že je jejich povinnost zařídit si dostatečně funkční online prostředí, aby se mohli participovat na výuce. Sem tam měl někdo problém s internetem, tam to nebyl problém, který by se týkal celého semestru. Já jsem měla štěstí, že jsem neměla problém s internetem, ale já jsem si musela navýšit kapacitu, nebo rychlost internetu, protože já mám ještě dvě děti. Takže my jsme byli 3 na laptotech, takže my jsme to museli změnit.

Q: A teď když se zaměříme na studenty, setkávají se studenti často s technickými problémy?

F: Čas od času ano. Ale to se stává málo. Většinou problém, co byl, je že se mohli účastnit zvukově, ale nešla jim kamera.

Q: Jste schopná studentům s technickými problémy pomoci?

F: Myslím si, že v základech ano. Ale ono to vždycky fungovalo tak, že když byl nějaký problém, tak se sbíraly možnosti oprav od všech. Takže všichni radili, co mají zkusit. Nedalo by se říct, že já bych byla ten hlavní, ale všichni se snažili.

Motivace:

Q: Co si myslíte o motivaci studentů během online výuky?

F: Obecně šli statistiky které říkaly, že narostl ten drop-out studentů během té online výuky na vysokých školách. Takže bych si troufla říct, že ta motivace klesla. Že neměli kontaktní výuku, tak vzdávali to

studium třeba v těch prvních ročnících víc než kdyby byla prezenční výuka. Myslím si, že tenhle trend můžeme potvrdit i na katedře. Máme tam pár takových odpadlíků v prvním ročníku,

Q: Jak udržujete motivaci studentů v takovémto vzdělávacím prostředí? Je to obtížnější?

F: my jsme byli vyzváni vedoucím fakulty, abychom se snažili nahradit ten nedostatek těch sociálních vazeb, interakcí atd. Já jsem se rozhodla setkávat se se studenty k neformálnímu pohovoru "Na pokec" každých 14 dní a vůbec to nesouvisí s našim curriculum ani s ničím. Prostě si povídáme, aby se spolužáci viděli i takhle, abych já se s nimi viděla. Vždycky si povídáme o těch aktuálních záležitostech. Takže bych řekla, že to funguje jako taková mini psychologická poradna. Jako, že si vzájemně vyměňujeme zkušenosti s tím, jak se nám žije, jak se dá sportovat, a jak je to důležité se pohybovat i když je člověk zavřený atd. Takže tohle dělám já jednou za 14 dní. Jinak co se týká motivace v tom jazyku, tak já se vždycky snažím, jednak teda velice propaguju výjezdy do zahraničí. Vždycky říkám, že pokud vám to nejde, tak jak by mělo, tak říkám ať se snaží přežít první ročník a pak ať hned vyjedou. A potom samozřejmě ty didaktické metody jako pochválit. To si myslím, že funguje. Když třeba vidím, že se mi student posunul z úrovně B2 na C1 během půl roku, tak to dám znám.

Q: Všimla jste si, že se vaše motivace k výuce v online prostředí snížila? Nebo naopak zvýšila?

F: Já jsem zezáčátku k tomu byla taková skeptická, ale později když jsem zjistila, že to online prostředí nabízí jiné možnosti a že je možná někdy i výhodnější, tak jsem učila velmi ráda. Musím říct, že ten první půlrok, ten minulý semestr, mi motivaci nijak nevzal, ba naopak. Začali jsme zkoušet nové věci, které bychom během normálního semestru nedělali. Jako třeba zapojení těch technologií. Což se osvědčilo, protože je vidět, že ta mladší generace k tomu má blízko. Moje motivace v tom období neklesla, ale musím říct, že kdybych teď neměla volný semestr, nebo kdybych šla učit s vědomím, že to už je čtvrtý semestr online, tak tam už bych určitě problém měla. Já bych to za sebe viděla tak, že pokud v září nenastoupím na prezenční výuku, tak budu značně sklíčená.

Interakce:

Q: Co děláte pro to, abyste zachovala interakci mezi studentem a učitelem při online výuce?

F: Ptám se adresně. Pokud mám otázku, tak se obrátím konkrétně na studenta. Pokud neví, tak neví.

Osvědčilo se mi to v tom, že studenti neví, kdy budou vyvolání a dávají více pozor.

Q: Chybí vám ten osobní kontakt se studenty v online prostředí?

F: Určitě ano.

Q: Jak probíhá interakce mezi studenty navzájem při online výuce?

F: Volila jsem formu náhodného výběru, abych pořád nevyvolávala stejné lidi. Bylo to nejen z důvodu toho jazyka, ale i té sociální interakce. Aby se tam v těch skupinách sešli různí lidé, takže aby měli možnost si popovídat. Když jsem vstupovala do těch místností, tak jsem si všimla, že si fakt povídají v češtině o tom, co se děje a moc by neřešili ty úkoly, které by měli. To bylo evidentní, že jim to velice chybí a chtějí to nahrazovat formou, jaká je možná. Takže oni pracovali v těch místnostech po 3 po 4. Jak kdy, to záleží podle úkolu. Co jsem se ptala studentů, tak tím, že jim ta interakce chyběla, tak si vytváří i různé Whatsapp skupiny na pokec. Ještě jsme zavedli takovou instituci, které říkáme buddies. Studenti starších ročníků pomáhají při orientaci těch mladších ročníků. Tady to fungovalo i online. Takže jsme si mysleli, že by to mohlo eliminovat ten stres z té mimořádné situace. To už jsme měli jeden semestr před pandemií.

Soustředění:

Q: Je vaše domácí prostředí vhodné pro výuku jazyků online?

F: Já jsem vyučovala především z domu. To byla obrovská výzva, hlavně proto, že máte dvě děcka doma. Naštěstí, ale mají disciplínu, tak se to dalo zvládnout. Bylo to obtížné, ale pokud bych to měla brát z pohledu studentů, tak ti mi řekli, že rozhodně ta koncentrace je nižší, protože měli za sebou prarodiče, sourozence, kočka tam vlezla. My jsme si dělali legraci s jedním kolegou a on mi řekl, kdybych ti řekl, kolik jsem při online výuce viděl trenýrek a babiček, které nosí bábovku. To jsou rušivé elementy, které v kontaktní výuce nezažijete. Takže rušivých momentů je mnohem více.

Osobní názor:

Q: Myslíte si, že je rozdíl v tom, jak efektivní je výuka jazyků (na jiných školách, jiných předmětech)?

Pokud ano, v jakém směru.

F: To období není tak dlouhé, abych to byla schopná zanalyzovat. Normálně mi kolegové říkají, že ta kontaktní výuka je efektivnější, ale já nejsem analytik a ani to netrvá tak dlouho, abych vám byla schopná dát objektivní zhodnocení. Pokud se ta online výuka dělá dobře, tak si myslím, že by to mohlo fungovat. Problém by byl to, co jsme zmínili předtím, že v podstatě byla absenční v té první vlně. A to způsobilo problém. Ten problém byl, že kurzy se nekonaly vůbec a jenom v Moodle.

Q: Jaké jsou výhody a nevýhody online výuky jazyků?

F: Z pozice akademika je velká výhoda, že výuku můžete realizovat odkudkoliv. Můžete jet do Vídně a zároveň učit. Při prezenční výuce nemůžete takhle odjet. Takže jste mobilní. Potřebujete WiFi jenom. Potom třeba je nevýhodou, že ten přístup k internetu může odrážet sociální status té rodiny. Takže kdybychom chtěli najít nějaké heslo, tak znevýhodnění některých skupin studentů. Přece jenom Česká republika není dobře digitalizovaná země a ten internet je tady v porovnání s ostatními zeměmi poměrně drahý. Takže když studenti chodí do školy, tak nemají nějaké mimořádné náklady. Tam si ale myslím, že byly vypsané nějaké podpůrné programy. Takže to si myslím, že je řešitelné. Tou hlavní nevýhodou byla jinak ta absence těch sociálních vazeb a mimoškolních aktivit.

Q: Které faktory, když vezmeme v potaz vyučující, pozitivně/negativně ovlivňují online výuku jazyků?

F: Jednoznačně to rodinné zázemí a tyhle záležitosti. My jsme to řešili i s kolegyněmi, že když máte doma 2 nebo 3 děti, tak je to v podstatě nemožné. Kdo má rodinu s malými dětmi, tak bylo zcela opodstatněné, aby šli na to, kdy nepracujete. Vypadnete z pracovního procesu z toho důvodu, že obstaráváte školní docházku svých dětí. Jinak třeba dostupnost internetu. Myslím si, že ne každý ze starších kolegů ten internet doma měl. V jedné chvíli bylo lepší docházet do zaměstnání a vyučovat od tam, ale teď musíte mít negativní test. Takže se to trochu zkomplikovalo. Řekla bych teda rodinné zázemí, dostupnost internetu a asi obecně i to rozpoložení, které s Covidem souvisí. Řekla bych že lidé jsou více v depresi a potom se to na lidech ukazuje. Já třeba mám i zkušenost na svém pracovišti, že ta online výuka má negativní vliv na pohybový aparát. Když sedíte pořád za počítačem, tak máte blokové krční páteře atd. Ono se zdá, že je to banalita, ale není to. Když jdete do práce, tak jdete

pěšky. Pak jdete po schodech, pak měníte učebny. Kdežto když sedíte doma, tak to nemáte. Takže to má taky negativní vliv na tu psychiku a to psychické rozpoložení má vliv ne jenom na tu výuku.

Q: Které faktory, když vezmeme v potaz studenty, pozitivně/negativně ovlivňují online výuku jazyků?

F: To rodinné zázemí, takže kolik mají sourozenců. Dostupnost internetů. A taky takové založení. Pokud jste introvert s výraznou potřebou se socializovat, tak vám prostě online prostředí nesedí. Pokud jste introvert a jste rád sám, tak si možná oddychnete, že nemusíte chodit do školy.

Budoucnost online výuky:

Q: Myslíte si, že až se znovu plně otevrou univerzity, zůstane online výuka součástí vysokoškolské výuky? Pokud ano, v jaké formě? Pouze online? v kombinaci s výukou ve třídě?

F: To je velmi dobrá otázka. Já bych si velmi přála, aby to tak bylo. Nicméně musíte vzít v potaz, jak flexibilní jsou nastavené systémy. My jedeme podle akreditací. Já jsem chtěla nechat akreditovat dálkové studium online. Protože to jsou lidé, kteří pracují a kteří mají svoje zájmy a povinnosti. Oni potřebují většinou titul. Německy umí většinou líp než naši studenti. Problém já vidím v tom, že ty systémy jsou neflexibilní. A jestli trvá akreditace nějakého programu 2 nebo 3 roky, tak já to považuji za naprosto skandální, protože kdo má reagovat flexibilněji na nové trendy, než vysoké školství. Bohužel těch překážek je tolik. Já doufám, že se o to budeme pokoušet. Já osobně bych si přála, aby ta online výuka nebo ta možnost byla minimálně jako doplňkovou k tomu standardnímu studiu. Vidím v tom možnosti, ale mám i obavy, že ten systém je tak neflexibilní, že to půjde ztuha a možná někdy to lidi odradí, aby tohle lidi realizovali. Já si myslím, že by to mělo zůstat. Já jsem o tom mluvila s jedním kolegou Američanem. Tam můžete absolvovat celé studium online. Je to prostě trend. Takže já si myslím, že kdyby to bylo aspoň součástí. Například standardní forma distanční. Ale nedokážu posoudit, jak to ty systémy umožní.

Appendix N: Interview with Lecturer F Translated

Q: Could you tell me about your work experience?

F: I teach seminars, conversation, grammar, introductions to scientific writing.

Q: Can you tell me about the language courses you teach?

F: As for the English conversation, I had 4 lessons a week last semester. Roughly standard, it's between 2 and 4 credits. I also taught subjects like argumentation strategies etc. As for the practical language. I can't tell you a stable number of hours because it's very fluid in our school. I have some A courses that are in that area of medieval literature. The B courses, I don't do them much, so I can't say exactly. Just last semester I took 2 hours of conversation and 4 hours of translation seminar, introduction to translating journalistic texts.

Q: How was the transition from traditional classroom instruction to synchronous online language learning? A: Talking about the situation that arose because of Covid-19

F: Here I would say it's a subjective opinion, so you can't take it as valid. From my point of view, the transition at the university where I work was quite painful. It's partly to do with the fact that there's quite a large percentage of senior female colleagues at the university who are not very familiar with the area here, the different internet platforms. So, we used Moodle in that first wave of the pandemic. The idea was that a lot of colleagues were uploading materials for these students to navigate by. It was very difficult for students to navigate because they were suddenly missing these live lectures and live seminars. The entry into that online teaching was unexpected, so it was understandable that it would take some time to get up and running. I see it as a two-pronged situation here. Which is the position of assistant professor, which is also my position, but also from the position of head of the department. As head of the department, I have to guarantee the quality of teaching in the whole department. I have been very instrumental in making sure that colleagues move as quickly as possible to platforms like Big Blue Button, MS Teams, Zoom, etc. I had them trained, I asked for training on Zoom. I told them that they could contact me for training on Big Blue Button, which is what I was working with and I was working well with it. Other than that, in general, the transition was kind of erratic. The younger

colleagues didn't have as much of a problem with it because they're used to it. The older colleagues there, it was a bit different. But it was very individual. The colleague before she retired had also learnt to work with it and was glad to have enriched her skills register. So, if I were to generalise. In the first wave the situation was very unpleasant because the students lost any contact teaching. So, they were overwhelmed. I was addressing that in the style of doing internal analysis and questionnaires about how much students were being overloaded and so on. And then I tried to apply the results of those surveys, because they showed that students were overloaded. That they had too much material, that they weren't keeping up. So, I appealed to my colleagues not to overload them so much and, especially, to give them feedback. Because that was the main problem in the first wave, that there was a lot of material. Students were getting assignments, but they weren't getting feedback. So, they felt abandoned and lost in that first wave. But then we started with the trainings and now you could say we've made a rule, which is university-wide, that we teach seminars and lectures through Zoom or BBB. So, we're streaming so that students have as much of that contact teaching as possible. I also wanted to say that colleagues can just upload the lectures and put them on that Moodle. If they're not fully linguistically equipped, that helps.

Q: Did you have a previous experience with online teaching?

F: Not at all. Only when we had some meetings, they were online via Zoom. Otherwise not.

Q: Is the online learning convenient for you?

F: There are several aspects to it. One aspect is the transfer of knowledge into some interaction etc. So that depends on the course as well. The spectrum is huge. There have been courses where it was hard to activate and there have been courses where I thought maybe the platform is more beneficial than the contact learning. But in terms of the social aspect, we agreed that we were missing that teaching. That after all, studying at university is not only about the transfer of knowledge, but also about those contacts, connections, etc. So, in that sense it was rather perceived negatively. But I have to say that I also had a very positive experience, because when we switched to online teaching, I completely changed the concept of one course I was teaching in English. I agreed with the students

that if we had an emergency situation, we could experiment more than in class. And I told them that I would like to use the knowledge that they have as the younger generation, they are on social media, they know how to use the technology. We were doing these projects where students were making mini videos and creating presentations. It was beneficial in that sense, because if we hadn't fallen into that teaching, I wouldn't have thought of that format. Once we were in that online learning, I thought that the creativity and the immediacy of the technologies could make up for the lack of that social interaction. The course was well received and the students really enjoyed it. I was also positively surprised by the conversation course, I was worried about that at first. At first, I thought it wouldn't be good online, but it brought out some aspects that again don't come into play when you teach face-to-face. For example, I have a problem with the same students applying to speak to me. I have a hard time remembering names, so I don't call out. So, for example, out of a group of 15 people, I get 5 more than the others. Whereas in the online form, you can supervise more to make sure that they rotate and that they're active because you have a list of students. You can even control it more. I noticed that in the online environment it was maybe more efficient that when I assign work in pairs or groups in those language groups, I don't get to circulate it all. I try to record my mistakes, check for errors and then assess it. But it seemed to me that if you split it up into those online groups where you can then go, that it was maybe more efficient. I mean, for one thing, when I went in, I went in incognito. So, I had more of that authentic expression. Then also it's quicker to change. You don't have to physically move anywhere. So, giving feedback has worked well for me here in these conversation courses.

Subject design:

Q: Is creating learning materials for online learning more challenging?

F: My colleagues and I agreed that it is 100% yes. Initially, definitely because of the lack of experience with the online environment, because there you have to actually take into account that it works a little bit differently than when you do face-to-face teaching. So, there was a need to work into that concept and to rework that concept that maybe you've been doing for years. So, when I tell you that somebody is pre-retired and for 30 years they were used to doing something differently and suddenly they had

to do it differently, that was a problem. My colleagues also told me that in that first phase where the streaming didn't work, they at least redesigned the handouts to make them more useful. So, my colleague told me that it took her an incredible amount of time to rework the handouts. These are study materials that you've been working with for a long time and suddenly you have to change them. So, I think everybody would say, and I've read some studies, that online learning is more mentally and physically demanding.

Q: Does the size of the student group in an online environment have a greater impact on learning than in a classroom setting?

F: I probably wouldn't say so. Of course, if you teach a language, you prefer small groups. But we are a small department, so we work well in that respect. For example, I don't have 40 people for a conversation. So I wouldn't say that there's a big difference by sitting in a classroom and having 20 people or online. It's just that the ability to control the students is easier for me.

Tools and technologies

Q: What software do you use for synchronous learning?

F: Zoom and Big Blue Button. I personally use the BBB more, because I took the Zoom training and found it extremely unintuitive. After an hour of training, I couldn't imagine to work with it. When I watched the instructional video on YouTube, it seemed simple. Then when I touched it, it seemed and easy.

Q: So would you say that the BBB is simple to use in that online teaching?

F: With the younger generation for sure. The older generation needed to get the grip with it, but they eventually got the hang of it. So, it's pretty intuitive and instructional in how to use it.

Q: What online tools do you use to support online learning?

F: I've been using a lot of videos. I like TedTalks. I use it a lot when teaching English, but also German. I like it because there are current topics presented in an interesting way but by experts. So, it's not amateurish. Then again, I find that the ability to concentrate in a lecture decreases a lot. I, when I went to school, it was no problem to maintain concentration for 1.5 hours and take notes. Nowadays you

notice that students don't concentrate. So, I like the format for the reason that it tells all the essentials in 10 - 15 minutes. There is a huge inspiration there because these are specific topics. So, you've got the vocabulary that the students need, but you've also got that expert. It's beneficial for the students to see that person. Or YouTube videos I use a lot. I haven't used polls. Screen sharing of course. But otherwise in terms of explaining vocabulary or something. So, what replaces that whiteboard in your face-to-face teaching, I've dealt with that through group chat. I wrote down the vocabulary words, I wrote the plural with them. Sometimes a translation. So, they could actually see what I was saying. I don't think there's any need to use too many tools for a conversation course, because people are only able to focus on a couple of those perceptions. If you had picture, sound and video I think it would be counterproductive. So, I think that the chat window, plus screen sharing, plus external video sharing is completely sufficient.

Feedback:

Q: How do you provide feedback to students?

F: I do it the same way. If it's a conversation, fluency is important. I don't want to interrupt them in every sentence to interrupt them. I listen to them and mark for myself. When they stop talking, I'll do an error analysis. I do the same thing in face-to-face classes. The only difference is that I write it on the board there and in a chat or file there.

Q: What about the form of assessment, has it changed?

F: I can't speak for my conversation seminar, because there was no testing. But if I were to speak for other colleagues, the testing there was a huge challenge because you have to somehow design it so that students don't cheat, which is not easy. Because if you do some multiple-choice test and they're writing the results on their mobile phones, it's not easy. You have to be really very good at coming up with testing methods. So, if there was a need to write the test in writing, I know that my colleagues struggled with that, that they didn't know how to do it in a way that the students wouldn't cheat and that the parameters would be comparable to what they are when there is contact teaching. Otherwise, in terms of assessment, I have to say that I was more benevolent because it was obvious that if they

dropped the language teaching for half a year, that the level of the language there dropped very much.

So I was more lenient than I have ever been.

Q: Do you notice a difference between the results of students who are taught only online and those who were taught in the classroom?

F: We saw a huge drop after the six months when the teaching dropped off and the materials were uploaded to Moodle. That is, they more or less didn't have an active German learning. So there was a clear deterioration there.

Technical problems:

Q: As a teacher, do you often encounter technical problems when teaching online? What are they?

How do you solve them?

F: Fortunately, I've only had one instance, when an internet interruption led to the end of the lesson, and I solved it by messaging that the lesson would be replaced. As for some general issues, it does happen that the videos or sound are interrupting, but these are mostly marginal issues. If I'm not mistaken, the faculty administration has already made it a requirement in the introduction for students that it is their responsibility to arrange a sufficiently functional online environment to participate in the class. Sometimes someone had an internet problem, but it wasn't a problem that affected the whole semester. I was lucky that I didn't have an internet problem, but I had to increase my capacity or my internet speed because I have two other kids. So, we were 3 on laptops, so we had to change that.

Q: Now focusing on the students, do students often encounter technical problems?

F: From time to time, yes. But it happens a little bit. Most of the time the problem that has been is that they could participate with their audio, but the camera didn't work.

Q: Are you able to help students with technical problems?

F: I think with the basic issues yes. But the way it's always worked is that when there was a problem, everybody thought of possibilities to solve it. So, everybody gave advice on what to try. You couldn't say that I was the main one, but everybody tried.

Motivation:

Q: What do you think about student motivation during online learning?

F: In general, there were statistics that said that the drop out of students during that online learning in universities has increased. So, I would venture to say that the motivation has gone down. That they didn't have face-to-face lessons, so they were dropping out in those first years, for example, more than if there was face-to-face lessons. I think we can confirm this trend in the department. We've had a few first-year dropouts.

Q: How do you keep students motivated in this kind of learning environment? Is it more difficult?

F: We have been challenged by the head of the faculty to try to compensate for the lack of those social connections, interactions, etc. I've decided to meet with students for an informal "On the Chat" interview every two weeks and it's not related to our curriculum or anything at all. We just chat so that my classmates can see each other and so that I can see them. We always talk about the current issues. So I would say it's like a mini psychological counselling room. Like, we exchange experiences with each other about how to live, how to play sports, and how it's important to move around even when you're cooped up, etc. So that's what I do once a two weeks. Otherwise, as far as motivation in the language is concerned, I always try, but I promote trips abroad very much. I always say, if you can't do it as well as you should, I tell them to try to survive the first year and then go right away. And then of course the didactic methods like praise. I think that works. For example, when I see that a student has moved from B2 to C1 in six months, I let him know about it.

Q: Have you noticed that your motivation to teach in an online environment has decreased? Or has it increased?

F: I was kind of sceptical about it at first, but later when I found out that the online environment offers different possibilities and that it might be more convenient sometimes, I was very happy to teach. I have to say that the first semester, the last semester, didn't take away my motivation, quite the opposite. We started trying new things that we wouldn't have done during a normal semester. Like, you know, getting the technology involved. Which has worked well, because you can see that the

younger generation is close to it. My motivation didn't drop during that period, but I have to say that if I didn't have a semester free now, or if I went into teaching knowing that it was my fourth semester online, I would definitely have a problem there. The way I would see it for myself is that if I don't start full-time teaching in September, I'll be severely depressed.

Interaction:

Q: What do you do to maintain student-teacher interaction in online learning?

F: I ask in a direct way. If I have a question, I address it specifically to the student. If they don't know, they don't know. This has proven to be successful for me in that students don't know when they will be asked and pay more attention.

Q: Do you miss that face-to-face contact with students in the online environment?

F: I definitely do.

Q: How do students interact with each other in online learning?

F: I chose a form of random selection so I wouldn't be asking the same people. It was not only because of the language, but also because of the social interaction. To have different people in those groups so that they had a chance to talk. When I would enter those rooms, I noticed that they would really talk in English about what was going on and they wouldn't really address the tasks that they should. It was obvious that they missed that very much and wanted to replace it in whatever form possible. So, they worked in those rooms of 3 by 4. As when, it depends on the task. From what I asked the students, by missing that interaction, they also create different Whatsapp groups to chat. We've also introduced this institution we call buddies. Students of the older years help in orienting the younger ones. Here it worked online as well. So, we thought it might eliminate the stress of the emergency. We already had that one semester before the pandemic.

Concentration:

Q: Is your home environment suitable for online language learning?

F: I have taught primarily from home. That was a huge challenge, especially because you have two kids at home. Luckily, though, they have discipline, so it was manageable. It was difficult, but if I were to

take it from the students' point of view, they told me that definitely the concentration was lower because they had grandparents behind them, siblings, the cat was in the bag. We were joking around with a colleague and he said if I told you how many shorts and grandmothers I've seen wearing a bun in online classes. Those are distractions you don't experience in contact teaching. So, there are a lot more distractions.

Personal opinion:

Q: Do you think there is a difference in how effective language teaching is?

F: The period is not long enough for me to be able to analyse it. Normally my colleagues tell me that the contact teaching is more effective, but I am not an analyst, and it doesn't take that long to be able to give you an objective evaluation. If the online teaching is done well, I think it could work. The problem would be what we mentioned before that it was basically absent in that first wave. And that caused the problem. The problem was that the courses were not held at all and only in Moodle.

Q: What are the advantages and disadvantages of online language learning?

F: From the position of an academic, the big advantage is that you can teach from anywhere. You can go to Vienna and teach at the same time. With full-time teaching, you can't leave like that. So, you are mobile. You need WiFi only. Then maybe the disadvantage is that that internet access can reflect the social status of that family. So, if we wanted to find a key word for it, it disadvantages certain groups of students. After all, the Czech Republic is not a well-digitized country and the internet here is quite expensive compared to other countries. So, when students go to school, they don't have some extraordinary costs. But I think there were some support programmes announced. So, I think that's solvable. The main disadvantage otherwise was the lack of those social connections and extracurricular activities.

Q: Which factors positively/negatively influence online language learning when considering teachers?

F: Definitely the family background and these issues. We've addressed this with colleagues as well, that when you have 2 or 3 kids at home, it's basically impossible. If you have a family with young children, it was totally justified to go for it when you are not working. You drop out of the workforce

for the reason that you are caring for your children's schooling. Otherwise, for example, the availability of the internet. I don't think all of my older colleagues had that internet at home. At one point it was better to commute and teach from there, but now you have to test negative. So, it's gotten a little more complicated. So, I would say the family background, the availability of the internet, and I guess generally the frame of mind that comes with Covid. I would say people are more depressed and then it shows off. For example, I also have experience in my workplace that the online learning has a negative effect on the musculoskeletal system. If you're sitting at a computer all the time, you get cervical spine blocks etc. It seems like a trivial thing, but it's not. When you go to work, you walk. Then you take the stairs, then you change classrooms. Whereas when you sit at home, you don't. So, it has a negative effect on that psyche too, and that psychological state of mind affects not just the teaching.

Q: Which factors positively/negatively influence online language learning when considering students?

F: It's family background, so how many siblings they have. The availability of the internet. And, also, that kind of personality. If you're an introvert with a strong need to socialise, the online environment just doesn't suit you. If you're an introvert and you like being alone, you might be relieved that you don't have to go to school.

The future of online learning:

Q: Do you think that when universities fully open up again, online learning will remain a part of university education? If so, in what form? Online only? In combination with classroom instruction?

F: That's a very good question. I would very much like it to be so. However, you have to take into account how flexible the systems are set up. We work with accreditations. I wanted to have distance learning accredited online, because these are people who work and who have interests and responsibilities. They mostly need a degree. They usually speak German better than our students. The problem I see is that the systems are inflexible. And if it takes 2 or 3 years to accredit a programme, I find that absolutely scandalous, because who should be more flexible in responding to new trends than higher education. Unfortunately, there are so many obstacles. I hope that we will try. Personally, I would like to see that online learning or that option at least as a supplement to that standard study.

I can see the possibilities, but I also have concerns that the system is so inflexible that it will become rigid and maybe sometimes discourage people from pursuing this. I think it should stay. I was talking to an American colleague about this. There you can do the whole study online. It's just a trend. So, I think if it was at least part of it. For example, a standard distance form. But I can't judge how the systems will allow that.

Appendix O: Interview with Lecturer G Czech Version

Q: Mohla byste mi říci něco o svých pracovních zkušenostech?

G: Pracuji na filozofické fakultě. Učím ruštinu a různé lingvistické disciplíny, které jsou spojené s ruštinou. To znamená, že neučím ruštinu jako cizí jazyk, ale je to spíš filologické předměty. Poslední rok učím fonetiku ruštinu, morfologii ruštiny, skladbu ruštiny a ještě nějaké předměty výběry historické, lingvokulturní specifiky ruštiny. Během předmětů teď se taky učí jazyk, ale spíš rozebíráme gramatický jev. Třeba shoda podmětu s přísudkem atd. Ti studenti, když jdou na tu filozofickou fakultu, na ten obor ruština, tak už určitě musí umět něco z ruštiny, ale je to takové minimum, že oni vlastně umí aspoň několik lekcí z té radugy. Třeba umí číst a nějaké slovíčka a základní konstrukce, ale nemluví plynule. Já si myslím, že je to A1. většina předmětů je to tak za 5 kreditů. Předtím to bylo jinak a teď je to po nové akreditaci, takže ty předměty jsou za 5 kreditů. Rozebíráme různé jevy, pomáhá to chápat co a jak máme používat. Když mám ten první ročník, tak začínáme od základů. Třeba řekneme, že jsou podstatná jména, něco z teorie a jedeme na to, jak se skloňují.

Q: Jaký byl ten přechod od tradiční výuky ve třídě k synchronní online výuce jazyků? Když se bavíme o té situaci, která nastala kvůli Covid-19

G: Loni to bylo tak, že vůbec se nevědělo, jak na to. Tak fakulta to opatřila tak, že ty přednášky a ty seminární cvičení nebyly povinné. Toho se mohl zúčastnit pouze ten, kdo chtěl. Já jsem to většinou dělala tak, že když máme třeba nějaké teoretické téma, tak já k tomu udělám prezentaci, k tomu udělám video, vložím to do studijního systému a pošlu to studentům. Pak se domluvíme na nějaký čas, že to budeme spolu probírat a konzultovat. Na různých konkrétních příkladech to potom rozebereme. Používala jsem takové nástroje, jako třeba Google Forms, abych posílala nějaký takový jednoduchý testík, abych zjistila, jak tomu rozumí. Takže to nebyla taková klasická výuka, ale tento školní rok začal tím, že všechno jede podle rozvrhu. Takže když mám dvouhodinovku v rozvrhu, tak se na ni připojím pomocí MS Teams a vlastně jedeme jakoby normální výuka jenom v jiném prostředí. Museli jsme se hodně věcí naučit. Já jsem uměla dělat prezentaci v PowerPointu, ale nevěděla jsem, jak k tomu nahrát video, ale když se tomu věnuješ a pak už to umíš. Tak pak už to jde jednoduše.

Q: Měla jste předchozí zkušenosti s online výukou jazyků?

G: Já jsem měla občas soukromou výuku, ale to nebyla skupinová výuka. Vždycky to bylo jeden a jeden. Třeba pomocí Skype a jinak online výuku jsem předtím neměla.

Q: Absolvovala jste nějaké školení o tom, jak vyučovat v online prostředí? Dostala jste nějakou takovou příležitost z vaší školy?

G: Ano, já si myslím, že skoro jednou za týden něco vycházelo. Různé pomůcky a školení a dalo se to absolvovat. Nikdo nás do toho nenutil, ale já si myslím, že většina mých známých šla na nějaká školení, aby věděla, jak pomoci studentům. A byly třeba, ten univerzitní systém, ten IS, je tam pro celou univerzitu nějaké nápady. A i teď to tam i funguje, že třeba různé tipy, jak to udělat, jak si pomoci, jak pomoci studentům, jak to lépe zorganizovat, a k tomu nějaká nahrávka, video krok za krokem vysvětluje, co musíš zmáčknout a udělat. Takže návody určitě byly a školení taky.

Návrh předmětu:

Q: Jaká byla nejvýznamnější změna, kterou jste provedl/a v designu předmětu/sylabu?

G: Je to tak, že teď studenti mají omezený přístup k učebnicím. Takže do těch prezentací musím vkládat všechno, co chci, aby uměli. Aby měli zaručený zdroj. Že prostě i kdyby knihovna nefungovala, aby se k tomu dostali. Takže musím všechny materiály nachystat, všechno musím připravit. To je první věc. Musela jsem to nějak předělat a pak možná, že se změnila struktura toho povídání, protože když se o tom bavíme v nějaké učebně, tak je tam možnost odbočování. Když třeba vidím, že tomu někdo nerozumí, tak jsem ochotná odbočit a přizpůsobit se tomu. Teď je to tak, že nemáme nařízeno, aby studenti měli zapnutý mikrofon a kameru, tak proto většina z nich je nemá zapnuté. Takže část výuky jsem jako jediný faktor, který všechno dělá a nevidím tu zpětnou vazbu. Takže to mě omezuje v těch reakcích. Je to více takové strukturované, jede to podle plánu a nemůžu posoudit, jestli jsou unavení nebo mě vnímají.

Q: Je tvorba studijních materiálů pro online výuku náročnější?

G: Já bych řekla, že ano. A že teď jedeme ještě takovým způsobem, že kontrola těch domácích úkolů. Já jsem taková starší škola, já jim zadávám úkoly a oni mi je posílají. Kontrola ve výuce zabírá čas, tak

jen občas něco zkontrolujeme spolu. Naživo mi to přijde rychlejší, protože tady mi říkají různé verze nebo náměty, já si to všechno píšu a pak s tím něco děláme. Nebo třeba ve fonetice jsme se měli naučit transkripci. Tu transkripci jsme vždycky psali na tabuli a teď jsem nevěděla jak na to. Protože musím mít ještě nějaké speciální značky, protože je nevím z hlavy. Takže místo pěti vteřin transkripce na tabuli to trvá minutu a půl, než najdu ten znak. U každého slovíčka se to zbytečně natahuje. Třeba zeptám se na něco a když je to naživo tak vidím, jak reagují. A i podle toho, jak se tváří, tak na to reagují a dělám něco jiného. Když vidím, že někdo dělá třeba něco na mobilu, tak to vidím, teď nevidím, kdo a co dělá. Pak třeba vyvolám někoho, žádná odezva, tak chvíli čekám, pak třeba řeknu, že vás neslyšíme, pak vidím, že se zapne, tak třeba řeknu, jestli jste s námi zvedněte pacičku. Nic se neděje, tak pochopím, že asi dělá něco jiného nebo má špatné spojení.

Q: Jak hodnotíte studenty v online prostředí? Je to stejné jako v offline výuce?

G: Já myslím, že jsem teď shovívavější a tím jsou teď ošizení. Já si myslím, že já jsem více hodná, než jsem byla. Nevím, jestli je to dobré pro ty znalosti, ale pořád mám ty mantinely, že když to student neumí, tak to v žádném případě ne, to se nezměnilo. Mám ale větší pocit, že je mám více podporovat a více motivovat, aby neztratili pocit se učit dál.

Q: Má velikost skupiny studentů v online prostředí větší vliv na výuku než ve výuce ve třídě?

G: Myslím, že asi něco tam bude, ale nějak jsem si to v hlavě neřešila.

Nástroje a technologie:

Q: Jaký program používáte k synchronní výuce?

G: MS Teams.

Q: Myslíte si, že je lehké používat takové online programy v online výuce?

G: Moc to neřeším. Ale třeba když máme školení, tak občas máme školení v Zoomu, tak jsme se museli naučit i ten Zoom. Myslím si, ale že to je většinou takové intuitivní, že prostě když se člověk nebojí někde zmáčknout, tak třeba za dva týdny si to nějak osvojí. A měli jsme různé materiály, tak se to dalo naučit. S kolegyněmi jsme si udělali skupinu na MS Teams. Pojmenovali jsme to pokusy na vyučujících

a spolu jsme to zkoušeli. Třeba já ti teď zkusím ukázat video a ty mi řekneš, jak to jde. Takže já vlastně mám tři takové skupiny s kolegy a učíme se spolu. Teď už ne, ale předtím to tak bývalo.

Q: Jaké online nástroje používáte pro podporu online výuky?

G: Online kvízy moc ne, ale pořád to mám v plánu. Nějak to ale nestíhám. Zkoušeli jsme práci s Jamboard a Padletem, ale pak jsem dostala zpětnou vazbu od studentů, že pro ně už je příliš hodně těch programů navíc, takže by byli spíše rádi, kdyby se to nějakým způsobem omezilo na to, že prostě používáme IS, MS Teams a nic navíc. V Tom Padletu jsem to dělala tak, že když jsem já tam chtěla něco vložit, tak jsem to udělala, ale do práce s tímto prostředím se nezapojují. Já si myslím, že je to tím, že každému přibýly nové starosti. Třeba když jsem mluvila se studenty, tak mi zmínil, že když rodiče jsou v práci, tak se starají o mladší sourozence. Takže musí uvařit oběd, postarat o ty děti ještě sledovat tu online výuku. Pak jim pomoci s úkoly, když něco neví. Takže jim přibýly starosti. Ne všem ale nemají to taky jednoduché.

Zpětná vazba:

Q: Vnímáte rozdíl mezi výsledky studentů, kteří jsou vyučováni pouze online, a těch, kteří byli vyučováni ve třídě?

G: Já nevím čím to je. Mluvili jsme s kolegy, občas se stane, že o některém ročníku se ví, že je silnější a o některém ročníku se ví, že je slabší. Nevím, jestli je to teď taková shoda okolností nebo je v tom nějaká zákonitost. Já bych řekla, že ten druhý ročník, co máme je slabší než ten první ročník. Teď učím většinou první a druhý ročník. Ten první ročník, asi tím, že to začal vloni před maturitou, oni jsou, já jsem z nich nadšená. Oni se snaží, zapojují se, dávají otázky a já bych řekla, že dobře se orientují v tom prostředí. Mám z nich moc dobrý pocit. Ten druhý ročník mi přijde slabší. A teď si nemůžu vybavit, co to je. Jestli tak na mě působily už po tom prvním půl roku, kdy jsme ještě učili ve třídě. Kolegyně říká, že my jsme jim ušetřili tím, že ten loňský jarní semestr nebyl povinný a oni se mohli zapojit prostě když budou chtít. Spoustu z nich to nějakým způsobem odflákala. Nechci ale shazovat. Méně se ale věnovali tomu učení a ona říká, že je to tím. Já nevím, čím to je.

Technické problémy:

Q: Vy jako učitel, setkáváte se při online výuce často s technickými problémy? Jaké to jsou? Jak je řešíte?

G: Já bych řekla, že mi často píšou studenti, že jim něco jako na potvoru nejede. Nejede jim video, nejede jim mikrofon. Prostě já si myslím že, možná za ten školní rok teď já mám 5 až 6 dvouhodinovek týdně a možná bylo tak 5-6 kdy se mi nikdo neozval a řekl, že nemá nějaký problém. Že vždycky aspoň jednou před hodinou se někdo ozve, já se strašně omlouvám, rozbil se mi počítač, nejedou mi sluchátka, takže dnes budu jen poslouchat. Nic po mně nechtějte. Z mé strany, my jsme zažili rekonstrukci baráku, že u nás předělávali výtah. Já jsem musela asi dvakrát nebo třikrát ukončit hodinu dříve, protože to bylo takové bouchání, že to vůbec nešlo. Poslední věc, která se mi stala před dvěma týdny a nevím co to bylo. Možná je to tím, že syn měl rodičovskou schůzku v MS Teams. Až to skončilo, tak já jsem měla ještě jeden rozhovor se studenty. Nebyl to povinný předmět, byl to spíš takový klub v rámci kdo se chce připojit, tak může a můžeme mluvit rusky. A prostě někdo se tam připojil pod mým jménem. Byli jsme tam 4 ale někdo tam byl a za mě třeba zvedal ruku, vypínal mikrofon a dělal něco takového. Pak dokonce začal psát něco do chatu. Prvně to vypadalo jako takový kód nebo heslo, které se nedá rozluštit. Prostě taková sada číslic a písmenek. Pak když jsem to vypla a restartovala pc, zkontrolovala všechno antivirem, šla jsem zase do té skupiny a bylo tam napsáno anglicky něco v tom smyslu, že útěk není východ tak že končím a ahoj... Já jsem změnila všechna hesla. Psala jsem na podporu ze školy, oni řekli to je špatná zpráva. Taky mi poradili abych všechno změnila, ale zatím je všechno v pořádku. Oni to prý taky zkontrolovali a že žádný vir nemám, ale je to nepříjemné.

Q: Jste schopná studentům s technickými problémy pomoci?

G: Tak když je to v rámci. Nejsem takový odborník, třeba vyzkoušíme to, co umíme. Třeba zkontrolujte sluchátka, zkuste zapnout to a to, zkuste to restartovat, když zmáčknete to tlačítko tak to půjde. Většinou ale ve výuce, že by někdo hlásil problém a prosil o pomoc to ne. Já si myslím, že oni počítají s tím, že to zvládnou sami nebo že to nezvládnou.

Motivace:

Q: Co si myslíte o motivaci studentů během online výuky?

G: Myslím si, že mají více možností k rozptýlení. To je pravda, ale když někdo chce udržet pozornost, tak ten bude dodržovat pozornost. Stejně předtím taky mohli dělat ve výuce něco na mobilu, jenom já jsem to viděla. Třeba několika studentům to nevadilo, že vidím, že dělají něco jiného, než by měli dělat. Já si myslím, že oni mají více rizik, jak ztratit tu motivaci, ale je to na každém z nich. Já se jim snažím posílat třeba nějaké extra věci, které se mi třeba líbily ale možnosti jsou omezené. Já bych řekla, že se je teď snažím více motivovat a říkám jim, že já z toho mám dobrý pocit, že oni se zapojují do výuky. My nemáme nařízené, že mají zapínat ty kamery, ale já vždycky pracuji s tou zapnutou kamerou, aby mě viděli. Ale my jsme se domluvili, že když začínáme v 8 hodin ráno, tak nemusí mít kameru zapnutou, ale třeba na konci výuky, kdo bude chtít, tak mi třeba zamává na rozloučenou. Půlka z nich se do toho zapojí a zamává. Já jim vždycky řeknu, že jsem ráda a že vidím že se usmívají.

Q: Všimla jste si, že se vaše motivace k výuce v online prostředí snížila? Nebo naopak zvýšila?

G: Řekla bych, že nevím jestli je to pohlavím, že ženy mají všechno takovým cyklickým způsobem. Je to pravda, že když mám míň té zpětné vazby, tak je to horší a nevím k čemu to je. Za ten rok jsem cítila více propadu motivace než předtím. Předtím to byla taková rovinka a teď občas bývá nějaký pokles.

Interakce:

Q: Jaký je podle vás rozdíl v interakci při online výuce jazyků? Když to porovnáte s tradiční výukou jazyků ve třídě

G: Já bych řekla, že normálně asi míň lidí se zapojuje, ale tím že chodím na nějaká školení, tak nás tam vždycky učí dělat nějaké tipy. Třeba ukazují, jak se dá zapojit více studentů. Tak si myslím, že to se lepší nebo je to můj pocit.

Q: Co děláte pro to, abyste zachovala interakci mezi studentem a učitelem při online výuce?

G: Já se snažím střídat teoretické výklady s praxí, snažím se zapojovat všechny, když někdo mlčí tak já přijdu a vyvolám. Je mi líto, že nemůžu to odlehčit jako během normální výuky. O tom jsme se taky bavili s kolegou jakoby dřív když ta hodina, že to trvá třeba 100 minut, tak z těch 100 minut je 20 třeba nějaké povídky, příběhy. Prostě nějakým způsobem naaranžování na to, abychom k tomu přišli. Je to většinou nějaké vtipy zábava a můžu říct nějaký vtip k tomu. Teď vlastně je to takové omezené, protože

když je nevidím, tak nevím, jestli pochopili ten vtip nebo ne. Je to takové trapné říkat vtipy a dívat se do černé obrazovky. Je to spíš pocit, který vás odradí a už pak to nechceš dělat.

Q: Jak probíhá interakce mezi studenty navzájem při online výuce?

G: S tím u mě je to horší ale zkouším taky. Před nedávnem jsem se je naučila je dělit na skupiny a pak prostě zkontroluji, jak pracují v těch skupinách. Je to trošičku jiné, než jak to bývá naživo. Třeba teď jsme zavedli takové společné přípravy ke zkouškám. Udělala jsem takový soubor, do kterého mohou všichni něco vkládat, my jsme se domluvili, že jednou za dva týdny tam bylo něco špatného, tak tam napíšu nějaký komentář. Mezi sebou mají tam prostor na takové společné přípravy, že můžou to dělat spolu. Řekla bych ale, e když je třeba ve skupině 15 lidí tak to dělají 2 a zbytek se veze.

Soustředění:

Q: Řekla byste že je složitější se soustředit během té online výuky?

G: Já jsem přišla na to, že musím mít pořádek na stole, nachystané věci a vždycky se nějakým způsobem připravit. Umýt si hlavu, namalovat si řasy. To jsou takové mantinely, které mi ukazují, že jsem v práci, že nejsem ženou v domácnosti. Že prostě se připravím na to učení. rodina rozptyluje ale já o tom řeknu studentům, já se omlouvám, že přišel syn, on se chce napít. My máme 2+kk a moc prostoru k té online výuce není. Všichni to berou, že je to lidské. Já si myslím, že když naopak o tom řeknu, tak to pochopí a vidí, že jsem taky jenom člověk. Myslím si, že jsou to naopak věci, které nás můžou spojit. Jako že můžeme se lépe pochopit. Já to nevidím jako problém. Nemám to pravidelně. Kdybych to měla pravidelně tak by mi to asi vadilo.

Stres:

Q: Máte pocit, že se kvůli online výuce více stresujete? Proč ano/ne?

G: Asi jo. Že třeba dříve jsem neměla strach z toho, že mi něco nebude fungovat. Rozbil se mi noťas a dostala jsem nový. Někdy večer nefungoval MS Teams. U nás nefungovala WiFi. zjistili jsme to večer a já jsem propadla panice, že v 8 ráno mám hodinu a žádným způsobem nemůžu sdělit studentům, že nevím, jak to bude. Tak celý večer jsem tady běhala po bytě. Naštěstí manžel to spravil, ale ten pocit paniky jsem měla obrovský. Před normální výukou jsem nic takového neměla. To bylo hrozný, já jsem

si musela vzít i lék na uklidnění. Třeba normálně když bych měla zpoždění, tak zavolám sekretářce, že jsem v zácpě, takže existuje taková možnost, že někomu zavolám a ten řekne studentům, že za chvíli přijdu, že jsem uvízla někde. Ted' nic no.

Osobní názor:

Q: Myslíte si, že je rozdíl v tom, jak efektivní je výuka jazyků? Pokud ano, v jakém směru.

G: Myslím si, že studenti mají třeba nějaké plusy, že se třeba na něco můžou podívat zpětně. Můžou tomu věnovat více času. Já zase až tak špatně to nevidím. Myslím si, že jsou své mínusy ale i plusy. Myslím že si i studenti zvykli, že z pohodlí domova něco dělají. Před zkouškovým, když byla debata o tom, jaké zkoušky by chtěli. Tak ze skupiny 30 lidí nikdo neřekl, že by se chtěl vyzkoušet naživo. To si nemyslím, že by chtěli nějakým způsobem podvádět, protože oni dostávali různé věty k překladu. Nevěděli, co tam bude a mohla jsem se zeptat na různé. Třeba přeložit větu a kde je podmět a co to znamená.

Q: Mohla byste říct, že online výuka je více efektivní?

G: To si taky nemyslím. Podle mě je důležité to prostředí. Oni prostě se cítí součástí něčeho a to je také motivuje k té výuce, aby se to učili. To taky patří ke studentskému životu. Když někomu se řekne studentský život, tak každý si vybaví nějakou partu, že spolu se učí a spolu dělají něco nového. Ti prvňáci, hodně z nich nebylo na fakultě. Necítí se součástí. Vlastně když normálně skončí výuka, tak ještě jdou spolu a povídají si o tom, jestli to pochopili a tak. Ted' když zmáčknu odejít ze schůzky, tak všichni se vypnou a moc tomu nevěří, že mají ještě svou výuku a budou to tam probírat po hodině.

Q: Jaké jsou výhody a nevýhody online výuky jazyků?

G: Nevýhoda je zpomalená reakce. Když se na něco zeptám, tak musím dlouho čekat, než se ten člověk ozve. Tak to je asi ta nejhorší věc. A že nemají to socium, a jazyk potřebujeme pro to. Je to takové více neosobní, ale v té neosobnosti možná někdo vidí své plusy. Třeba že jinak by se bál někdo něco říct, protože nevím, kdo to řekl. Ted' už to asi poznám podle hlasu, ale je to více takové zamaskované. Když ale někdo něco řekne ve třídě a je to třeba nějaká hloupost tak se na něho všichni otočí. Z mé zkušenosti mají s tím více problémy, takže jako přínos to nevidím.

Q: Které faktory, když vezmeme v potaz vyučující, pozitivně/negativně ovlivňují online výuku jazyků?

G: Já bych vám chtěla říct něco takového, ale teď mě nic nenapadá.

Q: Které faktory, když vezmeme v potaz studentů, pozitivně/negativně ovlivňují online výuku jazyků?

G: Tak z mé strany, pro mě je to vždycky přínosné, když se zapojí a mám tu zpětnou vazbu. Za normálních podmínek nemusím žádat o tu zpětnou vazbu, jsem schopná to nějakým způsobem vycítit a interpretovat. Když všichni mlčí, tak asi bylo něco špatně. Asi to nepochopili. Když se zeptám, kdo by chtěl odpovědět a všichni se dívají jinam, tak to asi nepochopili. Když vidím jenom černá kolečka, tak je k tomu musím přinutit odpovědět. Teď se ještě říká, že občas je u těch učitelů něco o tom herectví. Každý učitel by měl být aspoň z nějaké míry hercem, že musí něco předvádět. Ale smysl toho předvádění má, když máte publikum a vidíte reakce. Když nemáte publikum, tak to předvádění skončí. A nemá to smysl.

Budoucnost online výuky:

Q: Myslíte si, že až se znovu plně otevrou univerzity, zůstane online výuka součástí vysokoškolské výuky? Pokud ano, v jaké formě? Pouze online? v kombinaci s výukou ve třídě?

G: Já si myslím, že možná by to zůstalo, třeba když někdo má zlomenou nohu, tak nemusí jít na tu neschopenku, může učit z domu. Ale třeba je možné, že by tam byly nějaké kolize v rozvrhu. Prostě když sedíš doma a máš vše online, ale když máš střídavou výuku, že jedna hodina je online a druhá naživo. pak už je to těžší. Nevím, jaké to bude do budoucna s těmito možnostmi.

Q: A když přemýšlíte o sobě, a byste po coronavirové situaci kombinovat online výuku s výukou ve třídě? A myslíte si, že by to studentům pomohlo?

G: Já si myslím že já bych něco zachovala. Třeba nějaké konzultace a tak. Rozhodně bych nechtěla učit výhradně online. Ale něco třeba když se člověk necítí, tak jako takovou pomůcku, další možnost.

Appendix P: Interview with Lecturer G Translated

Q: Could you tell me about your work experience?

G: I work at the faculty of arts. I teach Russian and various linguistic disciplines that are related to Russian. That is, I don't teach Russian as a foreign language, but it's more of a philological subject. In the last year I teach Russian phonetics, Russian morphology, Russian composition and some more subjects of historical selections, linguocultural specifics of Russian. During the courses now, we also learn the language, but we rather analyze the grammatical phenomenon. For example, the correspondence of the subject with the subject, etc. Those students, when they go to the philosophy faculty, to the Russian language faculty, they have to know something of Russian, but it is such a minimum that they actually know at least a few lessons of Russian. Maybe they can read and some words and basic constructions, but they don't speak fluently. I think it's A1. most of the classes are like 5 credits. It was different before and now it's after the new accreditation so those courses are for 5 credits. We break down different phenomena, it helps us understand what to use and how to use it. When I have that first year, we start from the basics. Like, we'll say there are nouns, some of the theory, and we go over how they're inflected.

Q: How was the transition from traditional classroom teaching to synchronous online language learning?

G: Last year, it was that there was no idea how to do it at all. So, the faculty made it so that those lectures and those seminar exercises were not compulsory. Only those who wanted to attend could do so. The way I usually did it was that if we had a theoretical topic, for example, I would make a presentation on it, make a video on it, upload it into the learning system and send it to the students. Then I'll arrange some time to discuss it together. Then we'll use different concrete examples to discuss it. I've been using tools like Google Forms to send some sort of simple test to see how they understand it. So, it wasn't like a traditional classroom, but this school year started off with everything going on schedule. So, when I have a two-hour class on my schedule, I connect to the class using MS Teams and we're actually going, like, normal teaching just in a different environment. We had to learn a lot of

things. I knew how to do a PowerPoint presentation, but I didn't know how to record a video for it, but if you put the time in and then you know how to do it. Then it's easy.

Q: Did you have a previous experience with online language learning?

G: I've had private classes occasionally, but it wasn't group classes. It was always one on one. Like using Skype and otherwise I hadn't had online classes before.

Q: Have you had any training on how to teach in an online environment? Did you get any of those opportunities from your school?

G: Yes, I think almost once a week something came up. Different tools and training and you could follow it. Nobody forced us to do it, but I think most of my colleagues attended some training, so they knew how to help students. And they were like, that university system, that is, there's some ideas for the whole university. And even now it's there and it's working, that maybe different tips on how to do it, how to help yourself, how to help students, how to organize it better, and there's some recording, video step by step explaining what you have to press and do. So, the tutorials were definitely there and the training too.

Subject design:

Q: What was the most significant change you made to the design of the course/syllabus?

G: It's that now students have limited access to textbooks. So, I have to put everything I want them to know into these presentations. So, that they have a guaranteed resource. That just even if the library doesn't work, that they can get to it. I have to get all the materials ready, I have to get everything ready. That's the first thing. I had to kind of redo it and then maybe the structure of the talk changed because when we talk about it in a classroom, there's a possibility to go off the topic. If I see that someone doesn't understand, I'm willing to digress and adapt to that. Now the way it is, we don't require that students have the microphone and camera on, so that's why most of them don't have them on. So part of teaching is me as the only factor that does everything and I don't see that feedback. So, that limits me in those responses. It's more kind of structured, it goes according to plan and I can't tell if they're tired or if they're perceiving me.

Q: Is creating learning materials for online learning more challenging?

G: I would say yes. And that we are now going even in such a way that checking those homework assignments. I'm kind of an old school, I give them the homework and they send it to me. Checking in class takes a lot of time, so we just occasionally check something together. Live I find it quicker because here they tell me different versions or suggestions, I write it all down and then we do something with it. Or, for example, in phonetics we had to learn transcription. We always wrote the transcription on the board and now I didn't know how to do it. Because I still have to have some special marks, because I don't know them off the top of my head. So, instead of five seconds of transcription on the board, it takes me a minute and a half to find the character. For every word, it's unnecessarily drawn out. I might ask a question and when it's in the class I can see how they react. And even by the look on their face, they react to it and I do something else. If I see someone doing something on their mobile phone, I can see that, now I can't see who is doing what. Then maybe I ask somebody, no response, so I wait a minute, then maybe say we can't hear you, then I see it come on, so maybe I say if you're with us pick up. Nothing happens, so I figure he's probably doing something else or he's got a bad connection.

Q: How do you assess students in an online environment? Is it the same as in offline teaching?

G: I think I'm more lenient now and that's quite bad for them now. I think I'm nicer than I used to be. I don't know if it's good for the knowledge, but I still have those boundaries that if a student can't do it, no way, that hasn't changed. But I feel more like I have to support them and motivate them more so they don't lose the feeling to keep learning.

Q: Does the size of the group of students in an online environment have a greater impact on learning than in a classroom setting?

G: I think there probably is something, but somehow I haven't sorted it out in my head.

Tools and technologies:

Q: What program do you use for synchronous learning?

G: MS Teams.

Q: Do you think it is easy to use such online programs in online teaching?

G: I don't think much about it. But for example, when we have training, sometimes we have training in Zoom, so we had to learn Zoom as well. But I think it's mostly so intuitive that just if you're not afraid to press somewhere, then maybe in two weeks you kind of get the hang of it. And we had different materials, so you could learn it. My colleagues and I made a group on MS Teams. We named it "Teaching attempts" and we tried it together. Like, I'll try to show you a video now and you tell me how it goes. So, I actually have three of these groups with my colleagues and we learn together. Not anymore, but it used to be.

Q: What online tools do you use to support online learning?

G: Not much online quizzes, but I still plan to do that. Somehow, I can't manage to do it all. We tried working with Jamboard and Padlet, but then I got feedback from students that it was too much for them to use the extra programs anymore, so they would be rather happy if it was somehow reduced to just using IS, MS Teams and nothing extra. The way I did it in Padlet was that if I wanted to put something in, I did, but they don't engage with that environment. I think it's the fact that everyone has more problems with the whole situation. For example, when I was talking to the students, they mentioned to me that when their parents are at work, they are taking care of their younger siblings. So, they have to cook lunch, take care of the kids, still keep track of the online classes. Then help them with their homework if they don't know something. So, they have more things to care about. Not to everyone, but they don't have it easy either.

Feedback:

Q: Do you perceive a difference in the results of students who are taught only online and those who have been taught in a classroom setting?

G: I don't know what it is. Talking to colleagues, sometimes what happens is that some groups are known to be stronger and the other year groups are known to be weaker. I don't know if it's a coincidence now or if there's some kind of pattern. I would say that the second year we have is weaker than the first year. I teach mostly first and second year now. The first year, probably by starting it last year before graduation, they're, I'm excited about them. They're trying, they're engaging, they're

asking questions, and I would say they're well trained in that environment. I feel very good about them. I think the second year is weaker. And now I can't say what it is. If that's how they were when we were still teaching in the classroom or not. My colleague says that making that spring semester last year optional did not help. They could just join in if they wanted to. A lot of them made it somehow. I don't mean to be rude. But they've been less dedicated to the learning, and she says it's because of that. I don't know what it is.

Technical problems:

Q: As a teacher, do you often encounter technical problems when teaching online? What are they? How do you solve them?

G: I would say that I often get emails from students saying that something doesn't seem to be working. Their video doesn't work, their microphone doesn't work. I just think that, maybe for the school year now I have 5 to 6 wo-hour classes a week and maybe there's been like 5-6 where nobody has gotten back to me and said they don't have a problem. Always at least once before class somebody calls, I'm terribly sorry, my computer broke, my headphones aren't working, so today I'm just able to listen and don't ask me to do anything. Regarding myself, we had a building renovation, they redid our elevator. I had to end class early about two or three times because it was so noisy, it was impossible. The last thing that happened to me was two weeks ago and I don't know what it was. Maybe it's because my son had a parent meeting at MS Teams. After the meeting was over, I had one more conversation with the students. It wasn't a required class, it was more of a who wants to join can and we can speak Russian club. And just somebody joined with my name. There were 4 of us but somebody was there and for me raised his hand and turned off the microphone and did something like that. Then he even started typing something in the chat. At first it looked like a code or a password that was impossible to decipher. Just a set of numbers and letters. Then when I turned it off and restarted the pc, checked everything with antivirus, I went back to the group and it said something in English like "escape is not the solution" so I'm done and bye. I changed all the passwords. I wrote to the school support, they said

it was bad news. They also advised me to change everything, but so far everything's fine. They said they checked it too and that I don't have a virus, but it's annoying.

Q: Are you able to help students with technical problems?

G: So if it's within the lesson. I'm not such an expert, we for example try what we can. Maybe check the headphones, try turning on this and that, try restarting it, if you press that button it will work. But usually nobody is reporting a problem and asking for help in the classroom. I think they're counting on being able to do it themselves or not being able to do it.

Motivation:

Q: What do you think about student motivation during online learning?

G: I think they have more opportunities for distraction. That's true, but if someone wants to keep their attention, they will keep their attention. Anyway, before they could also do something on their mobile phones in class, only I could see it. Maybe a few students didn't mind that I could see they were doing something other than what they should be doing. I do think they have more risk of losing that motivation, but it's up to each of them. I try to send them maybe some extra stuff that I like but the options are limited. I would say I'm trying to motivate them more now and I tell them that I feel good about it, that they are engaged in the learning. We don't mandate that they have to turn the cameras on, but I always work with the camera on so they can see me. But, we've arranged that when we start at 8 o'clock in the morning, they don't have to have the camera on, but maybe at the end of the lesson, if they want to, they can wave goodbye to me. Half of them will join in and wave. I always tell them I'm glad to see them smile.

Q: Have you noticed that your motivation to teach in an online environment has decreased? Or has it increased?

G: I would say I don't know if it's because of the gender, that women have everything in such a cyclical way. It's true that when I have less of that feedback, it's worse and I don't know what it's for. I've felt more times decrease in motivation over the year than before. It was kind of flat before and now there's a decrease every now and then.

Interaction:

Q: What do you think is the difference in interaction in online language learning? When you compare it to traditional classroom language learning

G: I would say normally probably less people are involved, but by going to some training sessions, they always teach us to make use of some tips. Maybe they show how to get more students involved. So, I think that's getting better or that's my feeling.

Q: What do you do to maintain student-teacher interaction in online learning?

G: I try to alternate theoretical explanations with practice, I try to involve everybody, if somebody is silent, I ask them a question. It's a shame that I can't make it more relaxed like during a normal lesson. That's what my colleague and I were talking about earlier too, like if the class, it's like 100 minutes, out of that 100 minutes, 20 minutes is like some stories, stories. Just sort of staging it to come to that. It's usually some joke entertainment and I can tell a joke to go with it. Now, actually it's kind of limited because if I don't see them, I don't know if they got the joke or not. It's so awkward to tell jokes and look at a black screen. It's more of a feeling that puts you off and then you don't want to do it anymore.

Q: How do students interact with each other in online classes?

G: It's worse with me but I try it too. I recently learnt to divide them into groups and then I just check in on how they're working in those groups. It's a little bit different than how it is live. Like, now we've introduced this kind of collaborative rehearsal preparation. I've made a file that everybody can put something in, we've agreed that once every two weeks there's been something wrong, so I'll put a comment in there. They have a space in there for that kind of joint preparation, that they can do it together. But I would say that if there's maybe 15 people in a group, then 2 do it and the rest of them just makes use of it.

Concentration:

Q: Would you say it's more difficult to concentrate during the online learning?

G: I've found out that I have to keep my desk organized, have things ready, and always prepare in some way. Wash my hair, put on my mascara. Those are the kind of boundaries that show me that I'm at

work, that I'm not a housewife. That I just get ready for the learning. Family distracts me sometimes, but I tell the students about it, I apologize my son came, he wants a drink. We have a 2-bedroom apartment and there's not a lot of room for that online learning. Everybody takes it that it's human. I think if I say it like that, they understand and see that I'm just human too. I think it's the things that can bring us together. Like we can understand each other better. I don't see it as a problem. I don't have it on a regular basis. If I had it on a regular basis, I think it would bother me.

Stress:

Q: Do you feel that online learning makes you more stressed? Why yes/no?

G: I guess so. Maybe before I wasn't worried about something not working out. My laptop broke and I got a new one. MS Teams didn't work one night. Our WiFi wasn't working. We found out in the evening and I panicked that I had a class at 8 a.m. and there was no way I could tell the students that I didn't know how it was going to be. So I've been running around the apartment all evening. Luckily my husband fixed it, but the feeling of panic was huge. I didn't have anything like that before normal classes. It was awful, and I had to take medicine to calm myself down. Like normally if I'm late I'd call the secretary and tell her I'm stuck in traffic, so there's this possibility that I'll call someone and they'll tell the students that I'll be back in a minute, that I'm stuck somewhere. Nothing now.

Personal opinion

Q: Do you think there is a difference in how effective language learning is? If so, in what ways.

G: I think there are some advantages for students to be able to look back on something, for example. They can spend more time on it. I don't see it that bad. I think there are minuses but also pluses. I think students have gotten used to doing things from the comfort of their own home. Before exams when there was a debate about what exams they wanted. Out of a group of 30 people, no one said they wanted to try out live. I don't think they wanted to cheat in any way because they were given different sentences to translate. They didn't know what was going to be there and I could ask for different ones. Like translate the sentence and where the subject is and what it means.

Q: Would you say that online teaching is more effective?

G: I don't think so either. I think it's the environment that's important. They just feel part of something and that also motivates them to learn that. That's also part of student life. When someone says student life, everybody thinks of a group, that they are learning together and doing something new together. Those freshmen, a lot of them weren't in college. They don't feel a part of it. Actually, normally when class is over, they still go together and talk about it, if they got it and stuff. Now, when I press leave from a meeting, they all shut down and they don't really believe it, that they still have their class and they're going to be there discussing it after class.

Q: What are the advantages and disadvantages of online language learning?

G: The disadvantage is the slowed reaction time. When I ask a question, I have to wait a long time before the person gets back to me. So, that's probably the worst thing. And not having that social connection, and the language we need for that. It's kind of more impersonal, but maybe somebody sees the upside in that impersonality. Like otherwise someone would be afraid to say something because I don't know who said it. Now I can probably tell by the voice, but it's more of a disguise. But if someone says something in class and it's something stupid, everyone turns on them. In my experience, they have more trouble with it, so I don't see it as a benefit.

Q: Which factors when considering teachers positively/negatively influence online language learning?

G: I would like to tell you something like that, but I can't think of anything right now.

Q: Which factors positively/negatively influence online language learning when considering students?

G: So from my side, for me it's always beneficial when they get involved and I get that feedback. Normally I don't have to ask for that feedback, I'm able to sense it and interpret it in some way. If everyone is silent, then something must have gone wrong. They probably didn't get it. If I ask who would like to respond and everyone looks away, they probably didn't get it. When all I see is black circles, I have to force them to answer. Now they still say that sometimes with these teachers there's something about the acting. Every teacher should be an actor at least to some extent, that they have to perform something. But the point of performing is when you have an audience and you see the reactions. If you don't have an audience, the acting is over. And there's no point.

The future of online learning:

Q: Do you think that when universities fully reopen, online learning will remain a part of higher education? If so, in what form? Online only? In combination with classroom instruction?

G: I think maybe it would stay, like if someone has a broken leg they don't have to go on that sick leave, they can teach from home. But maybe it's possible that there would be some scheduling conflicts. Just sitting at home and having everything online, but if you have alternating teaching that one class is online and one is in classroom. Then it's harder. I don't know what it's going to be like in the future with these options.

Q: And would you like to combine online teaching with classroom teaching? And do you think that would help students?

G: I think I would have maintained something. Maybe some tutorials and things like that. I definitely wouldn't want to teach exclusively online. But something, maybe when you don't feel like it is another possibility.

Appendix Q: Interview with Lecturer H Czech Version

Q: Mohla byste mi říci něco o svých pracovních zkušenostech?

H: Já vyučuji na pedagogické fakultě. Učím německou literaturu, ale také učím studenty neoborový jazyk. To znamená to jsou studenti z jiných oborů. Oni nemají němčinu jako hlavní obor. Je to jenom jako doplňkový předmět ke svému studiu. My máme jazykové předměty dvousemestrální. Máme k nim učebnici, kterou používáme. Ta učebnice se jmenuje Menschen 1. Celkově za ty dva semestry použijeme 24 lekcí. Student by se měl dostat na úroveň A1+, někdy trošičku B1. Ten první semestr je zakončen zápočtem a ten druhý je zakončen zkouškou. Zrovna teď probíhá taková reforma výuky jazyka napříč katedrami, že se to snažíme sjednotit. Bude to vypadat, že jsou teda dva předměty po dvou hodinách týdně. A ještě pak máme výuku jazyka oborového. Standard je že je 2 kredity za ten první a 2 kredity za ten druhý semestr. Takže to je 60 hodin na semestr.

Q: Jaký byl ten přechod od tradiční výuky ve třídě k synchronní online výuce jazyků? Když se bavíme o té situaci, která nastala kvůli Covid-19

H: Já to vidím, že na tu současnou situaci, jaká je, tak je to prostě zlaté. Jo já to беру prostě z té stránky, že taky nemuselo být vůbec nic. Viděli jsme to v tom jarním semestru, kdy jsme viděli, že ne jenom ty univerzity, ale prostě celý ten systém na to nebyl připraven. Nebyli jsme na to vybavení, probíhalo to prostě tak divoce a není se čemu divit. Ta situace byla taková. Byli jsme z toho zaskočení všichni, ne jenom školství, ale ta celá situace. Co se týká toho zimního semestru, který už byl a který už běžel prakticky celý online i teď, vlastně ta situace trvá před 3 semestry. Byli jsme zavřeni v březnu. Myslím, že 13.března před rokem. Tam ta výuka, co vím, tak probíhala tak divoce, to je kdo chtěl, kdo uměl, kdo zvládal. Nebylo to systémové. Tak tam to bylo takové divoké. Zatímco teď už se to standardizovalo, učíme přes MS Teamsy. Všichni učíme v systému jedna ku jedné. O tom se můžeme ještě pobavit. Nevíme, jestli to je úplně optimální. Takže za dané situace si myslím, že to je úplně výhra. Samozřejmě je to náročnější. Prostě studenti časem, nechci říct, že ztrácí motivaci, ale je to samozřejmě pro ně náročné a je to i pro nás náročné. Pořád sedíte u počítače. Já jsem zvyklá, že když jsem třeba ve třídě a mám tam 20 lidí, což máme někdy 10 někdy 20, tak jsem zvyklá je za tu hodinu postavit. Nebo vidíte,

jak reagují. Tady musíte mít zapnutou kameru pořád, ale oni nemají, protože to padá. Ne všem, ale některým. Teď já nevím, jak se tváří. Takže nevím, jestli mi rozumí nebo nerozumí. Tak se vždycky zeptám. Už se jako naučili říkat, že tomu nerozumí, tak nevádí, znova to vysvětlíme. To není problém. Já na to potřebuji reagovat hned. Stojí mě to strašně úsilí a času. Já něco řeknu, teď ukazuji, že je neslyším, protože oni mají vypnutý mikrofon. Takže oni prostě mluví, teď jako vy jako učitel jste jako velký manažer, protože přepínáte mezi aplikacemi, které používáte. Sdílíte obrazovku, teď něco vysvětlujete, do toho vám někdo píše do chatu, že odchází. Teď vy čtete ten chat, protože nevíte, jestli vám došla nějaká důležitá zpráva ohledně té hodiny a do toho ještě paralelně mluvíte, protože nemůžete říct “nezlobte se, přišla mi zpráva”. Jo tak prostě je to daleko náročnější, než když jste v té třídě. Hlavně je to pomalé. Když potřebujete dostat ty studenty do toho jazyku, tak je důležité, aby se naučili reagovat a aby mluvili. Prostě hned aby odpověděli. Na druhou stranu si myslím, že pořád při té situaci, jakou máme, je to prostě ideál. Má to i své výhody. Já si myslím, že i my jako učitelé jsme se mnohem zdokonalili. Já můžu mluvit za sebe. Využíváme jiný aplikace, snažíme se zapojit jiné věci do výuky a dělat ji zajímavější. Myslím si, že to zůstane a že přetrvá a budeme to využívat i dál.

Q: Měla jste předchozí zkušenosti s online výukou jazyků?

H: Velmi chabé. Prakticky nula.

Q: Absolvovala jste nějaké školení o tom, jak vyučovat v online prostředí? Dostala jste nějakou takovou příležitost z vaší školy?

H: Upřímně, stěžovala jsem si na to, že žádné školení nemáme. Měli jsme zezáátku takové velmi divoké, kdy prostě jsme byli seznámeni s těma základními věcmi, než jsme začali všichni učit s MS Teams. A to bylo super. Takové to základní. Jak se to ovládá, jak založíte skupiny. U nás běží tak zvaný program Stack. To je univerzitní program a to je teď dokonce propojené s MS Teams. Jako že ty studenty tam dokážete rovnou přeardit. Takže na tohle bylo takové úvodní krátké školení kolegy, který se v tom dobře pohyboval. Potom třeba jak učit v online prostředí, a hlavně my jsme pedagogická fakulta, tak kdo jiný by to měl těm studentům ukazovat než my a my se učíme pokus omyl. Samozřejmě vysokoškolský učitel se musí vzdělávat, ale kdo jiný by měl ukázat, jak učit než na pedagogické fakultě.

Máme dle mě nepřiměřeně vysoký počet hodin, které učíme. Prostě já bych si ten systém představovala jinak. Máme dobrou DAAD lektorku. DAAD je organizace, která se stará o výuku německého jazyka v jiných zemích. Je to taková podpora. Takže posílají k nám a do celého světa lektory. Máme jednu velice kvalitní lektorku teď z Berlína, která nám zřídila online školení tzv. Mediálního pedagoga, který nám ukázal mnoho zajímavých aplikací, které můžeme využívat. Pak jsme měli jedno školení z naší univerzity od jednoho pána, a to bylo na nic. A momentálně se teď zase rozjíždí program na podporu, protože učíme teď i do zahraničí, nabízíme naše předměty do zahraničí, takže teď tam máme hodně studentů hlavně z Asie. Jsou tam Číňani. Na to se teď rozvíjí školení na rozvíjení interkulturních kompetencí ve výuce, ale to se rozbíhá teď. Takže já bych řekla, že ta snaha z té strany univerzity tam teď je, ale člověk by to potřeboval dříve. Takže nemůžu říct, že teď dělá ta univerzita málo, ale mohlo by to přijít dříve.

Návrh předmětu:

Q: Jaká byla nejvýznamnější změna, kterou jste provedl/a v designu předmětu/sylabu?

H: Tak já začnu tím, co zůstává stejné. Výhoda toho jazyka je, že budujete komunikativní kompetenci těch lidí. To znamená, že tu komunikativní kompetenci můžete udržet. A MS Teams zavedlo během toho celého vývoje ještě další možnost, a to je sdružování těch lidí do skupinek a vy je můžete poslouchat. To vidím jako velkou výhodu. Takže zůstává stejné, že ze začátku s nimi hovořím k nějakému tématu, aby se trošku rozmluvili. Opakujeme ty struktury z minulých hodin a snažím se k tomu klást otázky. Zůstává stejné to, že se snažím využít i jiné formy práce. Samozřejmě pracujeme s textem, děláme malovací cvičení. Na stole je jablko, vedle stolu leží pes. Oni to malují a pak to ukazují na kameru. Výhodou je, že oni to všichni ostatní vidí. Takhle ve třídě to trvá. To má trošku výhodu. Takže já bych řekla, že já jsem ten koncept té hodiny nezměnila. Mám ho pořád stejný. Ale nemůžu studenty rozpohybovat. Těžko se mi odhaduje, kdy jsou unavení a kdy ne. Já jsem byla zvyklá, když jsme měli hodinu a půl a že už jako posedávali, tak jsem je zvedla, tak jsme si udělali nějakou aktivitu, že chodili po třídě anebo jsme si rychle zahráli nějakou hru, která trvá pár minut, aby se odreagovali. To je teď těžké odhadnout.

Q: Je tvorba studijních materiálů pro online výuku náročnější?

H: Náročnější rozhodně je, pokud to chcete dělat kvalitně. Problém je to, že prostě není čas. Já mám doma dvě malé děti, které zůstaly doma. Já jsem do toho učila jedna ku jedné a k tomu mám prvňáčka a čtvrtáka a jsem na to sama, protože manžel je celý den v práci. Takže upřímně vám řeknu, že se snažím, ale taký mám svoje limity. Nejsem superžena. Když jsme měli učit jedna ku jedné, tak já už jsem řekla, že si vezmu OČR, protože už se to nedalo, když máte dítě doma, které se musí učit psát a nepřečte si ani zadání. Nemůžete se s nim učit odpoledne, kdy už nemá pozornost. Pokud zanedbáte toto, tak to dítě si to ponese celý rok. A na druhou stranu nemůžete studentům říct, no tak se to naučte sami. Oni to ani nepochopí. Nebudete pořád někomu vysvětlovat, že máte malé děti a pořád se stavět do role, kdy vy se musíte ospravedlňovat. Takže ano, určitě se snažím. Třeba pracuji s Padletem. Používám to třeba ve stylu domácích úkolů s tím, že jsme teď třeba brali modální slovesa. My to máme tak, že ta vstupní úroveň, je to tak že angličtina je první jazyk, ale je hodně studentů, kteří tu němčinu měli jako druhý jazyk, ale ta úroveň je nízká. Je tam fakt jenom pár výjimek, kteří i ten druhý jazyk umí na velmi dobré úrovni, takže pak se to snažíme nějak ošéfovat. Ted' mám třeba jednu skupinu čirých začátečníků. Tak jsem jim dala padlet. Dala jsem tam šablonu mapy a napsali mi, kde by teď chtěli být. Cvičili tak sloveso ich will nach Italien fahren. V Itálii chci navštívit Řím. Řím shledávám hezkým. Takže aby si to takhle napsali. Tím pádem, když už začnete tu další hodinu, tak máte nějaké podklady. Mám těch aplikací pár, které se snažím využívat a které jsem nově zavedla. A tohleto mi skutečně přetrvává i do té výuky až se uvidíme prezenčně, protože si myslím, že to je zase něco nového a má to zase jiný přínos.

Q: Můžete ještě vyjmenovat jiné aplikace které používáte?

G: Jamboard, pak ten Padlet, teď hodně pracuji s videi, že prostě sdílím. Hodně nacházím videa, ale to děláte i normálně, protože všude ve třídách jsou interaktivní tabule, takže to využíváte i normálně. To jsou aplikace, které jsem si oblíbila. Nechci říct, že si s nimi vystačím, protože jsou pořád nové, ale jako myslím si, že s tím dokážu zajistit kvalitní výuku.

Q: Změnila se vaše forma hodnocení studentů v online prostředí?

G: Ne, myslím si, že ten student je schopen to obsáhnout, že to výuka je natolik zasažena, že prostě má všechny možnosti k tomu, aby se všechno naučil. Pokud se bavíme o získávání literatury, tak české knihovny nejsou dobře vybaveny, ale bavíme se o výuce jazyků. Co se týká jazykové beletrie. Internet je mocný, ale když máte sehnat beletrii v jazyky, tak je to horší, ale i na tom internetu najdete vysvětlenou gramatiku. Když potřebuji studijní materiály, tak jim ukazuji, kde všechno najdou a mají učebnici, tak si myslím, že to jsou schopni se to bez problému naučit.

Q: Má velikost skupiny studentů v online prostředí větší vliv na výuku než ve výuce ve třídě?

H: Já teď mám malé skupiny, v jedné skupině asi 5 lidí a v druhé 9 takže to není taková tragédie. Ale v tu chvíli kdybych jich měla mít 20 tak je to náročnější, protože to je pomalejší, hůř je zapojujete. Ano, můžu je spojit po dvou, ale nestihnu poslechnout všechny, co říkají. V té třídě to jde. Navíc už víte, kdo je pomalejší, tak se snažíte ty lidi více zatáhnout do toho rozhovoru. Skupina 20 lidí je i normálně na výuku jazyka hodně.

Nástroje a technologie:

Q: Vy už jste zmínila MS Teams. Myslíte si, že je lehké používat takové online programy v online výuce?

H: Je intuitivní a to samé je Jamboard a Padlet. Proto jsem je vybrala, protože vlastně nemusím studentům dlouho vysvětlovat, jak se to používá. Prostě pošlete odkaz, oni tam vidí plus a už přidávají příspěvky. Myslím si, že je to jednoduché na používání, a to je v dnešní době jednoduché, protože nikdo nemá čas se seznamovat s těžkou aplikací.

Zpětná vazba:

Q: Změnila se vaše zpětná vazba nějak v tom online prostředí?

H: Nevím jestli se změnila. Máme hodnocení za zimní semestr, kde prostě hodnotí. Byla škála 1-5. 3 byla nejhorší známka, která byla za dostupnost materiálů. Já jsem sice studentům psala, že si mají koupit učebnice, když byl ještě první týden všechno otevřeno, pak běželi do knihovny, kde to bylo všechno vypůjčené. Já jim nemůžu do emailu napsat ať si to stáhnou na internetu. Tak jsme naskenovali první tři lekce na ty první hodiny, aby je prostě měli k dispozici a ostatní jsem řekla, ať si to stáhnou z internetu, kde to je. To samozřejmě jako učitel říct nemůžete, ale ta situace je taková. A oni by stejně

na to asi přišli. Ale jinak co se týká výukových metod, zapojení studentů do výuky atd., tak tam všude byly pětky. To se netýkalo jenom těch předmětů, které vyučuji já, ale my máme třeba ten jeden předmět ještě rozdělený do třech skupin, protože těch studentů je 60. V tomhle semestru jich je míň, třeba 40 lidí. A my to máme rozdělené tak, že jeden předmět vyučují 3 vyučující, abychom jich tam neměli 40. Takže jich tam máme třeba 15. A všude musím říct, že to hodnocení bylo 4.5 až 5. Co se týká vyloženě samostatné výuky. Na druhou stranu pozor, bavíme se o hodnocení dvou lidí, ne všichni se k tomu vyjadřují. Tam se jen zapojí, kdo chce. Takže z 30 lidí se vám ozve 5. Není to úplně spolehlivé, ale říkám si, že kdyby byl někdo extrémně nespokojený, tak se k tomu vyjádří. Lidi mají tendenci se vyjadřovat buď ti, kteří jsou spokojení nebo ne.

Q: Vnímáte rozdíl mezi výsledky studentů, kteří jsou vyučováni pouze online, a těch, kteří byli vyučováni ve třídě?

H: Ne, nevnímám. Řekla bych, že to procento těch lidí, kteří nenapišou ten test zůstává stejné. My máme hromadné zkoušení, opravuje to celá katedra. Těch studentů je tolik, že by jeden člověk nedělal nic jiného, než se jenom věnoval těm neoborářům. Není to tak, že toho člověka, kterého učíte i zkoušíte. Teď ta doba je ještě složitější, že máte povoleno třeba najednou jenom 9 lidí. Takže je to složitější, a i časově náročnější. My se na tom podílíme celá katedra a nikdo z nás nepřišel s tím, že by zaznamenal, že ti lidi nic neumí nebo že se to zhoršilo. Takže nikdo nezaznamenal velké rozdíly.

Technické problémy:

Q: Vy jako učitel, setkáváte se při online výuce často s technickými problémy? Jaké to jsou? Jak je řešíte?

H: Otázka je, co je to často. Pořád je to technika, takže když někomu vypadne internet, někdy mi píšou že jim vypadl mikrofon. To se může stát. Já se snažím studentům věřit, že toho nezneužívají, ale musím říct, že v těch hodinách německého jazyka se to moc nestává. Je to spíše v jiných hodinách, ke je ten tlak na tu přípravu větší. Ale nechci ty studenty podezřívát. Prostě jim to věřím, ale zase to není každou hodinu. A nebo to bývá u jednoho člověka a to vidíte, že to připojení je prostě špatné. Ale že bych to měla hodně často to ne. Že to padá, když mají zapnuté kamery, tak to se stává. Když se to seká když

mluví a mají zapnuté kamery. No tak je někdy prostě nemůžete vyvolávat. Mám tam takové 3 studenty a to je problém jejich připojení, ale to neovlivníte.

Q: Jste schopná pomoci studentům s technickými problémy?

H: Ne, určitě ne. Jako to záleží, co za problémy mají, ale mě se většinou stává, že mají problémy s připojením, a to já samozřejmě nevyřeším. Ale oni nemají problémy s tím se připojit do hodiny nebo otevřít Padlet, ale s připojením, a to já jako učitel neovlivním.

Motivace:

Q: Co si myslíte o motivaci studentů během online výuky?

H: Já si myslím, že studenti jsou unavení. U nás je tlak učit jedna ku jedné. Jako tlak, no, kdyby se ptali, že proč to tak není, tak si nemyslím, že to je dobře. Ti studenti celou dobu jenom sedí před počítačem. A když máte přednášky a celou dobu jste jen před počítačem. Musíte rozlišovat, jestli máte jazyk nebo jenom tu přednášku. Když máte tu přednášku, tak si většinou 45 minut mluví a vy tam jen sedíte. A mně, když tam běhají malé děti, tak si nemůžu stoupnout a začít malovat na tabuli. Jestli dítě řekne, že nefunguje připojení, tak tam musíte běžet. Takže je to nepříjemné a vyčerpávající. Taky musíte tomu dítěti dát svačinu, takže musíte obsáhnout hodně věcí. Takže já si myslím, že i hodně studentů to tak má. Nebo někteří kolegové je přehlcojí. Nevím, já se snažím jim nedávat tolik seminárních prací, protože už práce mají dost. Já jsem ty požadavky ale nezměnila. Myslím si, že výuka jazyků a celkově výuka humanitních předmětů, se nejvíce hodí pro tu online výuku. Nemáte tam žádné pokusy, většinu aktivit můžete udělat online. Je tam problém, že studenti nemají vazbu mezi sebou, ale je to ideální.

Q: Jak udržujete motivaci studentů v takovémto vzdělávacím prostředí? Je to obtížnější?

G: Snažím se působit živě. Pokud mi to jde. Pokud mám ještě sílu. Nesnažím se to jenom odříkat, ale aby to bylo živé. A snažím se, aby se trochu zasmáli při té hodině, ale ne vždycky to jde.

Q: Všimla jste si, že se vaše motivace k výuce v online prostředí snížila? Nebo naopak zvýšila?

G: Jsem unavená i díky tomu, že mám děti. Pokud se ta výuka povede, tak z toho mám radost. Tak to vás dobíjí.

Interakce:

Q: Co děláte pro to, abyste zachovala interakci mezi studentem a učitelem při online výuce?

G: Pořád se ptám. A já jsem jim teď řekla, že já se je zeptám na otázku a oni odpoví jen jednou větou a takhle to nejde. Oni se mi musí snažit říkat, co nejvíc. Když se zeptám, co dělají o Velikonocích, tak odpověď já nevím není odpověď. Jsem striktní učitelka. Doopravdy je dotlačím k tomu, aby odpověděli. Tak řeknu, že prostě víte, co jste dělal. Jako chápu, že mají nějaký komunikativní záměr, ale my jsme třeba na začátku toho jazyka. A na začátku je nejdůležitější, aby se pořád opakovaly ty struktury. To se jim pořád snažím vysvětlit. Pokud se budete bavit s cizincem, tak budete chtít říct i tu podstatu té věci, ale když se vás zeptám na Velikonoce, tak pár těch věcí řeknete a pak zkuste i použít něco, co jste třeba nedělali, ale abyste něco řekli, ať si to pořád opakujete. Tady hlavně mluvte. A oni řeknou já nevím, jak se řekne plést pomlázku. Tak jim řeknu, pomlázka se řekne tak a tak a vy řeknete: mám pomlázku, jdu k babičce, babička má radost. Říkám naučte se užít to, co už umíte.

Q: Chybí vám ten osobní kontakt se studenty v online prostředí?

H: Chybí, protože více se s nimi zasmějete.

Q: Jak probíhá interakce mezi studenty navzájem při online výuce?

H: Mám takový omezený počet cvičení, že nechám je napsat otázky, nasdílím jim tu obrazovku, na které vidím ty jejich jména a oni se pak musí navzájem vyvolávat. Problém je v tom, že když by měl někdo někoho opravovat nebo udělat brainstorming. Tak buď musím psát, že nasdílím whiteboard a ten se mi někdy seká na MS Teams. Když oni píšou, tak to trvá dlouho. A když mám udělat brainstorming, tak oni neví, kdy, kdo mluví. Já musím zase vyvolávat a v tu chvíli to postrádá ten švih. Nebo oni začnou mluvit dva najednou a zase musíte někoho vyvolávat. Zas když jste v té třídě, tak vidíte, kdo chce mluvit, nebo na sebe kývnou, tady ne. Takže jediné na základě takových cvičení nebo je spojit do skupinek. Dostanou otázky, které mají nebo na základě nějakého textu, nebo si kontrolují navzájem cvičení a pak řeknu, kde jste se neshodli a probereme to. Oni už se navykli a pochopili, že se mají ptát. Čeští studenti mají strach se zeptat. Ale už se to lepší, dokážete je k tomu vychovat. To už by na vysoké škole nemělo být. Takže typická otázka "můžu se zeptat" já říkám, vy se musíte zeptat. Ale oni vidí, že to funguje a

dá se to. Mně přijde, že si nedokáží nastavit to, jaký je ten správný odstup. Že když je ten odstup s něma moc velký a když já jim potom ukážu tu milejší tvář, tak oni od toho zase očekávají něco jiného.

Soustředění:

Q: Vy už jste řekla, že když učíte z domu, tak tam jsou děti. Takže je to soustředění horší?

H: Jo, neříkám, že vždycky, ale záleží v kolik je to hodin, jak jsou ty děti zaměstnány a podobně.

Stres:

Q: Máte pocit, že se kvůli online výuce více stresujete? Proč ano/ne?

H: Ne jenom kvůli online výuce, ale nemáme jenom online výuku. Nikdo na to nekouká, ale zůstávají nám stejné povinnosti, jako kdybychom jeli normálně. Takže ano, toho stresu je tam více.

Osobní názor:

Q: Myslíte si, že je rozdíl v tom, jak efektivní je výuka jazyků v porovnání s prezenční výukou?

H: Ne, nemyslím si. Můžeme to vidět i na hodnoceních těch studentů a výsledcích těch studentů.

Q: Mohla byste ještě vyjmenovat nějaké hlavní výhody a nevýhody online výuky jazyků?

H: Výhoda, naučila jsem se jako učitel využívat nové aplikace. Člověk si říká, že jo já to jednou chci zkusit, ale nikdy jsem to nezkusila a tady na to byla nutnost. Výhoda, můžete učit odkudkoliv. To vidím jako velkou výhodu. Můžete to třeba i kombinovat s tím osobním životem. Ale to se týká spíš obecně, možná malinko stoupla prestiž českých učitelů, protože pronikli do domácího prostředí a ten rodič vidí, co ten učitel musí všechno zvládnout. Nevýhoda, menší interakce mezi studentem a učitelem v tom smyslu, že ten učitel není schopný vnímat tu atmosféru v té třídě anebo ji vnímá ale se zpožděním, je to pomalejší, ten učitel do toho musí investovat hodně energie. Bavíme se samozřejmě o tom, pokud chcete odvést stoprocentní výkon. Ono se to vždycky dá nějak provést, můžete vzít knížku a jít cvičení za cvičením. Ale my se tady bavíme o tom, aby ta hodina vypadala tak, jak má. I když máte pocit, že ta připravená hodina vypadá super, tak se to nemusí povést. Někdy máte zase téma, které studenty pohltí. No a je to pomalejší. Taky už mi to nepřijde optimální, ti studenti z toho musí být unavení, když u toho pořád sedí. A také ze zdravotního hlediska.

Q: Které faktory, když vezmeme v potaz vyučující, pozitivně/negativně ovlivňují online výuku jazyků?

H: Nevím. Já si myslím, že ten učitel buď chce dobře učit a nebo ne. A když chce dobře učit, tak se to snaží dobře udělat i v té online hodině. Když nebude k tomu motivován, tak je jedno, jestli učí online nebo prezenčně.

Q: Které faktory když vezmeme v potaz vyučující pozitivně/negativně ovlivňují online výuku jazyků? Vyjmenovala byste ty samé?

H: Jo, když je ten student motivovaný a zapojuje se do výuky a snaží se najít ty nové možnosti. Buď to student chce udělat dobře a nebo nechce. Jako samozřejmě můžete motivovat toho studenta a volit metody, které budou bavit toho studenta a střídát ty činnosti, aby chvíli psali, mluvili, smáli se a nekoukali na hodiny, kdy už ta hodina skončí. Prostě je to musí bavit. Samozřejmě vždycky je to nemusí bavit. Třeba když vysvětlujete gramatiku. To učení není jen o tom, aby vás to bavilo, ale je to z půlky o drilu.

Budoucnost online výuky:

Q: Myslíte si, že až se znovu plně otevrou univerzity, zůstane online výuka součástí vysokoškolské výuky? Pokud ano, v jaké formě? Pouze online? v kombinaci s výukou ve třídě?

T: Já to těžko odhadnu. Nevím, jaká je strategie univerzity. Ale možná bych si se studenty dokázala domluvit, že jdu se studentem k doktorovi, tak že bychom si dali výuku online. Určitě si myslím, že u nás bude snaha zachování výuky cizinců jako z Číny, Asie, že tyto kurzy budou stoprocentně nabízeny dál. To byl teď pilotní projekt, máme k tomu další vzdělávání. Nechci říct, že to bude jako náhrada Erasmu, protože to to nenahradí, protože nežijete v té zemi. To je ten hlavní přínos Erasmu. Takže to nemůže online výuka nahradit, ale myslím, že to je prima, že si někteří lidé udělají jeden semestr takhle a pak si řeknou, že tam pojedou. To si myslí, že u nás přetrvá. V případě nouze by bylo dobré kombinovat. Ale je otázka, jak to bude technicky realizovatelné. Nevím, jak dlouho bude univerzita platit MS Teams. Já nebudu všechny shánět přes Skype nebo Zoom. pokud by trvaly MT Team, nevím jestli univerzita za to platí, ale myslím si, že tam nějaké poplatky budou.

D: A když přemýšlíte o sobě, Chtěla byste po coronavirové situaci kombinovat online výuku s výukou ve třídě? A myslíte si, že by to studentům pomohlo?

T: Možná jo. Protože dojíždím a mám malé děti, tak by to byla výhoda. A byla by také výhoda, kdybych se mohla domluvit se studenty a říct, co kdybychom měli lekci občas večer. Já chápu, že oni jsou unavení a já jsem unavená, ale pro mě by to bylo ulehčení, že bych si to mohla uspořádat tak, jak bych to chtěla. Ale je to samozřejmě o domluvě se studenty. A oni jsou už zodpovědní, rozumní lidé.

Appendix R: Interview with Lecturer H Translated

Q: Could you tell me about your work experience?

H: I teach at the Faculty of Pedagogy. I teach German literature, but I also teach students a non-disciplinary language. That means students from other disciplines. They don't have German as a major. It's only as a supplementary subject to their studies. We have two-semester language courses. We have a textbook that we use for them. The textbook is called Menschen 1. We use a total of 24 lessons in the two semesters. The student should get to level A1+, sometimes a little bit B1. The first semester ends with a credit and the second one ends with an exam. Right now there is such a reform of language teaching across departments that we are trying to unify it. So, it's going to look like two courses, two hours a week. And then we've got the departmental language classes. The standard is that it's 2 credits for the first semester and 2 credits for the second semester. So that's 60 hours per semester.

Q: What was the transition from traditional classroom teaching to synchronous online language learning? A: Talking about the situation that arose because of Covid-19

H: The way I see it, for the current situation as it is, it's just great. Yeah, I'm just taking it from the side that it didn't have to be anything either. We saw it in that spring semester where we saw that not just the universities but just the whole system wasn't ready for it. We weren't equipped for it. It was just so wild and it is no wonder. The situation was like this. We were all shocked, not just the education system, but the whole situation. As far as the winter semester, which was already and which was already running practically all online and now, actually that situation has been going on for 3 semesters ago. We were closed in March. I think March 13th a year ago. That's where the teaching, as far as I know, ran so wild, it was who wanted to, who could, who could manage. It wasn't systematic. So, it was kind of wild there. Whereas now it's standardized, we teach through MS Teams. We all teach in a one-to-one system. We can still talk about that. We don't know if that's quite optimal. So, given the situation, I think it's a total win. Of course, it's more challenging. Just students over time, I don't want to say they lose motivation, but it's obviously challenging for them and it's challenging for us. You're always sitting behind the computer. I'm used to, if I'm in a classroom for example and I have 20 people

in there, which sometimes we have 10 sometimes 20, I'm used to getting them up during the lessons. Or you see how they react. Here you have to have the camera on all the time, but they don't because it crashes. Not all of them, but some of them. Now, I don't know what their faces are like. So, I don't know if they understand me or not. So, I always ask. It's like they've learnt to say they don't understand, so it's okay, we'll explain it again. It's not a problem. I need to respond right away. It costs me a lot of effort and time. I'll say something, now I'm showing that I can't hear them because they have the microphone off. So, they're just talking, now as a teacher you're like a big manager because you're switching between the apps that you're using. You're sharing the screen, now you're explaining something, you're getting a chat from someone saying they're leaving. Now you're reading the chat because you don't know if you've got an important message about the lesson and you're talking in parallel because you can't say "sorry, I've got a message". Yeah, so, it's just a lot more challenging than when you're in the class. It's slow. When you need to get those students into that language, it's important that they learn to respond and that they speak. Just get them to respond right away. On the other hand, I think still with the situation we have, it's just ideal. It has its advantages. I think we as teachers have improved a lot as well. I can speak for myself. We're using a different application, we're trying to incorporate different things into teaching and make it more interesting. I think that's going to stay and that's going to carry over and we're going to continue to use it.

Q: Did you have previous experience with online language learning?

H: Very poor. Practically zero.

Q: Did you have any training on how to teach in an online environment? Did you get such an opportunity from your school?

H: Honestly, I was complaining about the fact that we don't have any training. We had some very wild ones in the beginning where we were just introduced to the basic stuff before we all started teaching with MS Teams. And that was great. It was so basic. How to use it, how to set up groups. We run what's called the Stack program. That's a university program and it's even linked to MS Teams now. Like, you can transfer students right in. So, there was kind of an initial short training on this by a colleague who

was good at it. Then like how to teach in an online environment, and especially we're a faculty of education, so who else should be showing these students but us, and we're learning by trial and error. Of course, a university teacher has to educate themselves, but who else should show how to teach but the Pedagogical faculty. We have, in my opinion, a disproportionately high number of hours that we teach. I would just imagine the system differently. We have a good DAAD lecturer. The DAAD is an organization that takes care of German language teaching in other countries. It's a kind of support. So they send tutors to us and all over the world. We have a very good lecturer now from Berlin who set up an online training called Media Educator, who showed us many interesting applications that we can use. Then we had one training from a man from our university, and it was bad. And at the moment we are now starting up a program again to promote it because we are now teaching abroad, we are offering our courses abroad, so we have a lot of students there now, mainly from Asia. There's Chinese. There's a training program to develop intercultural competence in teaching, but that's rolling out now. So, I would say that the effort from the university side is there now, but one would need it earlier. So, I can't say that the university is not doing enough now, but it could come sooner.

Subject design:

Q: What was the most significant change you made to the design of the course/syllabus?

H: Well, I'll start with what stays the same. The advantage of the language is that you build the communicative competence of those people. That means you can maintain that communicative competence. And MS Teams has introduced another option during that whole development, and that is to group those people together and you can listen to them. I see that as a big advantage. So, it stays the same that I talk to them initially on a topic to get them to talk a little bit. We repeat the structures from previous classes and I try to ask questions about it. What remains the same is that I try to use other forms of work. Of course, we work with text, we do drawing exercises: there's an apple on the table, there's a dog next to the table. They paint it and then show it on camera. The advantage is that everyone else sees it. That's how it goes in the classroom. It has a bit of an advantage. So, I would say I haven't changed the concept of the class. I've kept it the same. But I can't get the students moving.

It's hard for me to tell when they're tired and when they're not. I was used to when we had an hour and a half and they were already like sitting down, so I would pick them up and we would do an activity, they would walk around the classroom or we would play a quick game that takes a few minutes to get them awake. It's hard to tell now.

Q: Is creating learning materials for online learning more challenging?

H: It's definitely more challenging if you want to do it well. The problem is that there just isn't time. I have two young children who stay at home. I'm one-to-one teaching and I have a first grader and a fourth grader to add to that, and I'm on my own, because my husband is at work all day. So, I'll tell you honestly, I try, but I have my limits too. I'm not superwoman. This when we were supposed to be teaching one to one, I already said I was going to take a leave, because it was no longer possible when you have a child at home who has to learn to write and can't even read an assignment. You can't study with him in the afternoon when he doesn't have the attention span anymore. If you neglect this, that child will carry it for a whole year. And on the other hand, you can't tell students, well, learn it yourself. They won't even understand. You're not going to keep explaining to somebody that you have young children and keep putting yourself in a role where you have to justify yourself. So, yes, I'm definitely trying. Maybe I'm working with Padlet. I use it in like homework style, now we've learnt modal verbs. We have that beginning level, it's like English is the first language, but there's a lot of students who had German as a second language, but the level is low. There's really only a few exceptions who also know the second language at a very good level, so then we try to sort of brush it up. Now I have one group of pure beginners. So, I gave them a Padlet. I put in a map template and they wrote down where they wanted to be now. They were practicing the verb *ich will nach Italien fahren*. In Italy, I want to visit Rome. I find Rome nice. So, they should write it down like that. That way, when you start the next lesson, you have some background. I've got a couple of apps that I'm trying to use that I've newly introduced. And this is really going to carry over into that class when I see the students in person, because I think it's something new again and it has a different benefit.

Q: Can you name any other apps you use?

H: Jamboard, then this Padlet, now I work a lot with videos that I just share. I find videos a lot, but you do that normally too because there are interactive whiteboards everywhere in the classrooms, so you use that normally as well. Those are the apps that I really like. I don't want to say that I can get by with them because they're always new, but like I think I can provide quality teaching with it.

Q: Has your form of student assessment changed in the online environment?

H: No, I think that the student is able to encompass that, that the teaching is so impactful that they just have all the opportunities to learn everything. If we're talking about literature acquisition, Czech libraries are not well equipped, but we're talking about language learning. As for language fiction. The internet is powerful, but if you have to get fiction in language it's worse, but even on the internet you can find grammar explained. When I need study materials, I show them where to find everything and they have a textbook, so I think they are able to learn it without any problem.

Q: Does the size of the group of students in an online environment have a greater impact on learning than in a classroom setting?

H: I have small groups now, about 5 people in one group and 9 in the other so it's not such a tragedy. But at that point if I had 20 it's more challenging because it's slower, it's harder to engage them. Yes, I can put them together two by two, but I can't listen to everything they say. I can do it in that class. Plus, you already know who is slower, so you're trying to get those people more involved in the conversation. A group of 20 people is a lot even for a normal language class.

Tools and technologies:

Q: You already mentioned MS Teams. Do you think it is easy to use such online programs in online teaching?

H: It is intuitive and so is Jamboard and Padlet. That's why I chose them, because I don't actually have to explain to students how to use it for a long time. You just send the link, they see the plus there and they're already adding posts. I think it's simple to use and that's easy these days because no one has time to get familiar with a heavy app.

Feedback:

Q: Has your feedback changed in any way in the online environment?

H: I don't know if it has changed. We have evaluations for the winter semester where they just evaluate. There was a scale of 1-5. 3 was the worst grade, which was for availability of materials. I did write to the students telling them to buy textbooks when everything was still open the first week, then they ran to the library where it was all checked out. I can't email them and tell them to download it online. So ,we scanned the first three lessons for those first classes just so they would have it available and I told the others to download it from the internet where it was. Of course, you can't say that as a teacher, but the situation is this. And they probably would have figured it out anyway. But otherwise, in terms of teaching methods, student engagement in the classroom, etc., there were fives all over the place. It wasn't just the subjects that I teach, but we have, for example, that one subject still divided into three groups because there are 60 students. This semester there are less, like 40 people. And we have it divided so that we have three teachers teaching one course so that we don't have 40. So, we have maybe 15. And everywhere I have to say that the evaluation was 4.5 to 5. As far as strictly independent teaching is considered. On the other hand, we're talking about evaluations two people, not everybody is responding to that. There's just getting involved whoever wants to. So out of 30 people, you'll get 5. It's not entirely reliable, but I'm guessing if someone is extremely unhappy, they'll comment. People tend to comment whether they are happy or not.

Q: Do you see a difference between the results of students who are only taught online and those who have been taught in a classroom?

H: No, I don't. I would say the percentage of people who don't write the test stays the same. We have mass testing. The whole department corrects it. There are so many of those students that one person wouldn't be doing anything other than just taking the non-majors. It's not like the person you're teaching you're also testing. It's even more difficult now that you're only allowed maybe 9 people at a time. So, it's more complicated and more time-consuming. We have the whole department involved

in this and none of us have come in and noticed that these people don't know how to do anything or that it has gotten worse. So, no one has noticed a big difference.

Technical problems:

Q: As a teacher, do you often encounter technical problems when teaching online? What are they?

How do you solve them?

H: The question is what it means often. It's still technology, so when someone's internet goes down, sometimes they write to me saying their microphone has gone out. That can happen. I try to trust the students not to abuse it, but I have to say it doesn't happen much in those German classes. It's more in other classes when the pressure to prepare is greater. But I don't want to suspect the students. I just trust them, but again, it's not every lesson. Or it tends to be one person, and you can see that the connection is just bad. But not that I have it very often. That it crashes when they have the cameras on, that happens. When it goes down when they're talking and they have the cameras on. Well, sometimes you just can't ask them questions. I've got like 3 students in there and that's their connection problem, but you can't control that.

Q: Are you able to help students with technical problems?

H: No, definitely not. It depends on what kind of problems they have, but for me it usually happens that they have connection problems and of course I can't solve that. But they don't have problems connecting to class or opening Padlet, they have problems connecting, and I can't control that as a teacher.

Motivation:

Q: What do you think about student motivation during online learning?

H: I think students are tired. For us, the pressure to teach is one to one. Like the pressure, well if they would ask why it's not like that, I don't think it's good. Those students are just sitting in front of the computer all the time. And when you have lectures and you're just in front of the computer all the time. You have to differentiate if you have the language or just the lecture. When you have the lecture, they usually talk for 45 minutes and you just sit there. And for me, when there are little kids running

around, I can't stand up and start drawing on the board. If a kid says the connection isn't working, you have to run over there. So, it's uncomfortable and exhausting. You also have to give the kid a snack, so you have to cover a lot of ground. So, I think a lot of students have that as well. Or some colleagues overwhelm them. I don't know, I try not to give them so many term papers because they have enough work. But I haven't changed the requirements. I think that teaching languages, and teaching humanities in general, is most suited for that online teaching. You don't have any experiments, you can do most of the activities online. There's a problem that students don't bond with each other, but it's ideal.

Q: How do you keep students motivated in such a learning environment? Is it more difficult?

H: I try to make it feel alive. If I can. If I still have the strength. I don't just try to speak, but to keep it alive. And I try to get them to laugh a little bit during the class, but it's not always possible.

Q: Have you noticed that your motivation to teach in an online environment has decreased? Or has it increased?

H: I'm tired also because I'm having kids around. If the teaching goes well, I'm happy about it. So, it recharges you.

Interaction:

Q: What do you do to maintain student-teacher interaction in online teaching?

H: I keep asking. And now I told them that I ask them a question and they just answer in one sentence and that's not how it works. They have to try to tell me as much as possible. When I ask what they do at Easter, I don't know is not the answer. I'm a strict teacher. I really push them to answer. So, I'll say you just know what you did. Like I understand that they have some communicative intent, but we're maybe at the beginning of that language. And at the beginning, the most important thing is to keep repeating the structures. That's what I keep trying to explain to them. If you're talking to a foreigner, you're going to want to say the gist of the thing as well, but if I ask you about Easter, you're going to say a couple of those things and then try and use something that maybe you didn't do, but to say something, make yourself keep repeating it. Just keep talking. And they'll say I don't know how to say

knit a pom-pom. So, I'll say to them, you say so-and-so, and you say, I've got a pom-pom, I'm going to Grandma's, Grandma's happy. I say learn to enjoy what you already know.

Q: Do you miss that personal contact with students in an online environment?

H: I miss it because you laugh more with them.

Q: How do students interact with each other in online learning?

H: I have such a limited number of exercises that I let them write questions, I share the screen where I see their names and then they have to call each other out. The problem is that when someone should correct someone or brainstorm. So, either I have to type that I'll share the whiteboard and it sometimes crashes on MS Teams. When they're writing, it takes a long time. And when I have to brainstorm, they don't know when who's talking. I have to call it up again and that's when it lacks the swing. Or they start talking two at a time and you have to call on someone again. Again, when you're in the class, you see who wants to talk or they nod to each other, not here. So, the only way to get them to talk is to do exercises like this or to put them in groups. They get the questions they have or based on some text or they check each other's exercises and then I say where you disagree and we discuss it. They've gotten used to it and understand that they have to ask questions. Czech students are afraid to ask. But it's getting better, you can educate them to do it. That shouldn't be in college anymore. So, the typical "can I ask" question, I say, you have to ask. But they see that it works and it can be done. It seems to me that I can't set what the right distance is. That if the distance is too much with them and then when I show them the nicer face, they expect something else again.

Concentration:

Q: You've already said that when you teach from home, the kids are there. So, is the concentration worse?

H: Yeah, I'm not saying it's always, but it depends on what time it is, how busy the kids are and stuff like that.

Stress:

Q: Do you feel that online learning makes you more stressed? Why yes/no?

H: Not just because of online teaching, but we don't just have online teaching. No one is looking at it, but we are left with the same responsibilities as if we were doing all as usually. So yes, there's more of that stress.

Personal opinion:

Q: Do you think there is a difference in how effective language learning is compared to face-to-face teaching?

H: No, I don't think so. We can see it in the grades of those students and the results of those students.

Q: Could you name some of the advantages and disadvantages of online language learning?

H: Advantage is I learnt how to use new applications as a teacher. You think, yeah, I want to try it one day, but I never tried it and here it was a necessity. The advantage, you can teach from anywhere. I see that as a big advantage. You can maybe even combine it with your personal life. But that's more in general, maybe the prestige of Czech teachers has gone up a little bit, because they have penetrated the home environment and the parent sees what the teacher has to do. The disadvantage, less interaction between the student and the teacher in the sense that the teacher is not able to perceive the atmosphere in the classroom or perceives it but with a delay, it's slower, the teacher has to invest a lot of energy in it. We are talking about that, of course, if you want to do a 100% performance. There's always a way to do it, you can take a book and go task by task. But we're talking about making the lesson look the way it should. Even if you feel like the prepared lesson looks great, it may not. Sometimes you have a topic that engulfs the students. Well, it's slower. I don't think it's optimal anymore either, the students must be tired of sitting through it all the time. And also from a health point of view.

Q: Which factors positively/negatively influence online language learning when considering teachers?

H: I don't know. I think the teacher either wants to teach well or not. And if he wants to teach well, he tries to do well in the online class. If he's not motivated to do that, it doesn't matter if he teaches online or face-to-face.

D: Which factors when considering teachers positively/negatively influence online language teaching?

Would you list the same ones?

H: Yeah, when the student is motivated and involved in the learning and trying to find those new opportunities. Either the student wants to do it well or he doesn't want to. Like of course you can motivate that student and choose methods that will entertain that student and alternate those activities so that they write for a while, talk, laugh and don't look at the clock when the lesson is over. They just have to enjoy it. Of course, they may not always enjoy it. Like when you're explaining grammar. The learning isn't just about having fun, it's half about the drill.

The future of online learning:

Q: Do you think that when universities fully open up again, online learning will remain a part of higher education? If so, in what form? Online only? In combination with classroom instruction?

H: It's hard for me to say. I don't know what the university's strategy is. But I might be able to arrange with the students that I go to the doctor with the student, so we would have online teaching. I definitely think that there will be an effort to keep teaching foreigners like from China, Asia, that these courses will be offered 100 percent going forward. That was a pilot project now, we have further education on that. I don't want to say it's going to be like a replacement for Erasmus because it's not going to replace it because you don't live in that country. That's the main benefit of Erasmus. So, it can't replace online learning, but I think it's good that some people do a semester like that and then say they're going to go abroad. That's what they think will stick with us. In an emergency, it would be good to combine. But the question is how technically feasible it would be. I don't know how long the university will pay for MS Teams. I won't be getting everyone via Skype or Zoom. if they insist on MS Teams, I don't know if the university pays for it, but I think there will be some fees.

Q: And thinking about yourself, after the coronavirus situation, would you like to combine online teaching with classroom teaching? And do you think that would help students?

H: Maybe it would. Because I commute and I have young children, so that would be an advantage. And it would also be an advantage if I could talk to the students and say what if we had a lesson sometime

in the evening. I understand that they're tired and I'm tired, but it would be a relief for me to be able to arrange it the way I want it. But, of course, it's a matter of arranging it with the students. And they're already responsible, sensible people.

Declaration on Plagiarism and Fraud

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