

But the challenge arises when educators realize that the technology can become an expensive toy without the right infrastructure, strategy or a learning plan. Application of multimedia technology is an assisting instrument to achieve the effect, while, if totally dependent on multimedia devices during teaching, the teacher can be turned into a slave to multimedia without any reason and any sensible effect. There are teachers who use technology very actively but do not handle it properly. Usually they just duplicate the textual material to the screen so the result is the students staring on the screen, no eye contact with the teacher, no actual use and no result whatsoever. Any technologies and approaches prove useful only if they have a positive effect.

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**ONLINE EFL TEACHING IN UNIVERSITY**

*Chaikovska O.V., PhD in Philological Sciences  
State Agrarian and Engineering University in Podillia*

All modern social culture is becoming digital. To make teaching the foreign language both effective and motivating EFL teachers practice up-to-date

techniques and methods, implement new strategies in language classroom. Teachers participate the webinars [3] and online courses, use the potential of social media, comics [2], podcasts [1] to make EFL (English as a foreign language) studying both effective and interesting. Online EFL teaching becomes more and more popular lately. Especially in the context of distance learning in High school. The aim of our study is to focus on delivering effective receptive skills lessons online and on determining the appropriate online lesson tasks. We'll talk about the similarities and differences between face-to-face reading and listening lessons and online receptive skills teaching.

To become a top-notch professional in the sphere of live language learning every teacher should remember that teaching online differs from face-to-face environment. On the one hand, teaching the four basic skills such as reading, writing, listening and speaking in a familiar classroom with the classmates seem to be easier. But having learnt the tips of online teaching everybody will realize that using digital tools will certainly benefit language study.

Teaching speaking online requires the teacher to listen and watch the students all the time, monitor their language, give feedback, and encourage participation and engagement just as teachers do in the face-to-face classroom. In a live session a teacher uses the chat box or a screen to clarify the questions. One of the advantages of teaching online is the ability to record the lesson and to watch it again. It is very important in the context of teaching speaking.

It's not a secret that digital tools completely removed the hardcover books. There is a wide range of digital books, websites and a lot other resources which contain trendy vocabulary. News reports, blogs, reviews, social media posts, advertisements, shopping sites and magazine articles allow us to create lessons that give learners access to language used authentically. Additionally, students can use the drawing tools on Zoom for annotation on the screen, which is great when they are scanning or skimming a text. Alternatively, the teacher or

student can take a screenshot of their reading materials, save it as a picture or pdf and add it to the cloud or a Google Drive folder, thus going paperless, protecting the environment and staying focused and organized.

While teaching listening the students can use earplugs and headset to listen to the sound as clear as it can be. Such platform as Zoom provides sharing video and audio and they can be rewound as many times as needed. A set of listening tasks that can be used in online teaching is almost the same as in face-to-face environment: pre-listening tasks, watching a video or listening to an audio file, post-listening tasks. The decoding techniques can be done with the help of the whiteboard, chat box or by sharing resources on the screen. One of the most popular English language resource gives us examples of listening activities that can be incorporated into online lessons or set for homework:

Jigsaw listening – for homework, half the class watch one talk and the other half watch a different talk but on the same topic. In the next lesson, learners work in pairs in breakout rooms and compare the speakers' views and justifications.

A song – a young learner watches a video of people performing a song. The teacher helps the learner to learn the words using pictures and mime, and they sing along.

A dictogloss – in class, the teacher reads out a short text giving factual information. The learner listens and then takes notes about what they heard. These two steps are repeated. The learner then uses their notes to reconstruct the text, typing it onto the whiteboard. The teacher offers feedback and support to help the learner be more accurate. Finally, the learner compares their text to the original.

A film clip – in class, learners watch a short clip from a film with no sound. They predict what they think the people were saying and type their ideas into the chat box. They then watch with the sound on to check.

Questions – in class, the teacher reads out a set of questions. Each time, the learner has to count the number of words they hear. The teacher asks the questions again and the learner answers them.

Which photo? – in class, the teacher displays six photos using the share screen option. The teacher then reads out a sentence to describe one of the photos, saying where something is, e.g. The cat's sitting on the table. The young learner says which photo the teacher is describing.

The incorporation of online digital tools into language classroom will benefit teaching languages.

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