



**BRNO UNIVERSITY OF TECHNOLOGY
VYSOKÉ UČENÍ TECHNICKÉ V BRNĚ**

**FACULTY OF ELECTRICAL ENGINEERING AND COMMUNICATION
FAKULTA ELEKTROTECHNIKY
A KOMUNIKAČNÍCH TECHNOLOGIÍ**

**DEPARTMENT OF FOREIGN LANGUAGES
ÚSTAV JAZYKŮ**

**E-TIVITIES: EFFECTIVE ACTIVITIES TO LEARN
LANGUAGES?
E-TIVITIES: EFEKTIVNÍ ZPŮSOB UČENÍ SE JAZYKŮM?**

**SEMESTRAL THESIS
SEMESTRÁLNÍ PRÁCE**

**AUTHOR
AUTOR PRÁCE** **Valeriy Davydenko**

**SUPERVISOR
VEDOUCÍ PRÁCE** **Mgr. Petra Langerová**

BRNO 2018

Abstract

The purpose of semestral work is to understand what does “E-learning” means and where it comes from, to describe the history of electronic learning and research advantages and disadvantages of this kind of education. And finally get an answer for the question if E-learning is effective activity to learn languages? The work is divided into seven parts: definitions, forms of e-learning, history of e-learning, advantages/benefits of e-learning, disadvantages of electronic electronic learning, an influence of modern technologies on the teaching process.

The bachelor thesis is aimed at analyzing the work of representatives of e-learning. Description of the process of learning a language and the effectiveness of learning English through e-learning. Is it possible to learn a language with the help of electronic media and the Internet? This paper describes the process of learning English with the help of two electronic platforms. The first is a paid online school, the largest company studying English in Eastern Europe. The second part of the work is a free mobile application aimed at developing and learning English. The most popular application in the world in the online training section. information about companies, the history of creation and the principles of work used in the applications are presented in the form of a review of companies. Effectiveness of those companies and e-learning at all.

I would like to thank my supervisor Mgr. Petra Langerová for her help and advice. And letting me to work free and summarize it in bachelor thesis.

PROHLÁŠENÍ

Prohlašuji, že svou bakalářskou práci na téma “E-tivities: efektivní způsob učení se jazykům?” jsem vypracoval samostatně pod vedením vedoucího semestrální práce a s použitím odborné literatury a dalších informačních zdrojů, které jsou všechny citovány v práci a uvedeny v seznamu literatury na konci práce.

Jako autor uvedené semestrální práce dále prohlašuji, že v souvislosti s vytvořením této semestrální práce jsem neporušil autorská práva třetích osob, zejména jsem nezasáhl nedovoleným způsobem do cizích autorských práv osobnostních a/nebo majetkových a jsem si plně vědom následků porušení ustanovení § 11 a následujících zákona č. 121/2000 Sb., o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon), ve znění pozdějších předpisů, včetně možných trestněprávních důsledků vyplývajících z ustanovení části druhé, hlavy VI. díl 4 Trestního zákoníku č. 40/2009 Sb.

V Brně dne

.....

(podpis autora)

Key words

Terminologies, equivalence, loanwords, abbreviation, noun, verb, e-learning, Skyeng, platform, Duolingo, language

Klíčová slova

Terminologie, ekvivalence, slova cizího původu, zkratky, podstatné jméno, sloveso, e-learning, Skyeng, platforma, Duolingo, jazyk

Annotace

Účelem této semestrální práce je dozvědět čím je E-learning a odkud se to přišlo, popsat historii vytváření elektronického studia a pochopit klady a zápory tohoto typu školení. A samozřejmě pochopit, je takový studium efektivní nebo ne. Práce je rozdělena do sedm hlavních částí: definice, formy e-learningu, historie e-learningu, výhody e-learningu, nevýhod elektronického elektronického učení, vliv na vyučovací proces.

Bakalářská práce je zaměřena na analýzu práce zástupců "e-learningu". Popis procesu učení jazyka a efektivitu výuky angličtiny prostřednictvím e-learningu. Příspěvek popisuje proces výuky angličtiny pomocí dvou elektronických platforem. První objekt je placená online škola, největší společnost studující angličtinu ve východní Evropě. Druhou částí práce je bezplatná mobilní aplikace zaměřená na vývoj a výuku angličtiny, nejoblíbenější aplikace na světě v sekci online školení. informace o firmách, historii vzniku a principy práce používané v aplikacích jsou prezentovány formou přehledu firem.

Contents

Abstract	2
PROHLÁŠENÍ.....	4
Klíčová slova	5
Introduction.....	10
1. Definitions	11
1. Benefits of eLearning.....	11
1.2 E-reading.....	12
1.3 M-learning	12
1.4 Blended learning	13
2. Forms of e-learning.....	14
2.1 Offline.....	14
2.2 Online.....	14
2.2.1 Asynchronous	14
2.2.2 Synchronous.....	15
3 History of e-learning.....	16
4 Benefits of eLearning.....	18
4.1 Higher efficiency of teaching	18
4.2 Interactivity.....	19
4.3 Unlimited availability	19
4.4 Easy Update	20
4.5 More Effective Knowledge Testing.....	20
4.6 Increasing ICT skills.....	20
4.7 Overcoming health barriers	21
4.8 Lower costs	21

5 Disadvantages of e-learning.....	22
5.1 Technological dependence.....	22
5.2 Incompatibility.....	22
5.3 Challenging course development.....	23
5.4 Unfairness of certain areas of education.....	23
5.5 Invalidity for certain students	23
5.6 Lack of ability to learn independently	24
6 The benefits of e-learning in language learning	25
6.1 Learning objectives.....	26
6.2 Educational content issues	28
6.3 Evaluation in e-learning.....	29
7 The influence of modern technologies on the teaching proces.....	31
7.1 Motivation.....	31
7.2 Feedback	33
7.3 Cooperation.....	33
Conclusion	35
8. Online school.....	36
8.1 Choosing the school.....	36
9. About Skyeng.	38
9.1 Hhisroty of Skyeng	38
9.2Mission.....	39
9.2.1 One of the school slogans	39
9.3 Numbers.....	39
10. Skyeng programs	40
10.1 Skyeng kids.....	40
10.2 Skyeng junior	41
10.3 “Corporate Skyeng”	42

11. Independent training.....	43
11.1 Home work	43
11.2 Practice of pronunciation	43
11.3 An acquaintance.....	44
12. Introductory lesson.....	45
13. Vimbox e-learning platform	45
13.1 How does it work?	45
13.1.1 «Wishes».....	46
13.2 The videocall lessons	47
14. Classroom	49
14.1 Introduction to the lesson.....	50
14.2 Grammar	50
14.3 Attachments	50
14.4 Notes	51
14.5 Video practice	51
14.6 Online speaking clubs.....	53
14.7 Practice your pronunciation	53
14.8 Vocabulary games.....	53
15. Applications	55
16. Skyeng Comments	56
17. Duolingo and language applications.....	57
17.1 History	57
17.2 Business model	58
17.3 Duolingo incubator	58
17.3.1 Development levels.....	59
17.4 Learning methods	60
17.5 Learning process.....	61

18. Research.....	63
Conclusion.....	64
Literature.....	66

Introduction

We are part of the 21st century, which is named as the age of knowledge and information. It is a time when all areas of human activity are changing. One of the causes of the current changes was the extraordinary expansion of science and technology in the second half of the 20th century. In a very fast way, information and communication technologies (ICT), including any telecommunication systems and information-handling technology in electronic form, have come into our lives. These technologies have led to the emergence of an information society, the development of which is linked to a strong competition in the acquisition of other resources-access to knowledge and information. Significantly, the approach to education and the applied methods have changed. Information and communication technologies have been integrated into all types of educational facilities where they are applied in a variety of forms. At present, schools are an irreplaceable helper for administrative and managerial work or a tool for various forms of communication among all participants in the teaching process. Although ICTs in these activities are able to make a major contribution to a higher level of work efficiency, the greatest expectations were associated with the use of ICT in the education process.

By the end of the 20th and the beginning of the 21st century, another phenomenon was added to the current trends in teaching, which is e-learning (electronic learning). With this term we are meeting more and more often today. In essence, it is the use of a variety of ICT tools in education. It includes both electronic support for full-time study form and various types of distance learning, where the lessons are in full or part online. We can conclude that, in essence, there is a pedagogical effort to develop more intensive activity in learners in the education process. Different forms of e-learning are the subject of exploration and experimentation, and nowadays attract more and more individuals

1. Definitions

1. Benefits of eLearning

Education supported by e-learning brings with it many benefits. The creators can use both classical tools and modern multimedia technologies. It allows for convenient content maintenance, updating, and refilling and spreading content through links to different sources. Students become the center of education because they have the opportunity to define their time and place for teaching and to some extent determine the study pace and the content of the study. They can choose the areas in which they need to add knowledge, return to the already completed study, have free learning resources, interact with other users, etc. E-learning providers especially give them the opportunity to increase their offer both within content and in forms. Utilizing the benefits of eLearning enables everyone to have relatively accessible education almost anywhere, and real-time, real-time access. Allows you to bind to other products and services.

Although the positive aspects of eLearning have a predominance over the negative, people are constantly trying to maximize and minimize negatives, completely removed. The most important benefits of e-learning are described in the following subchapters.

Thus, we distinguish the definition of e-learning as a definition in a wider and narrower concept. "E-learning in the broader sense is defined primarily as the application of new multimedia technologies and the Internet to education in order to increase its quality by enhancing access to resources, services, exchange of information and cooperation" (Kopecký, 2006, p. This definition tells us that under the term e-learning we mean any application of multimedia information technology to make education more effective and improve. For e-learning it is therefore possible to consider, for example, work with educational CD-ROMs in a day-long study. "In a narrow sense of the word, e-learning is understood mainly as an education that is supported by modern technologies and which is realized through computer networks-intranet and especially the Internet" (Kopecký, 2006, p. 6). By this definition, e-learning is therefore more characterized as an education enabling free and unrestricted access to and to enable a quality and functional self-study process to be carried out. According to Brdička (2003), visualization is effected by means

of an ordered distance text, which is supplemented with visual material (photographs, videos) and with the use of reading text, the phonograms work on the hearing. Through a variety of multimedia objects, we can also combine the senses of the students. Electronic education therefore provides a large number of technological options that are able to make learning more effective.

1.2 E-reading

The most common problems and misunderstandings are the merging of e-learning with the mere dissemination of electronic learning content through a computer network, which is usually referred to as e-reading, ie electronic reading-related material. E-learning is always governed by a variety of means for the learning process, as is the case with classical distance learning. E-reading is not controlled. As a rule, the term e-reading is usually referred to as simple, not too long courses that lack sufficient methodical processing. With this form we can mostly meet in company education. E-learning does not include publishing lessons from lessons or publishing videos of lessons on the Internet, as some educational institutions have a good idea (Zounek, 2009).

1.3 M-learning

One of the current trends in e-learning is m-learning, which is characterized as a study supported by mobile technologies, especially smart phones, handheld computers, etc. The possibilities of applying m-learning are being tested most recently. Within m-learning, students have their educational documents digitized and available in the so-called mobile content object (mCO) format as reported by Liška and Zácpal (2008). Thanks to it, the distribution is very similar to a classic PC, that is, the phone can read text, watch animations, listen to audio records, perform tasks etc. Vaněček (2011) claims that to date it has been to support m-learning a large number of institutions have been established, of which the Mobile Learning Consortium is very significant. M-learning thus represents an attractive alternative to education, especially for younger generations that are mobile literate.

1.4 Blended learning

The notion of blending e-learning with full-time study forms applies to blended learning, or mixed language learning, in which both forms are used in a different way. However, the term blended learning can also be understood as combined teaching, where the combination of the full-time and distance forms of study is combined (Vaněček, 2011). Combined learning can be easily intertwined, for example, through internet teaching, face-to-face attendance teaching, and offline multimedia teaching, including learning programs, multimedia encyclopaedias, etc. Blended learning is therefore very flexible and has many options application.

2. Forms of e-learning.

E-learning is usually divided into two basic forms, which combine to provide users with the study materials in electronic form. There are offline and online e-learning, which is also divided into two basic forms - asynchronous and synchronous.

2.1 Offline

Offline e-learning is represented as an education that does not need a computer network to function, explains Telnar (2003). Study materials are stored on the storage media and users are accessed by their time capabilities; learning from them; launches tutorials, applications; process tasks and send them to the teacher. He then focuses on the results of the students' work, respectively. her queries, comments, and troubles while she is left to her. It can be said that most of the lessons are in offline mode. According to Eger (2012), this method of education is mainly used for home preparation of students who work with teaching programs. They are also used in primary and secondary schools, where there is a combination of e-learning multimedia support and full-time study.

2.2 Online

For users to have access to study materials, e-learning in online form, the computer must be constantly connected to a computer network, whether on the Internet or intranet. Data can also be shared through other types of networks, such as mobile.

2.2.1 Asynchronous

The online asynchronous mode of e-learning is a communication in which the actors are not present at any given time in real time. Students communicate through emails or messages they send to discussion forums.

2.2.2 Synchronous

On the contrary, in synchronous form, users communicate with one another at the same time. Therefore, both learners and their teachers need to be present at some point. In practice, this means that participants in the learning process are chatting together, virtually phoning, videoconferencing, or sharing learning materials at the same time.

3 History of e-learning

Electronic learning, or e-learning, is a relatively new, rapidly evolving way of learning. Its history dates back to the end of the 19th century, when the first radio receiver was made. The transfer of information was extended by the visual component about 30 years later, when the discovery of the tube led to the construction of the television (Pejsar, 2007).

For initial e-learning, in the sense of electronics education, we can put learning through teaching machines, which were special mechanical movements, over time based on higher electronic elements. Mainframe computers later used educational software that leaned on the theory of programmed learning. Earlier teaching machines were able to present branched programs, and to continue on any side, respond to alternate and created responses, and to require algorithmic and assignment response. In the 1960s, one of the best Unitutor teaching machines was built in CSSR. Teaching was done using text pages, each of which was an interpretation, at the end of which a test question was answered, with more than one possible answer. Notification of the correct or incorrect result worked as instant feedback. The main reasons for the small expansion of these learning machines in practice were the low readiness of a sufficient number of authors of quality didactic software, economic cost, complex assembly and low efficiency (Květoň, 2004).

In the 1970s, the development of personal computer (PC) began, and from 1984 to 1993, training began to develop. According to Nocar et al. (2004) was the culmination of a multimedia site, and Computer Assisted Learning (CAL) began to be promoted.

In the Czech Republic, this type of learning appears in the early 1990s when personal computers were used to support teaching. It was not directly about carrying out all the lessons in electronic form, but about individual tasks. First, at technical and science-based universities, and later at others. This phenomenon was known as CAE - Computer Aided Education, or computer-aided education.

One of the other ways of learning using a computer was so-called Computer Based Training (CBT), which is considered offline learning. Study materials were provided to students mainly on CD-ROMs. An important shortcoming of CBT is the difficult updating of educational content, difficult contact with course makers, and challenging communication with the supervisor through learning interface. We are talking about a static form of learning without any interaction. The quality of education was strongly influenced by the parameters of personal computers and operating systems of the 1980s and 1990s.

The maximum in terms of access to information and communication was achieved only after 1993, when the global Internet network was established and developed. Květoň (2004) states that at that time the concept of Web Based Training (WBT) has emerged, which refers to web-based learning where the initial generation of online courses only uses the placement of educational content on websites. Also, the concept of online learning, which is a lesson not only through the web, but also other Internet technologies (IBT) is also used. This way of learning already enabled both student-to-teacher communication in asynchronous form and synchronous communication. A significant advantage of WBT, unlike previous e-learning methods, was the possibility of immediate updating of study materials.

Only in 1999 was the very first term e-learning mentioned for the first time. Therefore, the key term to describe all issues is not too old. In fact, concurrently in the Czech Republic, the initial attempts to implement this advanced learning method appeared around 1999. Since then many conferences have taken place and a large number of e-learning projects have also been created.

4 Benefits of eLearning

Education supported by e-learning brings with it many benefits. The creators can use both classical tools and modern multimedia technologies. It allows for convenient content maintenance, updating, and refilling and spreading content through links to different sources. Students become the center of education because they have the opportunity to define their time and place for teaching and to some extent determine the study pace and the content of the study. They can choose the areas in which they need to add knowledge, return to the already completed study, have free learning resources, interact with other users, etc. E-learning providers especially give them the opportunity to increase their offer both within content and i forms. Utilizing the benefits of eLearning enables everyone to have relatively accessible education almost anywhere, and real-time, real-time access. Allows you to bind to other products and services.

Although the positive aspects of eLearning have a predominance over the negative, people are constantly trying to maximize and minimize negatives, completely removed. The most important benefits of e-learning are described in the following subchapters.

4.1 Higher efficiency of teaching

It can be considered as the most significant asset because it describes exactly what is required since the introduction of any new tools into education. The flexibility of e-learning is very important. It is characterized by the arrangement of all information into small, clear modules, from which it is possible to create individual courses. They then correspond to the learner's style of learning and their specific requirements and needs, which is related to the individual approach for everyone (Nocar et al., 2004).

Distancing content, which is enriched with multimedia elements and implemented into online text, also activates more learners' senses, and thus, according to Vanka (2008), improves perception and contributes to more efficient storage of information. Students

have the information they need immediately, transmitted in small amounts and in an interactive form, which encourages faster progress.

4.2 Interactivity

As stated by Zlámalová (2008), interactivity is an important attribute of a multimedia text. Interactive texts communicate with the student in some way. However, it is essential that communication takes place on both sides - the activity of the learner encourages the multimedia response and vice versa. Interactivity, which enhances the dynamics of the entire course, allows the user to activate because a certain action is required. Therefore, these are not strictly texts that are reserved for passive reading.

Nocar et al. (2004) argues that an effective but also very difficult to create interactivity is simulation. Thanks to this, the student can test the real situation and come up with some sort of solution. The results are returned to him in the form of another simulation of the consequences of his decision.

In spite of the benefits of interaction, over-demanding communication, over-communication with electronic messages, and a large number of interactive elements, students may have a negative effect.

4.3 Unlimited availability

The learning materials, the feedback from the teacher and the information needed to manage the study are the possibility of constant access from anywhere, provided the necessary communication tool is available. The study is based on its own pace, it is not studied on the basis of the school schedule, but according to its own conditions and time possibilities. However, it is necessary to observe the terms defined by the teacher (Eger, 2004).

4.4 Easy Update

Another important advantage is the possibility to immediately update the content of education and the methods used. Especially teachers and designers of electronic materials appreciate that content can be quickly and easily modified and adapted as needed, and eliminating virtually all shortcomings. This is not possible with printed texts. Errors that can be reached can not be corrected until the next release. Also, updating texts, which are very common in terms of the rate of development of knowledge, is not feasible in printed texts. In the case of full-time study, it is easy to supplement the teacher in the classroom (Zlámalová, 2008). Compared to offline eLearning training, there is no need for redistribution of learning materials to individual students, eg sending updated CD-ROMs. Therefore, investment in education will not increase significantly.

4.5 More Effective Knowledge Testing

After completing the individual educational steps, the multimedia text should provide a high quality authentication of acquired knowledge through open correspondence tasks, which are usually evaluated verbatim. This method of evaluation is considered to be very purposeful and motivating in e-learning supported education. However, verbal evaluation is extremely challenging for tutors who manage the self-study, Vanek (2008) describes. Different self-evaluation tests are also used, which are often evaluated through points or credits and percentage success. The evaluation of the human factor is completely eliminated, so the results are not influenced by the subjective negative phenomena (Kolibač, 2003).

4.6 Increasing ICT skills

Many graduates of eLearning education in the final assessment, according to Zlámal (2008), state that the acquired new expertise was very important for them. Nevertheless, the acquired skills of working with computers, different kinds of software and the Internet are considered more useful. Even users who have had to overcome ICT concerns and have little experience with e-learning, often consider these new skills to be the added value and greatest benefit of their studies.

4.7 Overcoming health barriers

Among other benefits of e-learning education, Nocar et al. (2004) includes the availability of teaching for people with different types of disability. E.g. disabled people who would otherwise not have the opportunity to learn how to appear. However, it is not suitable for the visually impaired or hearing impaired.

4.8 Lower costs

The discussion of the e-learning way of education. Kopecký (2006) states that in the short term, education supported by e-learning is financially and time-consuming and its advantages are manifested mainly after a longer period. Although some expenditures such as printing and distribution of materials are avoided, initial investment in preparation e-learning course is high. Particularly, considerable funds need to be spent on teaching materials and their multimedia. Costs are already reduced in subsequent phases and are mainly used for business purposes. Learning through e-learning is therefore economically interesting and profitable in the long run.

The number of learners also plays an important role. According to Eger (2012), spending with more students is decreasing and, from a certain number, direct costs are almost negligible to all other participants.

Trainees do not pay for transportation to educational institutions, for accommodation or boarding, as is the case for the students of the full-time form, and in addition eliminates the loss of lost profits and time in the current economic activity.

5 Disadvantages of e-learning

Like every thing, e-learning has its own shortcomings that prevent the most effective use of this advanced educational media. As described above, the most important benefits of e-learning, we will characterize in the next subchapters its biggest disadvantages.

5.1 Technological dependence

One of the drawbacks is dependence on technology assurance. E-learning users can not do without permanent access to certain hardware and software in order to fully and efficiently use the potential of the e-learning system. The level of computer hardware and software can have a significant impact on the effectiveness of e-learning. A large number of e-learning courses require high-quality hardware because they often use multimedia add-ons. Before starting studies, it is therefore essential that all potential students have an awareness of what level of computer equipment is needed to study a particular program. When implementing online education, it is indispensable to be connected to the Internet or other network. In some learning environments, addiction to the Internet is removed through so-called data synchronization (Barešová, 2003). This means that the learning texts on the computer are installed, and only tasks or discussion posts are sent to the network application. There is no need, therefore, to be systematically connected to the Internet. Although we have these tools available, we are still dependent on their functionality. Repeated computer malfunctions or Internet connection failures can have a very negative impact on the entire learning process.

5.2 Incompatibility

Compatibility of courses with different systems is a common problem. The reason that the course may not be applicable in different systems is that there is insufficient standardization and consistency between both e-learning systems and the content of education. Technological standardization is very important for transferring the content of education from one system to another and ensures the two-way compatibility, availability

and reusability of web-based educational content. The ultimate goal is to ensure ubiquitous access to the best quality of education, tailored to individual requirements and affordable at any time, anywhere. So far, there have been many attempts to create standards, but it is nowhere clearly failed. Since 2000, standardization has been pursued under the American SCORM standard. This standard has a sharable content object (SCO) - the so-called shared learning object. It is possible to imagine it as something that has the ability to carry or share some educational content. It can be, for example, the whole study text, the picture, the video, the graph, the evaluation test, etc. Then it is possible to apply these educational objects to an e-learning educational management system (Zlámalová, 2008).

5.3 Challenging course development

A previous disadvantage relates to the preparation of study support. In order to create good multimedia materials according to Kopecký (2006), the authors must have good training in methodology and knowledge of the relevant hardware and software. Spacing texts are not an electronic form of paper texts, they have their own specific form and their writing is very costly both in time and in financial terms.

5.4 Unfairness of certain areas of education

Although e-learning is beneficial and effective in many ways, it should not be appropriate for all areas of education, as Eger (2004) says. It is often required to maintain a high degree of human factor because students only achieve certain knowledge and skills through technology. For example, it is a teaching of expressive and communicative abilities. In these types of lessons, it is better to use the blended learning mentioned above - a combination of full-time study and e-learning. Prior to commencing on-site learning, learners themselves can learn basic information using eLearning and face-to-face lessons can only be devoted to practical activities.

5.5 Invalidity for certain students

In particular, these are groups with lower initial knowledge, with little or no basic computer skills. It is also necessary to take into account the age factor, some older people are more afraid of new technologies and devices, and they have built a large barrier to work with the computer (Barešová, 2003). Also, not all students are able to learn from electronic texts. Some need to have paper formats to interfere with text, make notes, highlight passages, etc.

5.6 Lack of ability to learn independently

Distance learning methods can be a very effective alternative tool in adult learning. They are not, however, an entirely appropriate learning tool for not very independent students who lack a great motivation for learning, responsibility, discipline and organizational skills. Students for whom it is difficult to take responsibility for themselves and who need to have more leadership in learning should work with eLearning and especially its online form only as a complement to classical full-time education (Květoň, 2004).

6 The benefits of e-learning in language learning

Due to the above mentioned theories, we witness the trend of using modern technologies in

teaching. The question remains, however, what are the principles and didactic sophistication of these concepts and how will their own pedagogical process be affected? We will attempt to outline key areas whose roles may change due to new technologies.

In the first place, the teacher is forced to continue to be educated if he wants to be "competitive"

particularly in the area of ICT. Nowadays, students face the pressure of electronic devices every day without who today's "network" generation can not imagine their daily routine at all. For teachers, therefore it could be very difficult to keep up with the pupils in the ignorance of new trends in the digital area that they have can also be used in teaching. Such a teacher who would not be able to work with new ones technology, would be handicapped in their influence on pupils and would lose their privilege status, as a learning organizer. Last but not least, a teacher who would ignore the new one technological means, went completely against the European Union's strategy, which is trying to be effective the integration of ICT in teaching and contributes considerable amounts to this account. Teachers also complicate their role in the so-called open interconnected learning environment, which is the result of ideas of constructivism and connectivism (Barešová, 2003).

As has been said above, Connectivism says that you are each he builds his knowledge in his own environment where his contacts are most important. All understanding in the context of interconnecting people. The level of individual education is then directly dependent on the environment he can build. In such an environment, the teacher loses connection information and work results ignored, its influence. A teacher who, on the contrary, it can greatly help pupils in their educational environment. Helps pupils deal problems and helps find the optimal solution.

In addition to their main teaching tasks, such as providing feedback and incitement pupils to achieve higher educational goals, the role of the teacher as an e-tutor is key competencies. It is primarily about the art of combining traditional and electronic elements teaching and assessing the suitability of materials he / she wants to use within the e-course. Teacher should have at remember these general principles of e-courses:

- The e-course should be short (5-15 minutes)
- Pupils must receive feedback
- At the end of the courses, the pupils should test
- The e-course should respect different learning styles

The e-learning area puts the teacher on a number of other great demands, but he has to accept it if he wants to pupils to offer new, effective and attractive learning opportunities (Barešová, 2003).

6.1 Learning objectives

The target area is always in the presence and the online environment when considering the development of an individual a component component, and therefore we also pay attention to this issue in our work. It's going a key area of interest in the issue of efficiency and effectiveness

teaching. The aim of the lesson is to understand the intended and expected outcome for which the teacher is in co-operation with the pupils. It is important to say that the goals are not only about pupils' knowledge and skills, but also its characteristics, value orientations and, last but not least, personality and social development (Pejsar, 2007).

Perhaps the most widespread term in the field of learning goals is the term knowledge. It's going about the most basic cognitive degree, at which the pupil is able to define, supplement, repeat and last but not least, to choose important terms. Knowledge is undoubtedly a base, without which would not be possible to learn further. Part of the polemics about educational standards is the question of what kind of knowledge is needed

for the pupil to wear in his head. This issue adds importance even the actuality of the fact of the growing and uncontrolled amount of information that an individual in his / hers life is facing. In the case of a consensus on knowledge to remember, it is just a computer, as an ideal tool for acquiring knowledge and concepts.

Computer in an attractive online environment displays the facts, practices their memory and, last but not least, tests the level of knowledge, which the pupil has achieved. E-learning is the best application in the process of gaining hard knowledge. That is why the recommendation of most eLearning professionals is to be used this tool at the beginning and end of the educational process. In the beginning, the individual gets basic knowledge of the subject and then, after assisting the lecturer, the newly acquired knowledge is applied to concrete examples. At the end, using e-learning, he will test his knowledge again. E-learning so can play a significant role in lower level cognitive processes. However, e-learning can also have its share in cognitive processes of greater difficulty require a higher degree of autonomy and "cognitive identity" that we understand as a category expressing not only the ability to learn and learn, but also a category that goes beyond cognitive region. It is mainly about the positive personal attitudes of the individual to the task situation. For example, the tutor can to deal with their emotions, motivation or frustration. The question then remains how they can technology, e-learning, to contribute to achieving these higher cognitive goals? Today LMS, ie, teaching management systems are so sophisticated that they can take over routine teachers activities that focus on remembering and knowing the facts without their further deepening at cognitive level of understanding or application. If the teacher used e-learning for basic orientation in the subject, he / she could then devote the pupils to the extent that they are able to with the substance working at the level of higher cognitive processes, were able, for example categorize, argue or draw general conclusions. E-learning would work in this case as an effective helper in achieving higher learning goals. We think it just here lies the key benefit of ICT education, because they can be saved and streamlined time spent on routine educational activities. We understand the role of eLearning within our reach higher cognitive goals as rather indirect, but very beneficial (Barešová, 2003).

6.2 Educational content issues

In connection with the objectives, I would like to outline the no less important issue, and that is the content education. In general, the content of education reflects, among other things, the development of science and technology in world, and therefore we are forced to think about him in order to fulfill his function of preparing individuals for an ever changing environment. The content should include broad-based areas such as processing information, critical thinking, effective communication, or understanding of the environment. It is, of course, the content of the lesson must be changed even if we consider it in electronic form. Content identification in e-learning is key to identifying the target group. Just based on this analyzes can be made of quality and effective content. The most common error when creating content e-learning courses are simply transferring the printed materials into electronic form. If we want to keep the learner's attention, each text must be short and broken so that it does not occur to the fatigue of students from excessive text lengths. The materials are uninteresting for the learner and, last but not least, too long. E-learning content should make it possible to simulate, what would not be possible with a lecture or teacher's lecture. The most common add-ons classic text includes pictures in particular. Here are the basic principles of their creation:

- drawing in a classical form and their subsequent digitization
- formation of classic photographs in analog form and their subsequent digitization
- drawing images using computer graphics programs
- creating digital photos (Barešová, 2003)

The main advantage of e-learning content is its interactivity. Besides interpersonal communication with LMS is also possible student-computer interaction. Programming Indeed, the interactive course is often very financial and time-consuming. Another area of content is its own creation. It is in terms of development a very complex process involving many people. This is mainly pedagogical those who create content in their nearby programs, such as MS Word and Word PowerPoint. Our concepts of interactivity, about animations, simulations, pictures and time sequencing, simply describes programmers in simple sentences to pre-prepared ones templates. They then program animations. Once programmed, the course is passed again didactic workers who evaluate

and comment on it. This is complex and time-consuming a process that requires expertise both didactic and technical (Telnarová, 2003).

Created content is distributed in modern distance and e-learning courses primarily via the Internet or the Web (www). However, the transfer of courses may not be limited to web environment and end-users can also be reached via satellite broadcasting and other technologies. As part of offline training, they are then distributed the most popular classical CDs. Creating content for e-learning is a demanding process that can not be carried out by educators without specific training. Key knowledge is here didactic processing and authoring tools for creating courses. Last but not least, it is teamwork is required between the individual professionals who develop the individual courses are working. This is the only way to handle the content of a particular topic in a good and efficient way electronic forms (Telnarová, 2003).

6.3 Evaluation in e-learning

Finally, we focus on a category that is very important for any development, namely evaluation.

Evaluation is a broad term and it is not only about the evaluation of the students but about the overall evaluation quality of processes and materials for education. In general, we understand evaluation as an expression of the results in relation to the target. The target and rating categories are two linked vessels that are used correctly move any personal and social development forward. So what can we evaluate in e-learning? (Telnarová, 2003)

First of all, they are teachers or tutors and students. It is important, for example, as a teacher engages in discussions or how it helps students solve the problem situations that occur during

courses will occur. We must not forget the teacher's expertise. On the side learners are, of course, their results, independence, motivation or responsibility at study. Most often the quality of educational content is evaluated in e-learning. There is emphasis is placed on the assessment of the methodology of materials processing, their comprehensibility,

the degree interactivity and related attractiveness. Questions we can ask for quality assessment e-courses are, for example:

- Is the e-course information good? (content)
- Is the learner sufficiently "entangled" in the course? (interactivity rate)
- Is the course for the motivating learner? (motivation)
- Does the course provide sufficient feedback? (feedback)
- Is course study pleasant? (aesthetic aspect)
- Are ancillary media an effective helper? Does not it pay too much attention? (using the media) (Telanrová, 2003)

Rating is divided into two ways:

- qualitative versus quantitative
- formative versus summative

Quantification depends very much on the selected sample, and therefore it may be final distorted results. Qualitative assessment deals with issues more deeply and can provide the researcher with relevant data for important conclusions. Compared to a quantitative approach, it is however, more time consuming both for preparation and analysis of the data found. The other two types of assessment, formative and summative, differ in how and for what purpose the data is collected. We must not forget the time perspective, which is different for both types. If we are both appraisals apply to e-learning education, so the formative evaluation is particularly useful to improve products and educational activities by providing information already in itself planning and development. These are very valuable information especially for course developers, as they are learn before the course starts its strengths and weaknesses. Most incentives focus on technical issues and content quality. On the other hand, we regard the summative assessment as final, that is, determining the overall efficiency of the course. It is important that this evaluation is done by users themselves (Egerová, 2012).

7 The influence of modern technologies on the teaching proces

Now we will focus on those elements that, although having a major impact on the success of e learning, are not just a phenomenon of e-learning. It is the general development of the forming elements, which are associated with each education. This is motivation, feedback and cooperation.

7.1 Motivation

As e-learning is in most cases conceived as a self-study, motivation is played here users to study a key role in its success and efficiency. Despite the best content, but without the motivation of the participants could not be fully realized. So what are the specifics of motivation? in e-learning? Firstly, we have to mention that e-learning is currently being used in particular in business education, which brings other specifics of the target group. They are adults individuals whose motivation to study is often different, rather than individuals between, for example, 6 to 15 years. Let's first outline the possible motives for further education in adults. Procházka and Somr (2008) refer to these needs:

- the need to develop - the individual perceives the development of science, technology and society and he does not want the "train to go"
- Need to apply - With the development of knowledge and skills, people are expanding opportunities professional application
- the need for appreciation - success and the associated appreciation of others have been strong since ancient times motives
- the need to remove their own shortcomings - people perceive their gaps in their knowledge the gap and the obstacle in further development
- high aspirations, aspirations - people want to improve, be better than others, excel at work
- the existing feeling of insecurity - the stereotype of the working environment and the dependence on it adds to the feeling of insecurity. The aim is therefore to expand your horizons beyond your professional specialization

- the impact of existential problems in the social reality of man - the vision of possible unemployment or dismissal is a significant incentive for further development
- the need for meaningful refills - we want to remove the feeling of boredom and loneliness (Egerová, 2012)

From the above it is clear that the motives of adult learners are different from younger age groups. That is why adults can have far more determination to self-study, as they always measure their time spent studying in relation to the possibility career growth, better pay, or changes in work content. If e-learning is concerned conceived and presented to participants as a necessary step towards positive change in their workload and position, the percentage of successful graduates will increase significantly. Otherwise, we look at motivation if we focus on students. Motivation and overall interest play a significant role in student learning. Interest in a single field of study is only small part of student motivation. Role plays a number of sub-needs such as cognitive, aesthetic, needs social interaction, performance needs, or social recognition. A much larger role than an adult it will play a sense of curiosity, enthusiasm, or pleasure in doing business. So what are they? motivational incentives for course participants? Depending on the time of action, we distinguish these incentives:

- incentives before the course
- incentives during the course
- post-course incentives (Egerová, 2012)

Prior to starting the course, an important support for the work environment is adequate for participants access without technical problems and, last but not least, financial and non-financial compensation. Is on each i-tutor, what motivating climate will be. Effective will be a climate that will be full support, challenges and short-term goals for participants. It is important to provide course participants relevant work-related materials and targeted activities. Very important motivational and development factors create a high quality, responsible and immediate feedback and last but not least cooperation.

7.2 Feedback

Feedback is one of the most important elements of controlling different systems. It is necessary

an element for an effective and quality learning process. Feedback is a two-way process when, on the one hand the teacher evaluates the results of the pupil's work, and the student also gives his / her questions the teacher's information on how he understands his teaching. Below is an overview of the types of feedbacks (Pejsar, 2007).

Just nowadays when emphasis is placed on new curriculum documents Formative evaluation, feedback plays a key role. For her, the greatest, the efficiency is emphasizes objectivity, specificity and clarity. The teacher can then take feedback to work with the error and to ask students relevant development issues. Even though feedback during e-courses can not achieve, even for its most non-verbal character, complexity, it is still an important element for its formative potential.

7.3 Cooperation

In practice, we often see that although learning a social phenomenon, e-learning courses are built as an individual study. Negative trend in this area is also the use e-learning in enterprise education to acquire a great deal of knowledge regardless of the overall professional - personality development of employees. E-learning is thus reduced to mere e-reading without any student interaction with an instructor or other students. Now we should focus on an area of cooperation that is considered a significant motivational and development factor. Collaboration can take place between students themselves, members of a team or between by the teams themselves. It is important for this cooperation to be organized in some way. What are e-learning resources that enable effective collaboration? This is primarily about sharing documents, discussion forums or brainstorming methods. While today they are most used emails and chat rooms, in the near future there is an increasing use of large-scale mentoring and portals that will support collaborative learning (Egerová, 2012).

In practice, we are witnesses using Open Source platforms. As an open environment, students can work on it, edit it and meet the goals. This strengthens each other relationships and cooperation among course participants. The courses have the greatest use already mentioned a synchronous environment that enables real-time interaction between lecturers and students. Students can share their work, applications, can hold online meetings or create virtual ones

class. The online environment has also proven the use of simulations where students can test their knowledge without any risk (Pejsar, 2007).

Collaboration thus becomes essential not only in ordinary teaching but also in e-learning. With respect to today's educational goals, which focus mainly on the development of creative and metacognitive ones skills, as opposed to mere acquiring new knowledge, must be within the framework of e-learning concentrate on team activities, on the mutual communication between students. It is completely inadmissible that courses take the form of powerpoint presentations and work on a basis gathering information. On the contrary, it is necessary to use the dialogue to acquire new learners skills and attitudes and not focusing on the individual and mechanical acquisition of knowledge (Pejsar, 2007).

Conclusion

In today's education, the lecture form of teaching is still predominant. However, it may be advisable to devote more attention to e-learning in educational establishments, enhancing the teacher's experience with the use of other learning methods, and ensuring that the learner improves learning. In addition, in conjunction with the classical full-time form of study, learning can be more attractive. Students will also increase ICT skills - they will be better able to work with computers, can search for information and process them in various forms. Also, attempting to introduce new modern forms of teaching can make a very good impression on the candidate when choosing an educational facility. Graduates from pedagogical faculties who do not study for primary or secondary school for whatever reason can apply for e-learning in adult education when this option gives them a certain alternative to use their pedagogical skills and abilities.

Practical part.

8. Online school.

An online school is a private institution on a paid basis, which provides the opportunity for almost any of us to get the desired knowledge in almost any field. Education is possible anywhere in the world. The only conditions are an internet connection and, as a rule, cash availability.

Online schools can be called “lazy schools,” but this is not true at all! Such schools require tremendous dedication, diligence and student interest. Representatives of this class are usually very loyal to their students and are always ready to make concessions. Many will say, "Of course, I paid for it!" Perhaps?! But with all this, today we live in an age of digital technologies that are evolving faster and faster every single minute, and when you spend money on getting knowledge, this is not an expense, but an investment.

When we study in high school, we adore some subjects, while others may not be interesting for us, but we still study them because we have to. We must get a secondary education so that we can formulate our thoughts, be versatile and have an adequate knowledge base in order to enrol and graduate from the university in order to get a good job that will allow us to live well and realize our goals. We do all this because of the number of norms and rules of life in the society we live in.

Thanks to innovative technologies, today we have access, to a huge number of different online courses, schools and even higher education institutions, where you get a certificate and even diploma of higher education.

All-different areas such as linguistics, science, business and economics, agriculture, creative disciplines, cooking and others, you can start exploring with one click.

8.1 Choosing the school.

To add an additional foreign language to the piggy bank, provided using e-learning, I could not find a more effective way than an online school.

For a detailed analysis, I chose the popular online language school "Skyeng". The school has already helped more than 72,000 people (skyeng.com) to reach certain heights in learning English and which first comes to the mind of a russian-speaking person when he/she hears the phrase “English-online”.

In the process of choosing this language school, I referred to user reviews and information found on the Internet. Made a comparison with some other online schools. Turning from one link to another, I drew attention to the optimization of sites, the number of students, staff, the type of training programs and for whom they were created, what you can achieve after completing the course and what methods of language improvement are provided by different companies.

The key factor of my choice was that that in August 2014, the Skyeng launched its own learning platform Vimbox (virtual classroom).

9. About Skyeng.

Skyeng is a new generation online English language school. The school employs professionals who help residents of modern cities to learn English due to lack of time.

Of course, not only people from large cities, with a lack of time can use the services of the company. Marketers wanted to highlight the flexibility of the training schedule, citing the example of busy residents of megalopolises. By the logo and name, the idea of a syllable abbreviation from the words “Skype” and “English” becomes clear. The idea of creating of program’s name becomes clear by the logo and syllable reduction of the words “Skype” and “English”.

9.1 Hhisroty of Skyeng

According to sources, the school dates back to August 2012. But it all started in 2010, when Georgy Solovyov, a Moscow Institute of Physics and Technology student, while studying online, understood that it is quite possible to learn English via the Internet (https://www.rbc.ru/own_business/11/03/2015/54fed5c79a7947851f391e22).

Later he began to study English with his acquaintance teacher from St. Petersburg, such lessons turned out to be very effective for him. Two years after graduation, he finally decided to create his own online English language school and then began to form a school team and recruit the staff. Except for George, the founders of the school were graduates of the Moscow Institute of Physics and Technology and Moscow State Technical University after Bauman - Andrei Yaunzem, Denis Smetnev and Khariton Matveev.

In March 2013, the school received the first investment from outside in the amount of 30 thousand dollars. In the autumn of the same year, Alexander Laryanovsky, director of international development of the “Yandex” company, made the second round of investment in the project - 300 thousand dollars.

In January of the following year, Mr. Laryanovsky became the managing partner of the program.

In 2014, the company created “Vimbox” - a full-fledged e-learning platform for learning English.

In 2016, the company launched its mobile applications and service for learning English through subtitles for TV shows.

In November 2017, Skyeng launched services for the USA and Latin America - the Subtly extension for translating Netflix subtitles into nine languages and the "Aword" an English word remembering application on the App Store of Mexico and Argentina.

9.2 Mission

We make development attractive. We lead to results that make you proud.

9.2.1 One of the school slogans

We believe that English causes independence.

9.3 Numbers.

One of the reasons why I chose Skyeng are numbers.

- The company has 6800 teachers, according to this indicator they hold the world ranking the first position among online schools. Besides this from 36 teachers who have an interview the only one hires for the work in Skyeng.
- One lesson lasts 50 minutes.
- The total number of students in the school currently totals 72400 people.
- Since the beginning of the school's foundation, 533200 lessons have been conducted, which on average is 1826 lessons per day.
- 41% of students involves at least one of their friends, family or acquaintances. Such a high percentage is achieved thanks to the promotion, where you and your buddy get 2 free lessons per person.
- The company was founded with the aim of achieving maximum flexibility in the schedule, therefore classes are held 24 hours a day. This is possible thanks to the huge number of employees living in different time zones and countries. This is certainly a brilliant solution to the problem of time difference.
- Prices - unfortunately also part of the numbers and not the lowest in the market. Fortunately, the package of services included in this amount is very immodest. The cost of one class with a Russian-speaking teacher starts from 11 euros, and from 19 euros per class with a native speaker.
- But at the same time, almost 87% of people who applied for a trial lesson, begin regular classes.

10. Skyeng programs

On the very first page 3 links take a place:

10.1 Skyeng kids

This is a specially created language learning program for children in the range of 4 to 9 years, where an English lesson is a game where a teacher plays with the child. During the lesson, the children sing songs, learn poems, play online games and even dance. The teacher's task is to direct the child so that he perceived language learning as a natural part communication. Classes in Skyeng Kids are based on role-playing games. The lesson last 25 minutes.

The results of children divided into 4 stages:

1. I am interested in learning English!

Children's interest formation process.

2. I can pronounce words and phrases like a real Englishman.

Work on the formulation of pronunciation.

3. I will not be confused on vacation, I will get acquainted with children in a London park, I will explain to my parents where dry ice comes from and why it is raining.

A child learns to talk about everything he cares about.

4. I want to know more.

Preparing for online learning, and more difficult lessons.

"The age of 5-9 years is the best time to start learning English. There is an active physiological formation of brain activity. In our classes, hemispheric games and exercises interactions are included. They improve concentration and distribution of attention, help to study easily and fun

. "Anastasia Ekushevskaya - Head of Kids Lab Primary. Candidate of Philosophy, Master of Psychology, Neuropsychologist

10.2 Skyeng junior

for schoolchildren aged 11 to 17 years.

1000 teachers with pedagogical education and certificates.

10000 junior students.

Program uses various methods and tools:

- Training simulators have been created in the format of state and national examinations.
- A student can write a statement or an essay and send it to the teacher for review. The second one checks the work and gives its assessment with comments.
- The system automatically checks homework, and student immediately sees his mistakes and marks.
- The system has a built-in dictionary, which is available at any time.
- This program has a parent mode. Electronic diaries are available for 3 parties, for the student, for the teacher and for parents.
-
- The company guarantees that 60% of all lessons, the student speaks in English.

Courses offered by this program:

The course of spoken English – to overcome the language barrier.

General English course – to improve grades at school

The course of preparation for the state exam and the unified state examination - to successfully graduate from school

IELTS or TOEFL preparation course - preparation for international exams

Profile course by the speciality – to enter the university

Adaptation course for living abroad – for those who move to another country.

10.3 “Corporate Skyeng”

Number of active clients is equal to 72800, companies - 2700. The staff includes 6890 teachers. And 72 lessons on each language level with a certified tutor.

The company offers corporate training adapted to the industry vocabulary needed by an employee of the enterprise and enhanced improving the necessary skills. Classes are balanced separately for each department, using specialized literature.

1. Managers: Presentation of your company to the public and partners.

Speaking and listening – 50% Writing – 20% Reading – 30%

Courses: Business English/ Presentations/ Meetings/ Negotiation

2. Sales: Take your products to international markets and provide world-class service

Speaking and listening – 40% Writing – 40% Reading – 20%

Courses: English for Sales/ Negotiations/ Correspondence

3. Recruiting and HR: Find the best candidates and help expats to adapt.

Speaking and listening – 50% Writing – 25% Reading – 25%

Courses: English for HR/ Interviewing/ Correspondence/ Negotiations

4. Legals: Work with global tenders, international agreements and licenses.

Speaking and listening – 10% Writing – 45% Reading – 45%

Courses: Legal English/ Negotiations/ Correspondence

5. Engineers: Understand terminology and work with documentation

Speaking and listening – 10% Writing – 45% Reading – 45%

Courses: English for Engineers/ Technical English/ Correspondence

6. IT: Use the best world technologies in your work

Speaking and listening – 20% Writing – 40% Reading – 40%

Courses: English for IT/ Correspondence

<http://corporate.skyeng.ru>

In addition to lessons with a teacher, in the way achieve maximum efficiency, the company offers the following ways to develop your English language abilities:

11. Independent training.

The Skyeng team provides workout skills that the student needs to level up.

11.1 Home work

The program automatically checks the tasks - you will immediately see whether you have completed the work and where you made a mistake.

Students get points for each correct answer in homework. Fewer mistakes - a higher score.

You see how much time it takes to complete all the exercises in homework.

Any time students can to return to any of the lessons they learned and repeat the material again.

All homework you can find in your account.

11.2 Practice of pronunciation

You are recording an audio file with your pronunciation for the teacher. For example: excerpt and text, any article or verse. After listening, the teacher leaves a review. Indicates errors in pronunciation and explains how to correct them.

11.3 An acquaintance.

When I wrote to the company via one of the social networks, my message was replied almost immediately. Lady, who introduced herself as Venera, kindly suggested me to take a free introductory lesson and look at everything from inside. Then, she took my contact details and said the manager would contact me. The manager also called me on the mobile phone after 5-7 minutes, he put me on the list at a convenient time for me.

I received an email with a login and temporary password from my personal account, a second letter inviting you to the lesson “we need to talk”, a reminder in the google calendar and useful notes about the “lesson preparation” with three points:

1. “Be online 10 minutes before class. The schoolman will call you to confirm the time and send a link to the lesson.”
2. Use a headset with a microphone to improve sound quality.
3. To maximize the stability of the platform, go to class with a computer or laptop with Google Chrome browser.

The following morning, 10 minutes before the start of classes, the teacher contacted me and asked if everything was going according to plan. He also emailed me a link to Vimbox.

12. Introductory lesson

The first lesson I had with a Russian-speaking teacher. At the very beginning, we had an acquaintance, the teacher described the learning process during the lesson and answered the questions I was interested in. Change our language of communication onto English and here we start our class.

The entire learning process takes place on the pages of the online tutorial Vimbox. With the help of the teacher. At the end of the first and each subsequent lesson, the teacher determines the level of passing the lesson and points out the weaknesses that are more emphasized in the next classes.

13. Vimbox e-learning platform

In August 2014, the company introduced to the world its own Vimbox learning platform (virtual classroom) for publication, 500 thousand dollars were allocated for the development of the instrument.

The platform was created for the standardization of learning English. (CEO Skyeng) Interactive tasks show the teacher how you do the job, and the built-in video link keeps you in touch. Classes are based on the Oxford method.

13.1 How does it work?

Going to the link in Vimbox, we immediately get into a personal account, where we are offered to continue with:

1. A homework window that the teacher sends you.
2. Your classes. In order to receive and pass the lesson, you need to replenish the account and buy it. If you bring a friend, everyone gets two lessons as a gift.
3. On the first page you can follow links to social networks such as Skype, Facebook, Telegram and others, besides you can start an online chat and ask your question.

When I left my message. A call center employee Olga from Saratov and Yefim, a technical support officer from Gomel, answered my message. The response to my message was fast enough, I received a reply after a minute.

During the night hours 3 employers are responsible for the support. One call center employer and two technical supporters. I had a small conversation with Yefim and asked him several questions.

- Do you only work with software things and what are your responsibilities?
- Software and consulting part. Responsibilities - to provide technical support to users (teachers and students).
- How often do failures occur?
- The platform is mostly stable. The most frequent problems due to low computer education of users. But it is not their fault, progress is too fast.
- How many messages do you get per day? Who besides me appeals to you for help at such a late hour?

On the technical part about 20 messages. The girls from the call center have hundreds of hits. These are class breaks, school questions and other organizational issues. Many people ask for help, given that our school operates around the clock.

- What are the furthest points of earth your students represent?
- I have helped solve technical problems to students from the USA and Europe, students from the Far East (Singapore, Malaysia, Russia, Australia) and the Russian Far North.
- The company has a Chinese department, and this is not surprising. After all, the Chinese market is the largest and fastest growing. In China, hundreds of thousands of people annually use the services of online schools to improve their English. "As you can see, geography is vast - after all, the whole point is online learning. Complete untie from the place. Learn English where and when it suits you."

In addition, Yefim said that a major part of students are Russian-speaking people, but sometimes foreigners also contact the company for help with English.

The age range of students is wide enough from 4 years old to 70+.

Programming languages used to create Vimbox (PHP, Javascript)

4. After you sign up, you can fill out a questionnaire. Add information about yourself, choose the goals you are learning English for and tell about your interests.

13.1.1 «Wishes»

To the teacher. Complete the questionnaire about your wishes to the teacher in the following parameters: mother tongue, accent, gender, age, and others. For example, lived abroad or preparing for IELTS. You can get familiar with all the teachers on the web page of the company. In the wishes section, there is also a filter for the course searching and the system indicates teachers, who

specialized in this direction. The redirection to the teacher's profile can be made by clicking on his photo. The questionnaire indicates the experience of teachers, country of residence, courses in which he specializes, interests and personal information description of himself/herself. Under the photo an audio file recorded by the teacher is attached. There the teacher tells about himself/herself.

To the lessons. Choose the frequency of homework, whether you want your teacher to use Russian speech or not.

Note.

The existence of a section, where you are invited to choose what mistakes can be edited has become a little confusing to me:

1. Do not correct mistakes at all.
2. Correct only gross errors.
3. Correct all errors

13.2 The videocall lessons

After the appearance of Vimbox, Skype is no longer needed, you communicate with your teacher right from the platform. In the course of communication with the teacher, the display is divided into two parts.

On the left side of the screen you see the teacher and your image in a small window in the corner of the half, also on the left side, you can open a notepad for notes. In addition to video calling, you can start a typing dialogue with your teacher.

The right part of the screen is an electronic task page that is your electronic textbook. In this half, you can also play videos, listen to audio recordings, complete the tasks using pictures and different types of tests. An access to manage and change data is available on both sides.

The program provides 13 different types of exercises to improve each of the 8 skills.

Improving grammatical skills, vocabulary, speaking - you improve your speaking skills, reading - tasks that help improve your reading, different audio and video activities help you improve the

listening, writing - better writing, pronunciation - training for better and more correct pronunciation and spelling word parsing.

The conversational part of the lesson indicates being of the method of Palmer in the system. He believed that learning a foreign language should always begin with oral speech. From the very beginning, it is necessary to teach students the understanding of a foreign language by ear, as well as the recognition and pronunciation of individual sounds and sound combinations.

Exercise system is this method is based on:

receptive work (subconscious understanding, short answers to common questions)

receptive - imitative work (repetition after the teacher)

conditional conversation (question and answers, orders, completion of sentences)

natural conversation.

Wildcard table sentences include grammatical material that students must master during their studies. By combining interchangeable elements that are served in the right form, the student draws up similar sentences.

It is also important that the use of these tables excludes the making mistakes, which is considered a necessary condition for the successful formation of skills.

The system of exercises guaranties the movement from error-free academic speech, to free speech.

14. Classroom

The 7 levels of the tasks are presented at the beginning of the classroom.

1. Beginner
 2. 2. Elementary
 3. 3. Pre-Intermediate
 4. 4. Intermediate
 5. 5. Upper-Intermediate
 6. 6. Advanced 7.
 7. Proficiency
- A level switching is accessible at any moment you want.
 - You also can see your current course and history of all covered material.
 - Then you are invited to choose a course. The number of courses is amazing. Each course has a list of topics, which in turn are divided into sections and lesson

The screenshot displays a grid of course categories and their sub-topics. The categories are arranged in a grid-like structure with the following sub-topics:

- General English**
 - General **upb**
 - Spoken
 - Business
 - For Travelling
 - Grammar
 - SkyEnglish **upb**
 - Intensive grammar
 - English in Real World
 - Screening Test
 - English marathon
- Business express**
 - Socializing
 - Emails
 - Telephone Negotiations
 - Networking
 - Presentations
 - Meetings
 - Negotiating
- Living abroad**
 - Situations
 - Living Abroad
 - Socio-cultural aspects
 - Online Shopping
 - Online Dating
- Lego**
 - Grammar
 - Vocabulary
 - Phonetics
 - Mixed tenses
- Other**
 - Test lessons **upb**
 - For clients
 - Introductory lessons for clients
 - Prosveshcheniye
 - English with Tony Robbins
 - Corporate self-study with teacher
 - For speaking club
 - Prosveshcheniye Ekaterinburg
 - Primary Online Group
- Kids Junior 10-17**
 - Super start
 - General
 - Grammar activating
 - Spoken "12 facts about me"
 - Olympiad 4 Skills
 - Screening test - Island
- Kids Junior Exam**
 - EGE sample tests
 - OGE sample tests
 - Exams OGE/EGE
 - Trial Tests OGE/EGE 2019
- Kids Public lesson**
 - Summer speaking clubs
 - Offline lessons for schools
 - Offline quests
 - Kids Lab Introductory **upb**
- Business situations**
 - Presentations
 - Technical documentation
 - Reports
 - Contracts
 - Informal communication
 - Business trips
 - Job Interview
 - Conferences
 - Business Meetings
- Kids Preschool 4-6**
 - Preschool General: Little Start 1, 2
 - Self-study Audio
- Kids Primary 7-9**
 - Primary General **upb**
 - Self-study Audio
 - Self-study World around me
 - Olympiad 4Skills Primary
 - Reading Course **upb**
- Kids Other**
 - Introductory lessons
 - Special lessons **upb**
 - Self-study Games
 - Feedback for parents KLP
 - Self-study Reading books
- Professional**
 - Law
 - Finance
 - Food Services
 - Sales and Marketing
 - Accounting
 - Flight Attendant Management
 - Technology
 - Civil Aviation **upb**
 - Medicine
 - Engineering
 - Tourism
 - Mechanics
 - Human Resources
 - Oil and Gas
 - Logistics
 - Nuclear Energy
- Exams**
 - FCE
 - IELTS
 - CAE
 - BEC
 - CPE
 - TOEFL **upb**
- Study abroad**
 - Writing assignments
 - Informal Communication
 - Listening to lectures
 - Making Presentations
 - School Interview
- Group Lab**
 - Junior Offline Group
 - Junior Online Group
 - Introductory Kids English **upb**
 - Introductory Lessons English **upb**
- Media**
 - Movies
 - Articles
 - Songs **upb**
 - Lifehacks
 - News **upb**
 - Games
 - Audiobooks
 - WOW
 - Quets

•Figure 1 "Sky topics" taken from <https://vimbox.skyeng.ru>

14.1 Introduction to the lesson

Having opened one of the lessons, the system sends the user to a page with a description of the task, goals for the lesson and a wordlist on the topic, which the user can add to your dictionary by clicking on it individually or all at once. By clicking on any word in the platform, it opens in a dictionary where you can listen to its pronunciation, find several examples of the word you need in different sentences and get a hint about how easy it is to remember this word.

14.2 Grammar

The next section of the lesson is grammar. During the execution of each task or before the start of its implementation, the student is invited to study the grammar for each lesson. The grammar section tells what times are used in the lesson, detailed description of rules, includes a few examples and attachments such as video files, pictures, and PDF files.

«Frequent mistakes»

Kind of mistakes that users make more often than others.

Например: ~~When Sarah arrived at the party, Tom has already gone.~~

When Sarah arrived at the party, Tom **had already gone**

Taken from duolingo.com

14.3 Attachments

Attachments consist of:

1. Footage with a detailed explanation of the topic.

School teachers explain grammar, syntactic, and other elements of the language. The quality of videos is at a good level. Themes are explained in the language accessible to mere mortals, what certainly pleases, and the effectiveness of such videos is increasing. Video tutorials are not boring, teachers are easy to listen. ☺ There are also audio files from other sources, basically this is of course the largest store of video files - YouTube.

2. Written variant.

Information in PDF format, articles from newspapers such as The Times, The Observer, various topics of The National Trust Magazine and Sport Illustrated magazines, and pages of textbooks or manuals. Reading is one of the most effective methods for formulating

thoughts and memorizing words. A variety of sources helps to develop the language in different directions.

3. Tasks in the form of testing .

14.4 Notes

The notes section is intended for recordings of information you are interested in and individual points that you considered necessary to note.

All your notes are saved in a specific lesson.

14.5 Video practice

A huge base of video is a powerful tool in improving the perception of language by ear, deserves special attention. All videos have subtitles and differ in language level. Such exercises indicate the use of the Palmer method in the system. Video baggage is also divided into categories:

1. Featured – most popular videos on the site.
2. 2. Travel and explore different countries and their culture in English.
3. Sport – watch reports from the world of sports, records of various sports events and interviews of athletes.
4. Music – watch clips and learn song lyrics.
5. Movies and TV Series – recordings of programs, movie trailers and TV shows, such as the popular American show "TheEllenShow" or the show of a popular American TV host and comedian Jimmy Fallon.
- 6.
7. Technology & Science – many scientific programs, reviews and presentations of devices. One of the best ways to learn scientific terminology.
8. Psychology & Self-development – study of psychology and self-development, business speeches of famous businessmen and motivational speeches.
9. Humor – Favorite comedians' shows and humorous shows in the original language will make you laugh without being distracted from learning a language.
10. Cooking and Fashion shows .

11. Family and relationships for families.

12. Video files for children 4-9 years old and 10-17 years old.

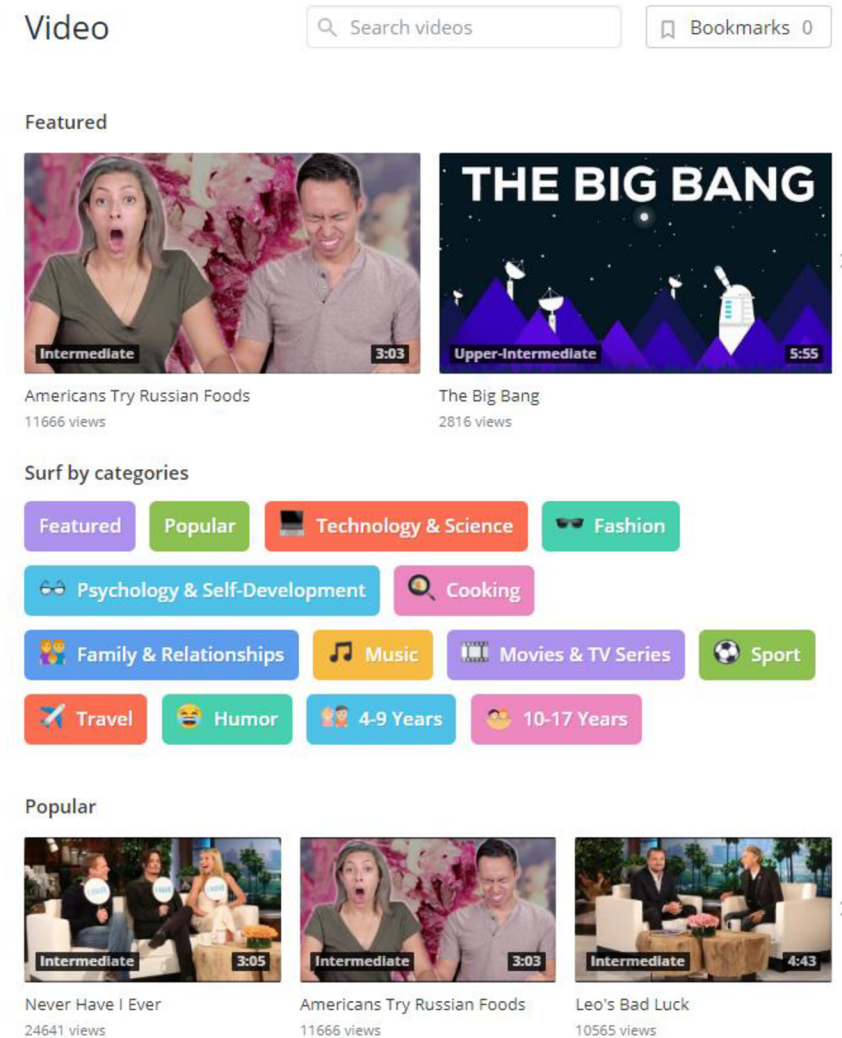


Figure 2 Skyeng video practice. Taken from <https://vimbox.skyeng.ru/video>

Each video is accompanied by a prepared assignment, and instructions for its implementation.

14.6 Online speaking clubs

During school, you get access to talk clubs. There you can meet other students who are also studying at school and practice their language with them. Classes are available at almost any time. You can invite friends there or join the current chat.

14.7 Practice your pronunciation

There also is a program that helps improve your pronunciation. It works next way. You record your voice, for example by reading an excerpt from the piece. A native speaker listens to your entry and leaves a comment. You get an estimate, see the places that you need to pull up and a few life hacks that will help you improve pronunciation tests.

After each topic you will receive a short test to recap on grammar and vocabulary. You have 30 minutes to complete it. Dictionary and notes are turned off.

14.8 Vocabulary games

The developers have created 5 very simple but at the same time very effective in using games. Games are available at any time in the Vimbox platform.

1. The Meteor shower - a game of learning and repeating words. A laser cannon is installed on the rails, where the word necessary for translation is written. Meteorites are falling from the sky with possible translation options. Move the cannon, destroy the meteorites with the correct translation and get points. The game is diluted with slang words, abbreviations and informal words used in everyday speech.
For example : «Потому-что» – “coz”, “крутой” – badass, and the only suitable option for the word "thank you" was – cheers
2. Blast balls - Write sentences with auxiliary verbs. Shoot down the balls in order to form a sentence. The balls will appear again and again until you knock them all down. As you finish all the balls you get a result and the correct answer. From my point of view, the game is very entertaining and helps to establish the order of creating sentences in the head. For 10 minutes of the game, all offers were different.
3. The task is to type on the keyboard the words you see on the screen and fly as far as possible. The game has a timer set for 30 seconds. Do not forget about the space. The game helps to increase your typing speed and muscle memory in order to learn not to look at the keyboard while typing.

4. The labyrinth. The game to memorize prefixes. You have 50 seconds to score to get out of the maze. By controlling the little man, you reach the icon in the form of a question that shows you a word without a suffix and possible options for an answer. You get 5 seconds for the correct answer, for the wrong answer - they are taken away.
5. Fishing - you are a fur seal. Fill in the gaps in the sentences with suitable fish (words). The aim is to eat fish with the right word. Enjoy your meal!

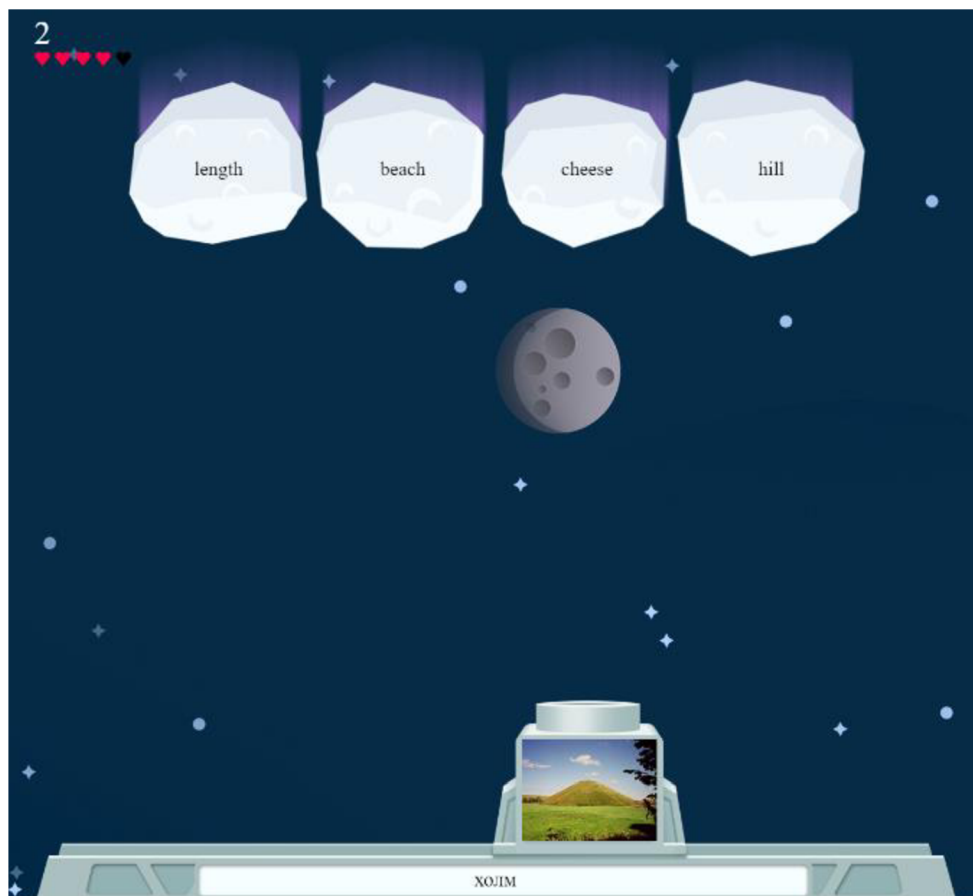


Figure 3 "The Meteor shower" wthe word at blaster „a hill“ taken from <https://vimbox.skyeng.ru/games/meteor>

15. Applications

1. Skyeng translator. The browser extension allows you to see the translation of a word or sentence by simply clicking on it. You can also add unfamiliar words to your dictionary.
2. Users of the Amediateka, Netflix and Amazon platforms can receive subtitle translations while watching any movie, show or series. Hover the mouse over the word or highlight a phrase - and get a translation.
3. 3. The extension also works for the music platform “Yandex Music”, people can learn the lyrics of their favorite songs and receive their translation.
4. Skyeng mobile.

The application was conceived as an assistant to students of schools. The game was based on the principle of learning vocabulary.

The student and his teacher both can add new words to dictionary. The student have to teach them in a mobile application on scientific algorithms that help you spend much less time.

The application is available for iOS and Android platforms. Unfortunately, the owners of Java-devices have not such possibility.

I started with irregular verbs. The program showed me an infinitive form of a verb and an image describing its action. The program lets to choice the way of solution: type the remaining forms or click on prepared forms. Having passed about 5 verbs, I came across an irregular verb “to disprove”. My variant was “disproved” as the 2nd form and “disproven” as the 3rd. The system generated an error. Despite the verb "disprove" has two variants of the 3rd form "disproved/disproven".

In the following tasks with several possible variants, all of them were in the system. As an example: to leap – leaped/leapt/lept/lope – leaped/leapt/lopen.

The program uses the method of periodic repetition. You repeat the words in different ways, which the system offers (picking a picture, pronouncing into a microphone, listening to a word and choosing a typed word), new words are gradually added. Daily rate is 5 tasks. memorizing 10-12 words takes about 10 minutes..

16. Skyeng Comments

To search for reviews about this school, I did not use the official website. I turned to Google for help, where the average rating out of 525 reviews is 4.7 / 5. Scrolling through the positive reviews, I came across the first negative one about the school. The man who introduced himself as Yevgeniy expressed his dissatisfaction with the flaws in the software and the poor quality of the connection with the teacher. Further negative reviews were mainly somehow related to the Internet, a few expressed their displeasure towards the teachers. Having scrolled through more than 250 reviews, I did not even find one where users complain about the platform, the insufficient base or tools used in the learning process. Virtually every positive comment was grateful for the help in achieving the goals. A very important element was noted by one of the users, that during the training "you feel control over your progress.

To learn a language is to have one more window from which to look at the world.

– *Chinese Proverb*

17. Duolingo and language applications

Applications based on learning English can be called a free alternative. You do not have a personal teacher here. Usually, you do not pay for it and your only advisor is the program itself. Duolingo is a platform that includes a language-learning website and app, as well as a digital language proficiency assessment exam. The app and the website are free. Duolingo also offers a premium service for a fee. As of January 2019, the language-learning website and app offer 85 different language courses in 24 languages. The app has about 300 million registered users across the world (according to Wikipedia). The paid version of the program frees users from viewing ads, while the learning process remains unchanged. The effectiveness of Duolingo, based on the analysis of statistics, was tested by third-party research commissioned by the company. The research conducted by professors of the City University of New York and the University of South Carolina found that 34 hours at Duolingo give as much reading and writing skills as an initial semester course in an American institution of higher learning, occupying about 130 hours. The conversational skills were not measuring. The same analyses showed that users of Rosetta Stone need from 55 to 60 hours to learn the same amount of knowledge.

The program uses spaced repetition practice - a system for accepting and memorizing new information by the method of repetition after a certain period of time, which gradually increases. The phenomenon first started being used by the professor Ebbinghaus (1885) .

More than half of Duolingo students live in developing countries, where Internet access has more than tripled in the past three years (ITU and UNESCO, 2015). A major part of these students are using Duolingo to learn English, which can significantly improve their job prospects and quality of life (Pinon and Haydon, 2010).

17.1 History

According to Wikipedia, the Duolingo was launched in 2009 in Pittsburgh. Luis von Ahn - a professor at Carnegie Mellon University and his graduate student Severin Hacker have launched a program to learn English for schoolchildren. In the very beginning the money for the platform developing were being allocated my Mr. Ahn from his scholarship. Later, an additional funding was received in the form of investments from the Union Square

Venture and the A-Grade Investments, owned by actor Ashton Kutcher. <https://www.pinlearn.com/duolingo-smartest-business-model-education-technology/>

Inspiration for Duolingo came from two places. Luis Von Ahn wanted to create another program that served two purposes in one, what he calls a "twofer". Duolingo originally did this by teaching its users a foreign language while having them translate simple phrases in documents, though the translation feature has since been removed. (Wikipedia) 13th of November, 2013 an iOS application was released on the iTunes App Store.

On May 29, 2013, an Android application was released, which in the first three weeks was downloaded more than a million times and became the best educational Google Play application.

17.2 Business model

Duolingo does not charge students for using the platform. Until the end of 2017, a business model based on crowdsourcing was used for profit reasons. As part of the program, students were invited to translate articles and vote for translations. Articles were being sent from the organizations that paid Duolingo for translation (<https://www.pinlearn.com/duolingo-smartest-business-model-education-technology/>). Documents, for translation could be uploaded to Duolingo from an accredited account. 14th of October 2014, CNN and BuzzFeed became the first big companies that used translation services. (<https://making.duolingo.com/>)

17.3 Duolingo incubator

In 2013 the CEO Luis von Ahn resented to the world an instrument aimed at the world languages propagation. With the help of the incubator, Ann wanted to introduce a large number of languages and “provide an opportunity for experts and people who are passionate about a specific language to take the lead.”(CEO Luis von Ahn). One of the purposes the incubator was created for is to preserve endangered languages such as Latin, Maya and Basque.

The very first product, completely created by the Duolingo community with the help of the Incubator, was an English course for Russian speakers, the beta version was launched on December 19, 2013 (Wikipedia). Among the Incubator courses we can mark English for Turkish, Dutch, Polish, Greek, Chinese, Indian, Indonesian, Arabic, Japanese, Romanian and Hungarian speaking, German, French and Spanish for Russian speakers, Spanish for Portuguese, and French and Portuguese for Spanish.

17.3.1 Development levels

Different phases indicate different degrees of readiness.

In the first phase of the course is under development.

Beta is the second stage, begins the way when the product has completed the development process and is available in the public domain. From this point, the team corrects all the shortcomings and improves the material based on the reviews and test results.

Phase #3 is the final. The language formation is completed, all parameters have been tested dozen times and the language is fully ready for absorption. Nevertheless, the course does not cease to improve. Different reviews from users all around the world are accepting all day long. If a student has found a mistake, a wrong constructed question or the correct answer seems inappropriate to student's imaginations, he/she can immediately describe the problem and leave problem-solving comment.

The company can boast the creation of five languages from the incubator.

The courses of Polish, Hungarian, Turkish, Dutch, Romanian, Irish and Russian languages recently added to the first phase of incubation will soon be available to all English-speaking users. (duolingo.com)

17.4 Learning methods

Duolingo is made in the game form in order to keep users interested. The process of language learning is not always the most interesting thing to do, the game form helps to learn the language easily with an interest. At the basic level, the Duolingo educational model is a linear programmed learning method described by the American psychologist Burrhus Frederic Skinner in 1954.

B.F. Skinner established two requirements for the basis of the programmed learning technology:

1. To escape the control and move to self-control.
2. To reformulate the pedagogical system for self-training of students.

The concept of programmed learning is based on general and particular didactic principles.

The program is an ordered sequence of tasks. A programmed textbook is peculiar to the program. This training implements an individual approach to studying programs. However, the main thing is that the process of mastering the development of skills is controlled by the program. However, the “branching programming” most exercises in Duolingo are based on, was presented by the American psychologist Norman Allison Crowder. Unlike Skinner’s linear program, Crowder’s branching programming turned out to be more effective.

Crowder assumes that the student can make a mistake and then it is necessary to give him the opportunity to understand this mistake, correct it and practice to fix the material.

17.5 Learning process.

The training base in Duolingo is divided into educational blocks, each block contains from 8 to 15 skills. It can communication skills on popular topics, such as sport or media, as well as skills on special topics, such as irregular verbs.

Each skill consists of lessons, which contains 10-15 small tasks: listening, pronunciation, making phrases.

Duolingo offers the student to take 1 to 5 lessons daily. Speaking in numbers to solve 10-50 small tasks, spending up to 30 seconds for each.

1. Simple tasks

Questions there are not only short but also simple. In addition, all errors can be memorized. A small number of mistakes stimulates the student to keep the course up.

2. Open questions.

Skinner recommends using open questions in assignments. Questions to which the student enters the answer manually but does not select from the list of suggested answers. 90% of tasks in Duolingo contain open-ended questions. It is proposed to enter text with a keyboard or build it up from blocks in the exercises.

3. Corrections.

The tasks being checked automatically, a student immediately sees the correctness of his answer. Even if the student made a mistake, the application allows proceeding to the next task.

Tasks with errors transferred to the end of the lesson so that you can pass the test once more. If the error has been analyzed, the answer is going to be correct.

here a flaw takes place in the pronunciation tasks. Errors in such tasks are mainly related to problems in speech recognition algorithms.

4. Personal learning pace.

In this program, you do not have a Jedi Master, who controls you and push you up. It is not necessary to chase the speed of the task. You choose how fast you will learn. The service offers to choose a daily goal: from 10 to 50 experience points. One lesson - 10 points. I set up the Mad mode in my program which gives me 50 experience points per day. Therefore, every day I have 5 lessons. If you do not skip lessons and have no gaps the so-called "lit mode" activates. If you miss at least one day, so-called "shock mode" will burn and the counter will reset.

This is one of the motivation's mechanics. Resetting the lit mode does not affect the learning process. Therefore, you can skip one day, and perform the triple norm on the other, what is the individual pace of training. Important is to do it regularly.

5. Sequence and its violation.

1. People can skip a piece of the lessons and pass the skills exam ahead of time. This goes beyond linear learning but allows students who speak English at a certain level to go straight to more advanced skills.

2. With the consolidation of skills, their icons become gold with four filled points. Over time, the completed divisions disappear, and the skills lose their gold status. To reach it again, the student must complete the test. As a rule, these are tasks to secure material and exercises with a big number of mistakes the student made before. This is a good example of the interval repetition with adaptive learning elements. After a certain period of time, more and more skills lose gold status. The student has to spend more time on its returning. It reduces the context-dependent learning effect. When the student gets used to the fact that the term is used only in certain situations, he is not able to use the term afterwards outside the familiar context.

On the other hand. Regular classes cause the effect of interval repetitions and information better fixes in memory.

18. Research.

In 2017 in University of Kazan (Russia) using the statistical package

Rstudio, analysis experiment of Duolingo effectiveness was conducted. The experiment covered an audience of 86 first-graduate students in university.

Testing was conducted in September 2015 (before the passage of modular programs) and in May 2016 (after the passage of modular programs)

This study showed that learning using the platform for two semesters increased the level of language acquisition by an average of 27%.

The average result of experimented groups in the beginning was – 16.5 points.

After two semesters – 20.9 points.

CERF level of the students	Number of students at various Competence in experimental sample levels, %		The proportion of students at various levels of competence in the control sample, %	
	September 2015/2016	May 2015/2016	September 2015/2016	May 2015/2016
A1	45	32	47	43
A2	55	50	53	45
B1		18		12

The change in the percentage number of students at different levels of competence of a English language. <https://eandsjournal.org/wp-stuff/uploads/sites/3/2017/08/ESD50-D.pdf>

You live a new life for every new language you speak. If you know only one language, you live only once. – *Czech Proverb*

Conclusion.

Language is what binds us to the world. Through the language, we can understand, formulate, and communicate our thoughts to others. To know a foreign language is like to plunge into a culture that was previously unknown to you and become a part of it. To study this culture you need time, steel nerves, thirst and a lot of work behind the back, and when the result comes, you do not regret anything.

Skyeng.

As you could see, the Skyeng give you a full program of online learning. Having own platform with such a wide choice makes the company one of the leaders in foreign language online learning. This course allows you to use a number of instruments, which best universities use for preparing students for exams passing. From my point of view reaching of each language level is possible with such program.

Having a teacher as a motivator and a friend makes the students feel comfortable and free in this way of education.

Duolingo.

The experiment performed shows a significant increase in the level of students' knowledge of a foreign language by 27% which is very good numbers for a mobile app.

But the real level of language cannot be measured without testing of speaking and reading skills. Duolingo is a perfectly suitable program for combine learning. I won't be enough to get a high knowledge of the English language.

Using the app without any other program to study language will no allow you to know the language at levels as B2 and C1, C2 but is good for the bases.

Based on my experience, I can confidently say that without real-life communication you will not be able to fully plunge into the ocean of new words. You can understand the language by ear, read the non-translated books in English, to be good at all the rules of spelling, morphology and semantics, you can memorize the lyrics of your favorite songs, but without speaking practice, all these skills are going to be half useful.

As people thought earlier, the best way to learn a new foreign language are lessons with a qualified teacher in an office setting. Thanks to this method, students received knowledge from a trusted source, practiced the language with other students at a similar level, and their mistakes were being quickly corrected.

However, traditional schools of foreign languages have several disadvantages. For example, they lack the flexibility in the schedule, students need to come exactly at the appointed time. In most cases, this means attending lessons one or two or three times a week, often in the evenings, which is not always convenient.

Today, online schools offer all the practical benefits of traditional language schools, while having much greater flexibility. Students can study at home, at any time of the day and at a suitable pace for them, while working with highly qualified teachers. In addition, the use of video broadcast creates the effect of the presence.

I also believe that online learning is very effective in relation to the younger generation. Children become more independent and wide-oriented, because as the rule, online education is voluntary, which moves a person to new improvements and self-development.

Literature

- BAREŠOVÁ, A. E-learning ve vzdělávání dospělých. Praha: VOX, 2003. 173 s. ISBN 80-86324-27-3.
- BRDIČKA, B. Role internetu ve vzdělávání. Kladno: AISIS, 2003. 122 s. ISBN 80-239-0106-0.
- EGER, L. E-learning, evaluace e-learningu + případová studie z projektu Comenius. Plzeň: Západočeská univerzita v Plzni, 2004. 74 s. ISBN 80-7043-265-9.
- EGEROVÁ, D. E-learning jako možný nástroj vzdělávání a rozvoje pracovníků. Plzeň: Západočeská univerzita v Plzni, 2012. 141 s. ISBN 978-80-261-0139-0.
- KLEMENT, M., M. CHRÁSKA, J. DOSTÁL a H. MAREŠOVÁ. E-learning: elektronické studijní opory a jejich hodnocení. Olomouc: Agentura Gevak, 2012. 341 s. ISBN 978-80-86768-38-0.
- KOLIBAČ, R. eLearning – moderní forma vzdělávání. Ostrava: Ostravská univerzita, 2003. 77 s. ISBN 80-7042-970-4.
- KOPECKÝ, K. E-learning (nejen) pro pedagogy. Olomouc: Hanex, 2006. 125 s. ISBN 80-85783-50-9.
- KVĚTOŇ, K. Základy e-learningu 2003. Ostrava: Ostravská univerzita, 2004. 61 s. ISBN 80-7042-986-0.
- NOCAR, D., I. HOBLÍKOVÁ, L. SNÁŠELOVÁ a M. VŠETULOVÁ. E-learning v distančním vzdělávání. Olomouc: Univerzita Palackého, 2004. 77 s. ISBN 80-244-0802-3.
- PEJSAR, Z. Elektronické vzdělávání. Ústí nad Labem: Univerzita J. E. Purkyně, 2007. 108 s. ISBN 978-80-7044-968-4.
- PROCHÁZKA, M; SOMR, M. Kapitoly z didaktiky vzdělávání dospělých. 1. vyd. České Budějovice: V-Studio, 2008. ISBN 978-80-254-1919-9.
- PRŮCHA, J., E. WALTEROVÁ a J. MAREŠ. Pedagogický slovník. 3., rozšířené a aktualizované vydání. Praha: Portál, 2001. 322 s. ISBN 80-7178-579-2.
- TELNAROVÁ, Z. E-Learning. Ostrava: Ostravská univerzita, 2003. 68 s. ISBN 80-7042-874-0.
- VANĚČEK, D. Elektronické vzdělávání. Praha: České vysoké učení technické v Praze, 2011. 213 s. ISBN 978-80-01-04952-5.

VANĚK, J. E-learning, jedna z cest k moderním formám vzdělávání. Karviná: Slezská univerzita v Opavě, 2008. 96 s. ISBN 978-80-7248-471-3.

ZLÁMALOVÁ, H. Distanční vzdělávání a eLearning. Praha: Univerzita Jana Amose Komenského, 2008. 144 s. ISBN 978-80-86723-56-3.

Internet sources.

<https://www.duolingo.com/>

<https://skyeng.ru/>

<https://www.nytimes.com/2019/05/04/smarter-living/500-days-of-duolingo-what-you-can-and-cant-learn-from-a-language-app.html>

<https://www.fluentin3months.com/duolingo/>

<https://pcs.skyeng.ru/>

https://vimbox.skyeng.ru/showcase?_ga=2.99295262.1469015626.1558736933-1417410886.1556137574&_gac=1.149604866.1559042744.EAIaIQobChMIxKuA5Y6-4gIVyqgYCh0PtgmBEAAYASAAEgLUfD_BwE

<https://www.wikipedia.org/>


skyeng

Баланс: 0 занятий Пополнить

This page is not included in homework

Dictionary Grammar

HW Plan Goal Notes Words



a destination 🔊

Show translation

/ˌdestɪˈneɪʃən/


The place where somebody is going or something is being sent. ▾

🔊 Her parcel has failed to reach

+ Add to vocabulary

1. Introductory lesson new Attachments All notes

Starting from ... Llandudno • Margate + more timeless seaside gems



▶ ⏪ 🔊 01:04 / 01:04 ⚙️

In the right place ... but at the wrong time!

Last week we asked you to tell us about a holiday when the **destination** was perfect but, for some reason, the time wasn't right ... Here are some of your replies.

How did Kelly spend her holiday?

Read the letter and order the pictures

Reset
27 🏆
6 🗨️
< Back
Next Page >
Exit Material

Figure 4 Skyeng Grammar



Напишите это на русском



I am alive.

Я

жив

жива

десятилетия

дядя

твой



Правильный ответ:

Я жив.

📄 СООБЩИТЬ ОБ ОШИБКЕ
💬 ФОРУМ (25)

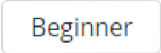
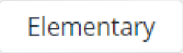
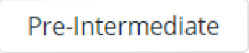
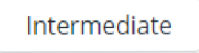
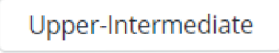
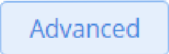

ДАЛЬШЕ

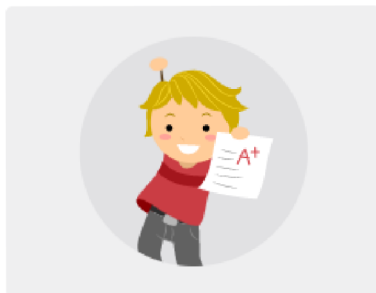
Figure 5 Duolingo practice

Classroom

 Current course  Journal  Show all courses

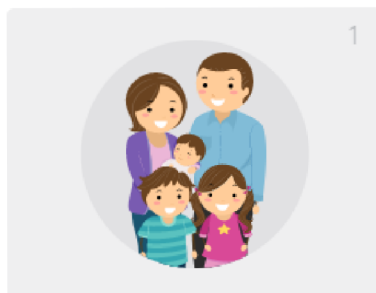
General

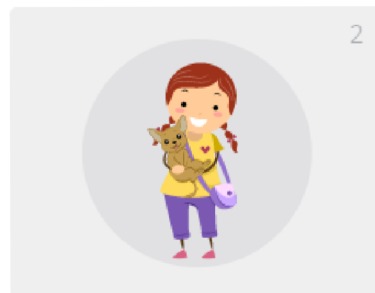


Placement Test

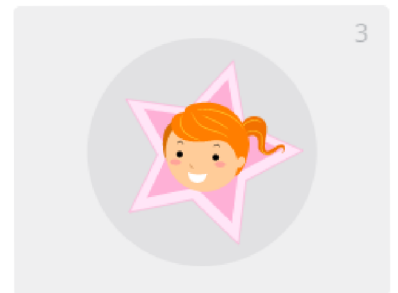
Section 1



A family portrait



Have you got a family?



Your personality

Figure 6 Skyeng Classroom

Wordset for that lesson

Sport

- | | | |
|---------------|-----------|-------------|
| 1 coach | 5 get fit | 9 spectator |
| 2 get injured | 6 hurt | beat |
| 3 draw | 7 referee | 11 lose |
| 4 warm up | 8 fan | win |

[Show full list](#)

Sport equipment

- | | | |
|------------------------|-------------------|---------------|
| 1 motorcycling circuit | 4 athletics track | 7 captain |
| 2 basketball court | 5 ski slope | 8 sports hall |
| 3 golf course | 6 rugby pitch | 9 stadium |

Figure 7 Lesson's Vocabulary in Skyeng

Correct the mistakes. Two sentences are correct

word

Как выполнять упражнение



Ввод



Нажмите на пропуск и впишите ответ

- 1 — Sue (~~will take~~) **might take** a year off from work, but nothing has been decided for sure yet.
— What **will she do** if she does take the year off?
— She said she was thinking **of travelling** a bit.
- 2 — Look, they say there **'s likely to be** bad weather tomorrow.
— I suppose they **will postpone** the outdoor concert then.
— Maybe so, I **will phone and ask** before we **leave** .
- 3 — The boat **comes** at nine.
— So when **are we going to eat** ?
— After they **arrive** , I guess.

Reset

72

28

Show results >

Exit Material

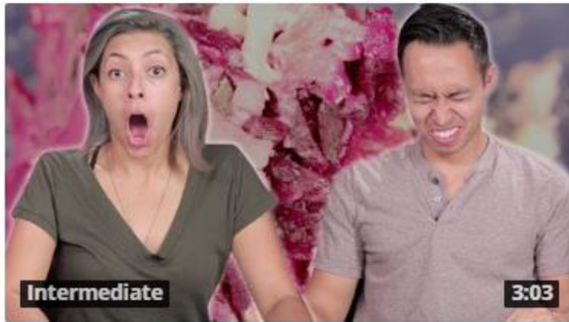
Figure 8 Lesson #1 Skyeng

Video

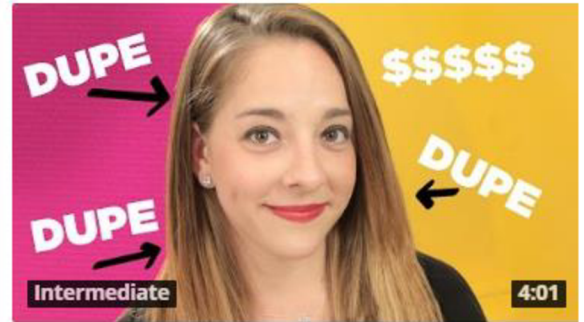
🔍 Search videos

🔖 Bookmarks 0

Featured



Americans Try Russian Foods
11459 views



Cheap Vs Expensive Make-up
2305 views

Surf by categories

Featured Popular Technology & Science Fashion
Psychology & Self-Development Cooking
Family & Relationships Music Movies & TV Series Sport
Travel Humor 4-9 Years 10-17 Years

Popular

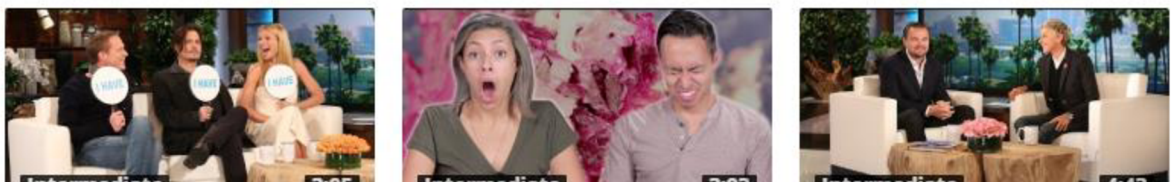


Figure 9 Video material in Skyeng

Знакомьтесь — преподаватели Skyeng!

Запишитесь на вводное занятие, и мы подберем вам наиболее подходящего преподавателя по вашим интересам, предпочтениям и личной совместимости.

Все преподаватели

Все курсы

Показать занятых



Angeli

5 лет 📍 Филиппины



Phindokuhle

📍 Россия



Penelope

12 лет 📍 Филиппины



Jarryd

📍 ЮАР

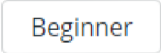
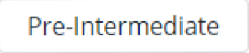
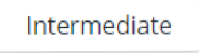
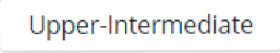
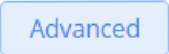



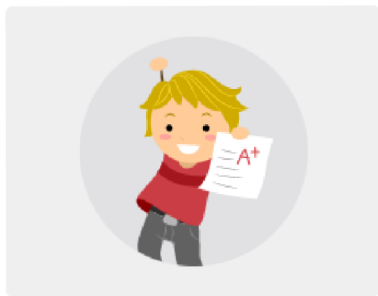
Figure 10 Skyeng teachers

Classroom

 Current course  Journal  Show all courses

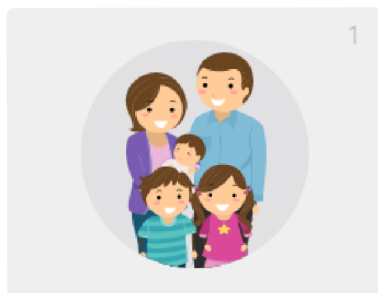
General

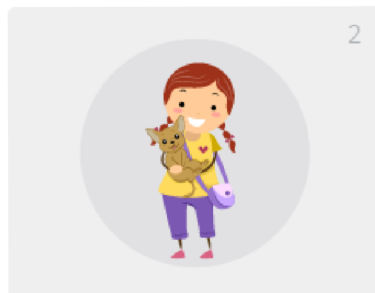


Placement Test

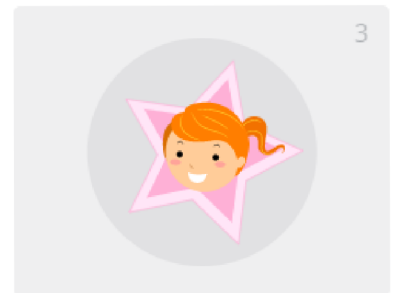
Section 1



A family portrait



Have you got a family?



Your personality

Figure 11 Skyeng Classroom

Grammar tree

- Verb
- Noun
- Adverb
 - Kinds
 - Of Time
 - Position of Adverbs
 - Position of Adverbs
 - Adverbs of Place, Direction, Indefinite Frequency, and Time
 - Adverbial Clauses of Time
 - Still, Yet, Already
 - Still, Yet, Already, Any More, Any Longer, No Longer

Position of Adverbs 2

• END OF SENTENCE (after the verb):
Adverbs of manner: slowly, suddenly, badly, quietly, etc.
The crowd left quietly.
The small English car.
Adverbs of place: opposite, around, here, to bed, from school, etc.
The children are playing outside.
Come and see.
Frequency expressions (define frequency): once a month, every week, etc.
She has the newspaper twice a week.
I call my grandma every day.
Adverbs of time: today, really, soon, yet, etc.
I'm going to Paris today.
She'll be coming soon.
Modals of purpose: to + infinitive, in order to + infinitive, etc.
We're not just to meet the request.
We're happy to order to give the school year.

Some adverbs of time: already, still, finally, eventually, soon, last, just.
She's still working in the office.
They've just arrived.
Adverbs of manner (when they are not important): slowly, suddenly, happily, etc.
I almost started to fall before again.
We will happily start moving to London next month.
Some adverbs of degree: almost, greatly, mostly, etc.
She's almost finished.
We'll happily agree with you.

Some adverbs of certainty: maybe, perhaps.
Maybe I'm right.
Perhaps, he has to take.
Adverbs of place (special emphasis): there, there, at the end, etc.
The car was just there.
(The word order changes in this sentence.)
There after a.
She has to put a pretty girl with a blue hat.
(The word order changes here.)
Adverbs of time (special emphasis): today, in 1956, etc.
I'm going to London.
We want to connect.

ADVERBS
• BEGINNING OF SENTENCE (before the subject):
Connecting adverbs: Then, next, however, suddenly, etc.
Suddenly, the door opened.
After a short break into the room.
Connect adverbs: Luckily, luckily, fortunately, surprisingly, slowly, etc.
Fortunately, I forgot my keys.
Suddenly, she has decided to help us.
Frequency adverbs: Special emphasis, indefinite frequency: usually, normally, often, frequently, sometimes and occasionally (OCC), always, every, every, seldom and never).
I think I'll like to see somewhere else.
I got up early.

Commas with adverbs:
The comma after adverbs is optional, but it is better to use it.

Begin your sentences with Adverbs
(those words that describe the verb and end in "y")

[Open Grammar Article](#)

1. Introductory lesson new [Grammar](#) [Attachments](#) [All notes](#)

Lesson grammar

[A or An, One](#) ✕

A or An and One

A

We use **a** before nouns and noun phrases that begin with a consonant sound. If the noun or noun phrase starts with a vowel letter but begins with a consonant sound, we also use **a**:
a university [ə ju:n ...] **a** European [ə juə ...] **a** one-parent family [ə wʌn ...]

We use **an** before words that begin with a vowel sound, including a silent letter 'h':

- **an** orange **an** Italian **an** umbrella **an** hour **an** honour

and abbreviations said as individual letters that begin with A, E, F, H, I, L, M, N, O, R, S or X:

- **an** MP [ən em pi:] **an** FBI agent [ən ef bi: ət ...] **an** IQ [ən ai əw ju:]

But compare abbreviations said as words:

- **a** NATO general [ə 'neɪtəʊ ...] **a** FIFA official [ə fi fi eə ...] **but an** OPEC meeting [ə əʊ pek ...]

Note that we say:

- **a** history (book) **but an** (or **a**) historical (novel)

B

We use **a/an** (not **one**) to talk about a particular but unspecified person, thing or event:

- I really need a cup of coffee.
- You never see a police officer in this part of town, do you?

We also use **a/an**, not **one**, in number and quantity expressions such as:

- three times a year half **an** hour a quarter of **an** hour a day or so (= 'about a day')
- 50 cents a (= each) litre (note we can also say '50 cents for one litre')
- a week or two (= between one and two weeks; note we can also say 'one or two weeks')
- a few a little a huge number of...

We use **a** rather than **one** in the pattern **a ... of ...** with possessives, as in:

- She's a colleague of mine.
- That's a friend of Gabriel's.

C

Before a singular countable noun **one** and **a/an** both refer to one thing:

- We'll be in Australia for **one** year. (or ... **a** year.)
- Wait here for **one** minute, and I'll be with you. (or ... **a** minute ...)

Using **one** gives a little more emphasis to the length of time, quantity, amount, etc.:

- He weighs **one** hundred and twenty kilos! Would you believe it! (using **one** emphasises the weight more than using **a**)

However, we use **one** rather than **a/an** if we want to emphasise that we are talking about only one thing or person rather than two or more:

- Don't forget to buy **one** ticket.

[Exit Material](#)

Figure 12 Grammar in Skyeng

Match the phrases with the pictures



Слова к картинкам

Нажмите на слово и перетащите к картинке

Как выполнять упражнение



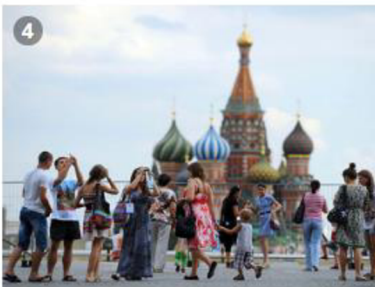
go swimming/sailing



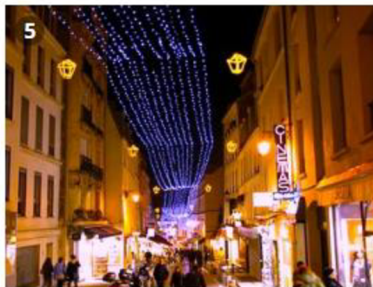
go to the beach



go away for the weekend



go sightseeing



go out at night



go camping

Reset

33

2

< Back

Next Page >

Exit Material

Figure 13 Lessons in Vimbox be like.