

Opportunities of Organization of Classes in Foreign Languages by Means of Microsoft Teams (in Practice of Teaching Ukrainian as Foreign Language)

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Abstract

The characteristic aspects of learning a foreign language require special resources and tools for online learning. Criteria for choosing educational platforms depend on key elements of an academic subject area. Microsoft Teams (hereafter, MT) educational platform is competitive one because it meets most of the needs that arise during the formation of a secondary linguistic persona. Due to the large number of corporate programs, there are a successful acquisition of language skills and the implementation of all types of oral activities of students. A significant MT advantage is the constant analysis and monitoring of the platform of participants' needs in the educational process by developers. The article highlights MT advantages and disadvantages. The attention is drawn to individual programs, which, in the authors' opinion, are the most successful to learn writing, reading, speaking, listening, as well as organize classes that meet needs of modern foreign students.

Keywords:

Microsoft Teams learning platform, distance learning, blended learning, speaking, reading, writing, listening, interactive exercises.

1. Introduction

The epidemiological challenges faced by the world in 2020, the technology development, education internationalization and standardization determine new requirements for the educational process. The issue of ensuring a productive educational process, both of blended form and completely distance one; new requirements for classroom work after quarantine restrictions are at the top of the agenda. Recently, linguodidactics scholars pay a lot of attention to various aspects of online learning: general issues of distance learning, software, implementation of control, etc. It is obvious that the teaching of human sciences has its particular characteristics, which leads to differences in the way of organizing a distance language learning, the resources involved, online tools and instruments. Learning a foreign language requires the acquisition of theoretical language knowledge of phonetics, word formation, vocabulary, grammar, as well as and above all

the acquisition of verbal skills. Speaking from experience, the most difficult for foreign students is not so much to memorize words, learn grammar rules, but how to learn listen, read, speak, and write.

Knowledge of the Ukrainian language is a soft skill for foreigners. First, they interpret these skills as the opportunity to get the appropriate level of knowledge in special disciplines. Foreign students are also aware of the importance of communicative competencies. It will allow them to fulfill their professional capacity during the training. Therefore, the correct choice of software on distance learning of foreign language education will help make this process fully functional. There is no doubt that Ukrainian educators mostly use Zoom at their online classes, taking into consideration the usability, sufficient functionality, and the program ease of use. To organize distance learning, the institutions of higher education of Ukraine turned to use online courses on Moodle and eDx platforms. However, they have encountered a problem of creating and implementing platforms that could provide space for convenient work of participants of the educational process. There are more than 700 LMS platforms on the world market (Blended Learning Implementation Guide, 2020, p. 46). However, nowadays, the most popular platforms in institutions of higher education of Ukraine are Moodle, Classroom and Microsoft Teams (hereafter, MT). Each platform deserves close attention of educators, anticipates the needs of the educational process, as well as it has its advantages and disadvantages. In this article, we will focus on the analysis of the organization of foreign language learning by means of MT platform as a center for teamwork.

We will note the fact that the term "learning platform" means "a comprehensive solution designed primarily to ensure the educational process", and "NOT messengers, e-mail and NOT a communication platform with LMS capability implemented as an add-on module and/or their combination" ("Blended Learning Implementation Guide", 2020, pp. 47-49). MT platform has been the study object of various academic and scientific pedagogical

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researches. Scholars and educators have revealed general issues regarding the use of MT in general (Savchuk, H.O., 2021) and in education of different countries (Pal, D., & Vanijja, V., 2020; Hubbard, M., Bailey, M.J, Hess, D., & Hellebro, M., 2021; Rababah, L., 202), as well as explained the peculiarities of the use of this learning platform in the study of individual disciplines. Some scholars have described the use of certain MT corporate programs in their works. In particular, Zhelyazkova M. (2021) has described the work with a whiteboard. MT adaptation to teach English is considered by Carolyn Schneider, highlighting the strengths and weaknesses of Microsoft Teams (Schneider, C., 2020). Haro Calero and Ricardo David (2020) have analyze the use of Office 365 tools for educational purposes, particularly in foreign language teaching, in the context of higher education in Ecuador, and developed an English-language guide that improves Office 365 integration into language teaching. Tahani R. K. Bsharat and Fariza Behak (2020) highlight the MT impact on improving distance learning of English, the role and benefits of e-learning during quarantine. Tran Vu Mai Yen and Nguyen Tran Uyen Nhi (2021), Luqman Rababah (2020), Ahmad Ridho Rojabi (2020) reveal the practice of using MT platform in teaching English through the lens of students. Describing the attitude of students to the use of MT in learning English, Luqman Rababah identifies three positive (convenience, efficiency, and common resources) and two negative (technical challenges and difficulties in performing certain exercises) platform features (2020). Aurora Pascan (2020) implemented the expediency of using MT platform when teaching Romanian to foreign medical students. The French language learning by means of MT is described in the article by Alabay Sercan (2021). The general analysis of the adaptation of MT resources to ensure the teaching of a foreign language, in particular Ukrainian, was overlooked of scholars' attention.

The objective of the study is to determine the adaptability of MT tools to the organization of the educational process on a foreign language. The implementation of this objective will be facilitated by the following tasks: description of the resources of MT platform that can be involved in distance learning of a foreign language; analysis of the feasibility of using specific corporate programs when working on students' verbal skills; identification of advantages and disadvantages, as well as ensuring synchronous and asynchronous work of participants by means of MT.

2. MATERIALS AND METHODS

The study was conducted during 2020-2021 on the basis of Zaporizhzhia State Medical University (hereinafter, ZSMU), Vinnytsia National Technical

University (hereinafter, VNTU), and V.N. Karazin Kharkiv National University (hereinafter, KKhNU). Thanks to the favorable policy of the administration of these universities, an experiment was conducted to attract MT platform and separate interactive programs during distance, blended and classroom learning of foreign students from India, Morocco, Nigeria, Ecuador, and Tunisia.

The study used direct and indirect observation, pedagogical experiment and repeated pedagogical experiment to determine the feasibility of using the proposed resources in foreign language education of adults, determining the tactics of educators to attract interactive technologies in order to improve student motivation and lesson efficiency. The use of a comparative method has made it possible to determine the level of effectiveness of certain programs in the formation of specific types of oral activity. Quantitative and descriptive methods contribute to the generalization of the obtained results.

3. RESULTS

MT is a space where there is a chat for meetings, file sharing service and corporate programs, which can meet almost any of the most demanding requirements of educators. MT meets such criteria for choosing a learning platform as cross-platform and ergonomics ("Blended Learning Implementation Guide", 2020, p. 48). To get the full functionality, you need to download MT application, otherwise it will be much smaller. Unfortunately, it overloads a computer. Working with this platform provides free (with limited resources) and paid options, the functionality of which depends on the package. An account can be individual (created by an individual user, not controlled by an organization) and corporate one.

The corporate authorization service for users created by university administrators is mandatory for distance learning in higher education institutions (hereinafter - HEIs) of Ukraine. MT platform provides for personalization of participants of the educational process ("Blended Learning Implementation Guide", 2020, p. 49). The administration of the educational institution establishes the rights and controls all corporate participants.

The educator's work starts with the creation of a team to which he/she invites students of an academic group. This process is greatly simplified due to the responsible work of the university departments, in particular the timely creation of students' accounts, the organization of academic groups on the platform by representatives of a dean's office. If necessary, an educator can customize certain settings: to name a team, upload a picture for a team ID, set additional rights of team members

(permission to respond, write messages, download documents, etc.). The ability to upload a photo for a group ID helps to improve the psychological atmosphere during language training. When an educator adds students, an invitation letter is automatically sent to each participant in Outlook corporate e-mail, and this action is recorded in the "Activities" tab.

MT platform has different interface languages. We are pleased that the developers have worked to support the Ukrainian-language interface that meets the requirements of the mandatory functionality of training platforms defined by the Ministry of Education and Science of Ukraine (hereafter, MES) ("Blended Learning Implementation Guide", 2020).

The "Posts" tab and team's starting page and home page contain all the information about online classes, assignments, shared materials, etc. It disciplines and organizes students. You can send information in any format: text message, text document, photo, video or audio, links, etc.

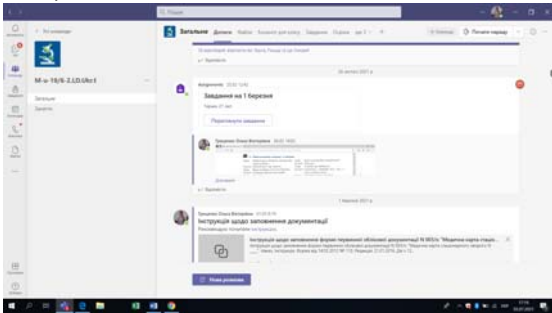


Figure 1. 'Posts' Tab.

The permission to publish is allowed by an educator. Posts can be published only by an educator or all participants. There are several ways to publish: announcements, important information, regular posts, polls, and prize. The ad is different from other messages in a newsfeed: it has a title (this part can be diversified, made brighter by choosing a background), topic and your own message, important guidance information, guidance information at the beginning or the end of the course.

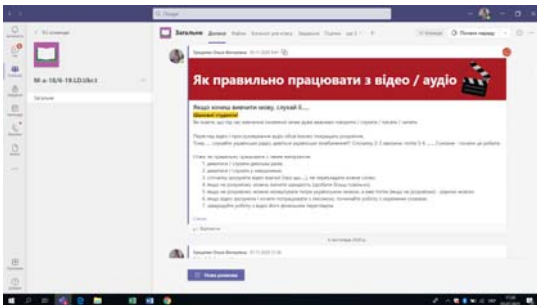


Figure 2. Using "Ads" Tab

The message, which is marked "Important", also stands out visually from others, but less than the previous type.

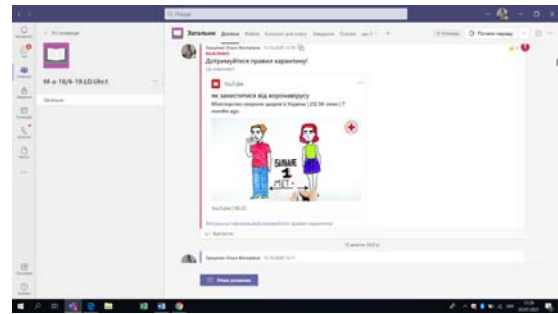


Figure 3. Using "Important" Writing-in

Changes in the schedule presented in this way, for example, are well accepted by students. The choice of size, color, font selection, "active words" tab, tables, and pictures allow participants to focus on the right elements, to diversify and intensify emotionality. In our opinion, the disadvantage is the inability to pin a message in the newsfeed. The fact that it contains all the ads (old and pre-planned events, homework, and shared materials) makes it difficult to find the necessary information. The other drawback is the lack of coherent relationships between messages, which requires re-copying the question or a link. You can use active names to change this situation. The survey report (which we will address later) allows you to quickly find out thoughts about a particular issue. It looks like a test with a condition, a question and a choice of answers.

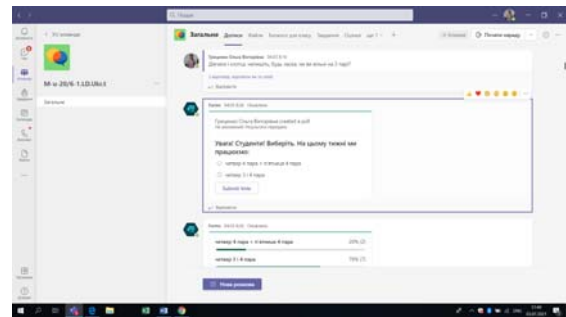


Figure 4. Using "Express Survey"

As an example, it can help an educator to learn the performance of a task during a group work with a project, to incentivize independent work of students, and to control the mastery level of an educational staff. One of the disadvantages of these surveys is the inability to offer an open answer, which can reduce the objectivity of results. The message of praise (Prise) allows an educator to recognize students for certain achievements: creativity, productivity, etc. In this way, the motivation of students to work as well as their desire to improve performance are increased.

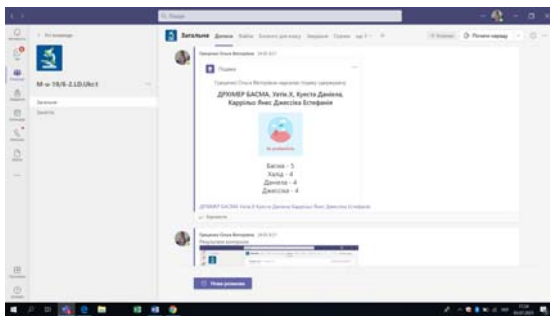


Figure 5. Using 'Prise' Application

The correspondence function allows students to communicate with classmates and an educator. As you can see, it is an open chat. However, on request, participants can immediately turn to a private chat. Each message can be deleted, modified (only by an author), and copied. Permission to respond to messages is also set by an educator. Students use smilies to express their opinion on the question, which reduces the distance between participants, allows them to express their emotions, and brings them closer. We will note that while some students cannot afford certain behaviors during classroom work, the barriers in cyberspace become smaller. It meets one of the mandatory requirements for the functionality of the educational platform, recommended by the Ministry of Education and Science of Ukraine ("Blended Learning Implementation Guide", 2020, p. 47).

MT platform allows you to quickly schedule a lesson. It can be done on a team page or through the "Calendar" tab. By creating a meeting on the team page, we make an instant meeting. In the "Calendar" tab, you are invited to schedule a meeting, specifying the date, time, channel. If necessary, you can add a description, background information, and preparatory documents. By selecting a channel when planning lessons, the program automatically creates a similar event in the "Calendar" tab of students. All participants in the learning process have the opportunity to monitor their engagement during the day.

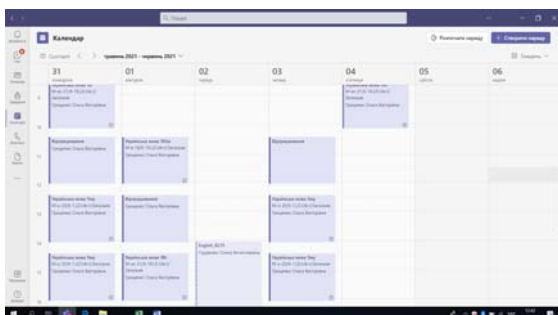


Figure 6. 'Calendar' Tab

The synchronous online lesson takes place according to the scheduled event in a calendar. An educator sets who

can start the lesson, how the participants will work during the lesson, and who has the right to present the materials, etc. Foreign language classes are usually practical, not lectures, which, in fact, determines its specificity. During the meeting, each participant can turn on / off the video and microphone, set the desired background, and write in the chat. An instructor can invite any other participant by entering his/her name or account in the search bar on the "Participants" tab or by sending an invitation to the meeting. In the "Participants" tab, the educator can also download a list of meeting participants, which records the beginning and end of work of everyone. Unfortunately, working with Excel document, which is used to make reports on those present participants, takes a lot of time, because, as it has turned out, the student can come in and leave the meeting several times (at his/her will or due to technical bugs). In its turn, it overloads and disorients. Fortunately, MT developers have suggested a new alternative corporate program *Insights*, which allows you to easily control the work of each student, even taking into account homework and work with certain documents.

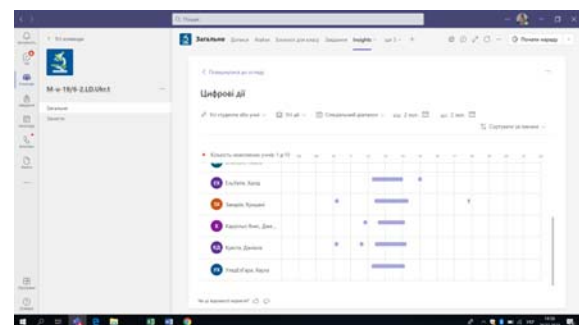


Figure 7. Working with "Insights" Program

For an educator, the functions of setting up space at the online lesson are useful. It can be a gallery, a large gallery and a "virtual audience". The latter option has been proposed by developers since October 2020, but has already found supporters. Students like to work in such a way. First, it keeps someone's spirits up, affects the general lesson atmosphere, although it is sometimes distracting. Constant problems with the Internet connection do not allow to implement this option in full. The "Raise Hand" function has its advantages during the online lesson, as it promotes discipline in the classroom. Interestingly, this option can also be used to conduct surveys, for example, to monitor the quantitative indicators of voting, and to find out how many reports are planned (with the prognostic objective). It helps an educator to quickly navigate during the lesson and rationally allocate time.

Since the formation of a secondary language personality involves writing skills, it is appropriate to write messages in the chat. These can be short written answers to a topical issue or just short training exercises.

In this way, an educator can analyze the work of a group. Unfortunately, the conscientiousness of some students suffers, and we often deal with copying answers. To improve the situation, it is appropriate to use smiley reactions that encourage students to work independently. When talking about an online foreign language lesson, we primarily understand the educator's communication with students and students among themselves. Therefore, it is better to replace grammar or language material with an express survey, which has already been discussed, and to allocate online time for more important tasks in terms of communicative practicality. The disadvantage is that an express survey during a synchronous lesson can be created only by returning to the "Posts" tab, which takes an educator's time and is inconvenient.

Students' oral answers - monologue-reflection, description, etc. or dialogue - need to be corrected. In order to rationally use the time of the online lesson, to keep the pleasant lesson atmosphere, you can indicate a student's "active name" in the general chat of the meeting, record mistakes without interrupting him/her, and then give the opportunity to analyze. Mistakes can be recorded in the student's personal chat. Working on mistakes is mandatory when learning a foreign language, but the decision to publish mistakes with an indication of a specific person depends on the relationship in the group. Another way to work on mistakes is to analyze each other's answers. The other way to work on mistakes is to analyze each other's answers. Students listen, write down possible mistakes in the chat, and then there is a discussion. This type of work intensifies writing skills, as well as listening. For the rational use of time in the oral interview, it is necessary to offer a parallel task to other participants. MT platform offers many options for organizing such a work.

The option of the screen sharing is available to the meeting organizer. Moreover, he/she can give this right to other participants. It can be demonstrated with or without a computer audio; a single page, a document or a screen as a whole. The simplest way for an educator is to demonstrate a textbook or other learning material at a lesson in order to have quick access. Students demonstrate their results in this way. It allows you to instantly resolve any issue that a student could have while working with the platform. The screen demonstration allows you to successfully conduct audition exercises. For example, an educator turns on video or audio material from his/her computer, and in parallel sends a link to the chat for a pre-prepared test or creates a task in the 'Task' tab, or simply sends a photo of a test (a test screenshot) and asks students to write answers in the chat, indicating the question number and answer letter. Students review the proposed materials together, but work with the test individually. The disadvantage that may arise during the performance of such a task is the student's ability to find the demonstrated

material on the Internet with the option of subtitles in the native language. Considering it, it is necessary to properly allocate time and limit the task duration.

Scholars (Fursenko Tetiana, Bystrova Bohdana, & Druz, Juri, 2021; Thi Thu Huong Ho and Kawaguchi, Satomi, 2021) drew attention to the expediency of using cards when learning a foreign language in many works, emphasizing the involvement of different channels of perception. Flash cards may contain new vocabulary, grammar, etc. We see a successful use of *Quizlet* corporative program, which allows you to create cards using both language signs and pictures. Based on the translated method of teaching, you can submit the Ukrainian word and its equivalent from a foreigner's native language. We mention here that the program has the ability to set the language cards and offers a possible translation in advance. The other way to get acquainted with new words can be to give a visual stimulus. Cards organized from words (or phraseological phrases) and pictures will help students with mosaic thinking to master the material. When semantizing new lexical items, the descriptive method is successful. Therefore, you can present a lexical unit or phraseme, on one hand, and an interpretation, on the other one. Dubbing of the entered text is available as well. Such cards can be used at the stage of introducing new material, during memorization, to summarize what has been learned, and update knowledge. In addition, this program allows you to organize independent work of students. It combines all the material selected by an educator and presents it in the form of training exercises with intermediate results, and envisages a control test at the last stage. By the way, such tests can be printed to keep track of the success of students' current knowledge during classroom classes.

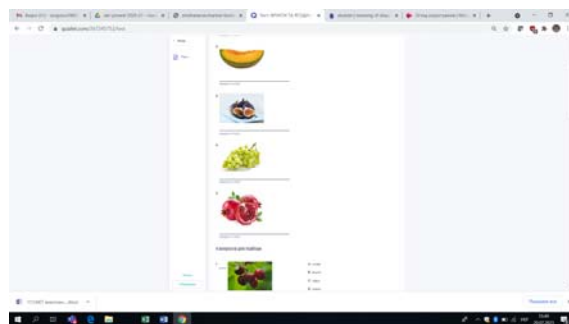


Figure 8. Automatically Generated Test in Quizlet

The program diagnoses tasks performed and identifies problematic issues that should be addressed again. This program disadvantages are the mandatory registration, the lack of Ukrainian language in settings and quality dubbing in Ukrainian. It is necessary to work on a whiteboard during online meetings. MT offers to use the 'Whiteboard'. Instead, many educators use a 'Word'

document for this purpose. The reasons for avoiding working with the “Whiteboard” are due to a number of inconveniences. First of all, the specified program with full functionality can be obtained by downloading it, and it overloads a computer. Secondly, unfortunately, in October 2021, during the online meeting there is no access to pre-prepared layouts of the ‘Whiteboard’. You can use an instant blank board at the lesson, although the board created during the meeting is automatically saved in MT library.

Because of the constant improvement of corporate programs, figures, the ability to download documents and videos, create blocks, comments or posts, etc. have become available. Only an educator can work, for example, to explain the material, or in collaboration with students. The disadvantage of collaboration on this board is the inability to block certain objects on it, to quickly make links between objects with graphic tags, a small number of templates, the lack of a general board layout, which complicates the search. The board made at the lesson can be saved and downloaded to a computer, distributed to students for review, and used in subsequent classes to update knowledge.

In our opinion, it is more appropriate to use other interactive whiteboards, in particular Miro. The presence of the board layout in the lower right corner simplifies cooperative work, as well as searching material on the board. When planning classes, an educator creates a board in which he/she selects several frames - stages of work or tasks, and then fills them with the necessary material. In addition to standard pencils, erasers, stickers, there are many other interesting elements: designed blocks, insertion, formatting, linking between elements, etc. For example, it was suggested to tell what you did on the weekends in order to intensify the work of students at the beginning of a lesson. While the students were talking, the educator was recording the activity of the participants in the wrong order and in a concise form in a pre-prepared board with students’ names of the group. When all the students had told, an educator extended the link to the board for collaboration and suggested to combin an activity with the student’s name.

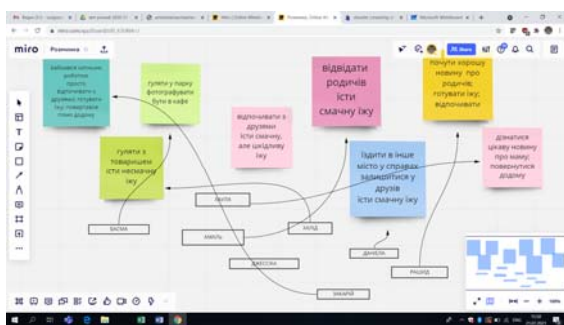


Figure 9. Working with Miro Board

You can add material of any format to Miro board. Moreover, you can select and leave individual parts (pages, slides) from the attached document. The function of blocking elements facilitates the organized work of students, as it does not allow you to move elements on the prepared board. For example, while learning new vocabulary, students are asked to sign photos in a frame with sticker words. In this way, new lexical material is mastered and writing skills are improved. An educator can see what a student is doing (having an active marker with a participant’s name), what part he was working on, who has made writings (there is a remark about a performer), while staying in touch with students.

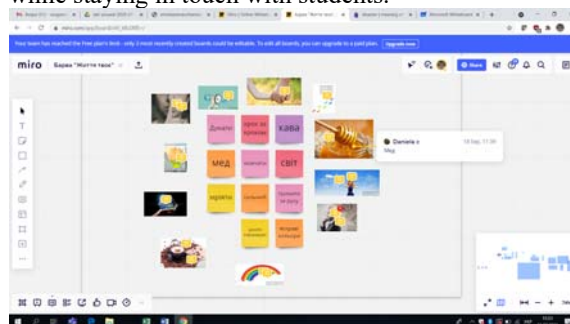


Figure 10. Organization of Cooperation on Miro Board

Miro offers the creation of knowledge maps of different types and complexity on the board. Working with a specific topic or problem, an educator creates a blank card, and then students who are responsible for a particular element of this card, improve it. For example, an educator adds all the words learned by students on a topic (in the form of stickers, inscriptions or figures) to the board and creates blocks called questions, parts of speech or generic concepts and asks to put the words in the right group, assigning groups to students or pairs of students in advance.

An educator can ask students to create a map together on a topic: first, foreigners get acquainted with the material, identify possible groups and subgroups. This work has a number of advantages: it activates, helps to organize students, requires communication, analyze information, as well as improves skills in the use of information technology. Unfortunately, since 2021, there are free and cost options. However, the first option has become much more limited.

Since 2021, MT has the opportunity to create separate rooms during meetings, unlike Zoom, where this feature already existed before. It is important when developing foreign language competence, as it helps to improve oral speech as well as it helps to build friendly relations in a student body. MT suggests to divide the meeting participants into the required number of rooms automatically or manually. A meeting organizer has the right to open a room and resume the general meeting. The

disadvantages are the inability to inform all students in the chat at once, because each room has its own chat. Moreover, an educator does not have the ability to control work of all subgroups. Therefore, he has to go to each room in turn. When dividing students, educators should take into account that students involved in one room have only one intermediary language (Ukrainian). Of course, the character of each student and their relationship affect the productivity of such a work. To sum, when planning to work in rooms, an educator must take into account all the indicators.

The other way to organize collaboration of students in class is to use *OneNote*. This application is a notebook divided into a "Library", where you can store all the necessary materials for learning; "Only for an Educator" is a space where a teacher can accumulate the materials and notes; "Space for cooperation" is a space where team members can work; then separate pages of each of the participants are presented. For collective work you should use the section "Collaboration space", the remaining notes are signed by the name of the author. You should use the "Collaboration Space" section for group work, the remaining notes are signed by an author's name.

The *Notepad* page can be shared to each participant's page. For example, an educator explains the rules for using the genitive case using a page in Notepad: drawing pictures, texting elements, highlighting with color, using handwritten inscriptions, etc., and then distributing this page in students' Notepad. The created document can serve as a material for updating knowledge in self-repetition or generalization in-class learning. The next stage of work can be the performance of lexical and grammatical exercises. In addition to the rules just explained, the advantage is that students get an exercise form in which they only need to add one word or ending. The use of information technologies in the educational process aims to create a favorable learning environment, increase motivation, as well as systematize independent work of students. That is why teachers often use programs to create interactive exercises during online classes and for independent work of students. The most popular are *LearningApps* and *Wordwall*. They allow you to learn and practice certain skills in an interesting way. In our practice, such exercises are most often used to memorize lexical and grammatical material at the initial stage of learning a foreign language, because they have a somewhat simplified version, presented in game form. Although, we consider them promising even at advanced stages.

Distance learning and the educational process in general of 21st century require the mandatory supporting material for classes, as well as videos, which would briefly present the basic theoretical materials in a simple form. It should be mentioned that a meeting held on MT platform can be recorded and then used to create content for a course unit. MT values the personal confidentiality of

participants, and therefore, upon entering the recorded meeting, everyone is informed about recording process. Since the end of 2020, all video meetings are remained for a limited time. Tran Vu Mai Yen and Nguyen Tran Uyen Nhi (2021) also note the value of video recording, emphasizing that students can adjust the speed of viewing recorded material.

Successful language mastery depends on educator's skills, the appropriateness of methods and tools used. However, it primarily depends on the persistent regular work of those who want to know and speak. Therefore, self-education, which includes homework, is important during learning, especially distance learning. Each MT command has a "Tasks" tab, through which students are assigned tasks of any type. It is the ability to assign a tag, for example, "test work", "homework" or "class work", as well as organize all students' assignments. You can offer to perform "tasks", "test" and "choose from available" in the mentioned tab.

When using the "tasks" option, a teacher can specify a name (which helps to systematize and facilitate the search), write down your own tasks and tips on performance, add the necessary resources (any format from a computer or the Internet), specify a rating scale, as well as assign tasks to the whole team or make the task individual, set the start and end time of work. The function of determining the evaluation criteria allows students to clearly understand requirements for performance and an educator to give reason for the score.

Due to the commitment of educators, the advantage is the ability to plan tasks. Having got the assignment, a student can add a response document in any format. For example, after receiving a written assignment, students attach Word or pdf document, which automatically enters the cloud storage.

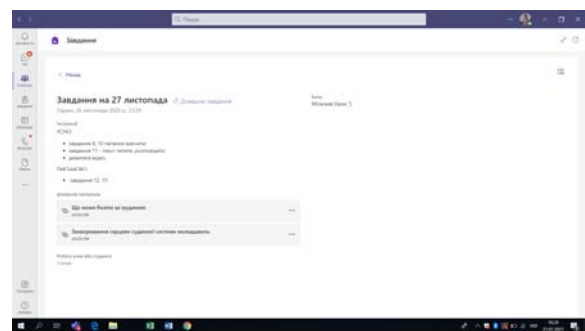


Figure 11. View of Assignment on Student's Page

While correcting a test, a teacher can comment on work, highlighting a mistake and adding a comment. By selecting the "review" function, all remarks and marks made by a teacher during a test are highlighted in red in the student's work.

The worst situation is with photos because any fixes are only possible after downloading, which takes time and reduces computer performance. Each grade given for task performance is put into a general gradebook, "Grades" tab. It allows you to make monitoring of student performance.

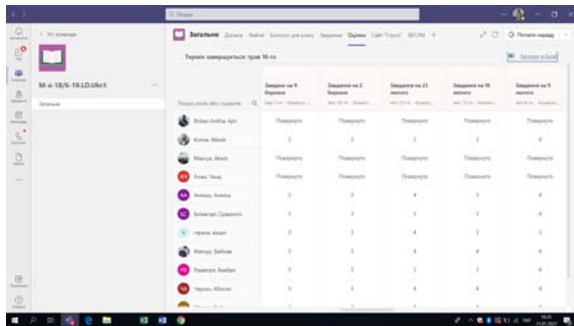


Figure 12. "Grades" Tab

You can also assign homework using OneNote corporate application mentioned above. Since the vast majority of time is spent on lexical and grammatical exercises, it is advisable to use an exercise form, which an educator distributes to all students in a group. It saves the students' time on rewriting. You can evaluate the work by adding a mark at the bottom or inserting a sticker, among which you can choose those in which you can make your entry "good", "excellent", etc. Such individual assessments motivate students to achieve better results. We consider the first proposed option (by means of the "Tasks" tab) of homework assignment more convenient, because works are placed in a system, the results are recorded, and it is easier to use. Thus, a variety of exercises to practice language skills, improve writing, reading and listening skills can be implemented by means of MT.

Control of vocabulary and grammar knowledge, as well as reading, writing, and listening can be implemented using Microsoft Forms. An author of a test can adjust its special background, and add video or audio materials, etc.

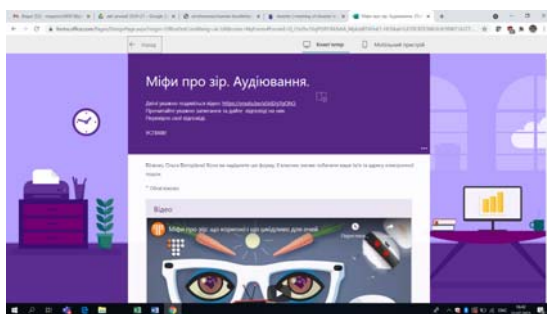


Figure 13. Sample Test in Forms

They have the opportunity to create test tasks with one correct and multiple correct answers, true / false, to

make a sequence, to compare, and open-ended questions. Within a test, you can select sections. While adjusting a test, you can delete them along with all the questions that are part of it, or just remove the section selection. You can set a random order of answer and question options in the form parameters. When creating test tasks, an author sets the score for each question, as well as indicates the correct answer or writes it for the open-ended question. It automates the verification process and simplifies it in the case of an open answer. Additionally, the parameters for setting the test performance, deadlines, feedback, a way of notifying results, etc. are adjusted. In addition, you can add the "Upload file" element: it allows a student to upload only one document of any format to a test. You can share the Microsoft Forms test through the "Tasks" tab or by clicking on its link. An educator can check the works by using the corporate application Microsoft Forms or the "Tasks" tab. If there were no open answers to questions, a test is checked by the program automatically.

Otherwise, a teacher conducts a test himself, because, unfortunately, the program does not distinguish between uppercase and lowercase letters, takes into account punctuation marks, which is not always a mandatory requirement on the criteria for evaluating works in a foreign language. The disadvantage is that it can be estimated only using round numbers. For example, to the question "Write an antonym for the word "темний" ("dark"), which is evaluated in one point, because it is determined by the easy level of complexity, a student gives the answer "світлий" ("light"). This answer is not correct, because the letter is omitted. However, it is also not fair to name it incorrect. In this case, half the point could be used. Therefore, this feature should be taken into account when creating a test task. An educator can check both the individual work of each student and the performance of individual questions by a group. The corporate application also allows you to analyze tasks for their relevance and correctness. Microsoft Forms provides complete analytics on the number of correct and incorrect answers, the complexity of tasks, etc.

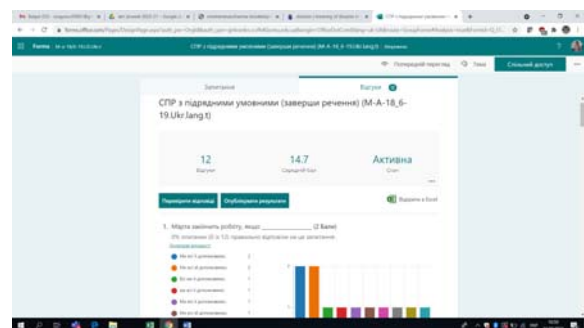


Figure 14. Analysis of Answers in Forms

It is suggested to save test results using Excel document. You can also print the form if needed. The application advantages include the design restraint. With personalization only through Microsoft, the Forms tool can perform final tests. Regarding the current control, we consider it more appropriate to use the *Classtime* application, which has a much nicer interface and functionality. A teacher needs “Library” (space for saving tests) and “Sessions” (direct work of student groups).

A teacher can create his own test, copy the existing one in the system (unfortunately, there is a lack of test tasks in Ukrainian as a foreign language) or use materials shared by colleagues. *Classtime* advantages include a large number of task types, the program does not require additional registration (just enter your name to activate, join with a Google account, etc.), and successful registration of session results.

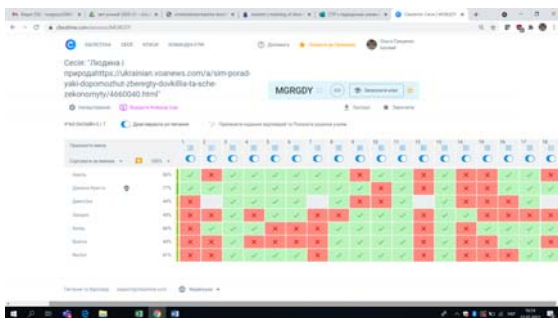


Figure 15. View of Answer Sheet of Session

Answers are checked automatically, although open answers to questions still have to be checked manually. However, the system is more adaptable than Google or Microsoft Forms. An example of the organization of listening is the following one: a teacher offers to watch a video, spreads his screen with audio permission, and sends a link to *Classtime* test in a chat. Students can be asked to take a regular test or use the game mode. In any case, a teacher gets collective results of a group, can immediately visually assess the most difficult questions and analyze them in class, and identify students who need to repeat this test at their own pace.

The function of gradual execution is interesting when an educator opens access to the next question. For example, after reading a text, students start to test their level of comprehension. A teacher sends a link to *Classtime* test, but students can only perform a task, the access to which is opened by a moderator. The option of gradual execution is expedient during memorization of new material, preparation for control work, correction of errors, etc. The advantage of this program is a successful restrained design style in the absence of the ability to edit the background. The only drawbacks are that additional features, setting

the execution time, exporting student responses, etc., are only available in a paid package; no option to add a document. This application allows you to implement lesson control in vocabulary, grammar, reading, listening, and partly writing.

In our opinion, a ‘game’ function, which has been mentioned in *Classtime*, is significantly inferior to the capabilities of *Kahoot* application, which is MT corporate application. It does not require additional registration. When creating a test, an educator should pay attention to the ability of students to choose ‘game’ names. It is unacceptable for the final control, but great for relieving the situation tension in a regular class. You should pay attention to design features of a test task. As in the two previous applications, there are many options for tasks, but the design style is still distracting. Such tests are rather an entertaining component, sometimes motivating, because test participants compete striving to get the highest result. We find the analytics tab suggested in this app useful. It provides game statistics with calculations of answers and questions, the number of completed and unfinished works, the selection of students who need help, etc.

An considerable place in learning a foreign language is given to speaking. It is multifaceted in the course of a foreign language. First, it is pronunciation, correct articulation; then it is the ability to convey their thoughts with simple and complex sentences, the ability to use communicative tactics and strategies. Pronunciation is difficult to adopt by foreigners, sometimes the obstacle is a stressful situation in the audience, forcing yourself to speak. *Flipgrid* program can well solve the described situation. The mentioned corporate platform is a space for discussions and debates. From the point of view of language didactics, this program is effective for organizing work on pronunciation, forming a statement, creating space for group work, etc.

Based on *Flipgrid* corporate program, you can organize many exercises to improve speaking of students with different levels of language proficiency. Thus, students can be invited to read new vocabulary, poetry or tongue twister at the initial stage of studying Ukrainian as a foreign language. A teacher does not spend precious class time, but controls the process of mastering speaking competence. Moreover, all students are in a relative comfort zone.

For example, students are asked to prepare a mini-project at the end of mastering “Dormitory” topic: make and select photos, create a presentation with them, and dub it (you can also add a requirement for subtitles in order to improve writing). During dubbing videos and presentations, students are engaged in self-education, because they still need to further prepare what they will

tell in addition to the material learned at the lesson. Learning the topic "The Respiratory System, Diseases of the Respiratory System", students of medical universities perform additional work: to dub the video "Breathing Exercises for People with Diseases of the Respiratory System." The figure shows that students are given a video to be dubbed (right), recommendations (left), and the following recordings are shown below. The opportunity to review the work of classmates motivates students to achieve better results. You can offer to review classmates' records, comment and note mistakes at an advanced level of language learning.

Students who have a higher level of foreign language proficiency can organize a discussion. Working with the topic "Art", a group should get acquainted with any Ukrainian film (mentioned at the lesson or recommended acquaintances). Then, they should record a short video, preferably with a movie frame (mandatory elements are determined at the instructional lesson in advance). The next stage of the work is to review the classmates' work and comment in the form of a video question followed by the author's answer or expression of impressions.

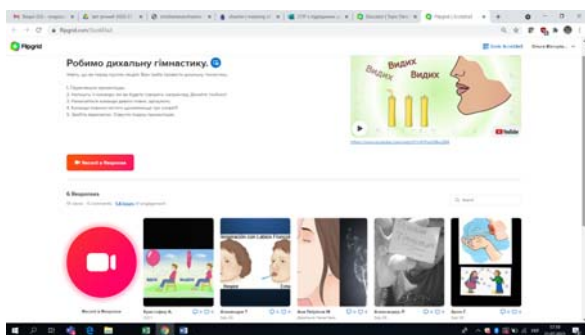


Figure 16. Working with Flipgrid

The principle of operation on this platform is quite simple. A teacher creates a discussion: he indicates a topic or a task name, provides explanations, tips for implementation, and adds photos, audio or video material for clarity and convenience. An educator also adjusts the discussion parameters: the type of a discussion (private or public one), the duration of an answer, who has the right to perform, the time of rendering and storage, the ability of participants to comment on work, evaluation criteria settings, etc. A student receives an invitation to a discussion, where he has the opportunity to record his video, watch videos of other participants, if any, comment / like them, etc. At the end of the term, a teacher checks a video: he scores for each of the criteria, can leave a written or video comment. It should also be noted that guests (for example, parents or teachers of special subjects) can be invited to join the discussion group by joining a guest password. It expands the range of task options. The most important is that it is the possibility of organizing work

with groups from other countries and continents. It is essential that a teacher should find a group with the same interests. The advantages of this platform are convenience, similarity to social networks, and emotionality. It is also worth mentioning that Flipgrid allows educators to create, save and distribute short videos that can be used to fill the content of a student course, recommended to students for self-study. Hrytsenko O. (2020) describes in detail the development of students' communication skills using Flipgrid platform at the lessons of Ukrainian as a foreign language.

When learning a foreign language, students must also learn to read and understand what they have read. Students first prepare to get acquainted with a text, read it, and then perform certain tasks at regular or online classes. It is also important during the formation of a secondary language personality to learn to express their thoughts in writing. You can implement it with the help of MT platform in several ways, many of which we have already considered. It is worth focusing on the corporate application *Chekhov Story*, the developers of which note that reading is the basis of learning. In the context of USL teaching methods, it is a tool for writing and recording a text, both simple and complex. In addition to a text, you can add images, record voice guidance, etc. Reading material designed with this program makes students more eager to work. When creating a story, an educator can additionally provide a translation, dubbing each word individually or a page as a whole.

The purpose of creating stories in *Chekhov Story* has a completely different purpose: to update, review and summarize what has been learned, to improve writing and speaking skills, etc. For example, after working with students on lexical material on the topic "Family", it is suggested to write an interesting story about a family. Foreigners should use as many words from the topic vocabulary as possible, build sentences correctly, follow the style, take into account readers' interests, etc. Additional motivation may be caused by a competition announced for such books, or the organization of cooperation with a parallel group of one or the other (especially foreign) university. All this requires great the teacher and students' skills, but the result exceeds expectations.

The other advantage of MT platform is the ability to fill team page (or group one) with the necessary information and fast transition from one program to another, which meets the criterion of ergonomics to training platforms. When learning a foreign language, it is important for students to explain, and give material, they need to learn to work independently. Therefore, additional literature should be familiar and accessible. For example, working with vocabularies, including translated and explanatory ones, it is very important when mastering a language. Therefore, in our opinion, it is advisable to add

VESUM (Large E-Dictionary of the Ukrainian Language, LEDUL), CUM (Dictionary of the Ukrainian Language, DUL), translated Ukrainian-English dictionary, dictionaries of synonyms and antonyms, as well as “Horokh” (“Peas”) website. In addition, it is important that students have access to authentic texts. The Ukrainian Language Corps and the “Listen!” audio library are useful. As a rule, teachers who use other online programs during distance learning only have the opportunity to send a link to the listed sources. However, over time the link shifts, which makes it difficult to find it. Tabs are configured for each team on MT platform. You can add any of the proposed, as well as web pages to the standard tabs offered to a teacher “Posts”, “Files”, “Notepad”, “Tasks”, and “Grades”. Team members will not switch to the other link, but simply go to the desired tab.

Finally, it is worth mentioning the automatic creation of a site on *Share Point*, which gives users the opportunity to work together. Websites can be used as repositories of information, as well as to run web applications such as Wikis and blogs that facilitate interaction.

The article describes the use of MT platform at foreign language classes and identifies its advantages and disadvantages. Due to the possibility of integration of additional Internet programs, the efficient formation of a secondary language personality is provided. It has been determined that it was convenient for students to work in this space during the pedagogical experiment. An interesting format increases the motivation of participants in the learning process. Conducting online classes with the participation of various programs and conducting a repeated pedagogical experiment allow us to determine the adaptability of certain programs in order to improve language skills as well as listening, reading, speaking, and writing. Identifying drawbacks of certain programs allows teachers to avoid mistakes in teaching. Comparison of some applications has shown the feasibility of their use in organizing different types of classes. Tabs “Posts”, “Files”, “Tasks”, and “Grades” allow you to organize a comfortable work of a teacher and a student. Further research may be devoted to the integration of specific applications in language education in higher education. The research works, which will develop options for tasks in certain programs, and proposed new lessons scenarios are key points for further.

Thus, MT platform is a space for cooperation of participants in the educational process. Product developers have taken into account a large number of requirements for the learning process in general, constantly analyze new needs, and improve opportunities. During the pedagogical experiment it was observed that MT platform is able to meet the needs of participants in the educational process of a foreign language. It has been drawn out that teaching a foreign language by means of

MT does not lose, but, on the contrary, gains advantages over other computer programs. The considered platform concentrates the necessary tools for work on four main types of verbal activity. It has been proven that the best organization of distance learning is facilitated by the availability of a calendar, recording and tracking of student activities by Insights program, etc. It is determined which applications should be used for language acquisition, work on listening, reading, speaking and writing skills, at the lesson and for the final control. The description of alternative programs demonstrates the advantages and disadvantages of their use at different lesson stages, as well as different levels of student training. Possibilities of emotional expression, convenience and familiarity for students, flexibility, and “student-centered” allow us to turn language learning into a process of general interest.

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