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ONGOING ENHANCEMENT OF ESL EDUCATION THROUGH REFLECTIVE SURVEYS FOR UNIVERSITY STUDENTS

Reflective surveys in global best practices are used to ensure that the course meets the varied linguistic needs of university students. Therefore, we aimed to analyze quantitative and qualitative data on university students' feedback across various dimensions of ESL courses and provide recommendations aimed at improving and sustaining the quality of teaching English at the university level. To achieve this, we used a mixed-method research design to obtain quantitative and qualitative data which revealed that university students expressed their overall satisfaction with the ESL courses. They especially appreciated the possibility of completing assignments asynchronously, as well as relaxed deadlines and discussions. They suggested creating study groups according to language proficiency levels and making them smaller to ensure an individual approach. The results of the research showed that students were mostly positive regarding ESL course content, teaching methods, instructor approach, assignments and assessments, class participation, technology integration, group work, resources and materials, time management, English proficiency, collaborative learning, and relevance to future careers. We observed statistically that students were especially enthusiastic about their teachers' support and guidance, as well as about relaxed deadlines. This study highlighted the importance for students to communicate with each other in groups, play games, have discussions, do problem-solving tasks, focus on their professional needs, establish rapport with their teachers, get regular feedback and error correction. In conclusion, the study contributes to the importance of reflective surveys in holistically evaluating and refining the ESL learning experience for university students. In future research, reflective surveys could be used for teachers and students from several higher education institutions to further enrich our knowledge in this area.

Keywords: university students, English as a Second Language (ESL), reflective teaching, feedback, collaborative learning, relevance to future career, wartime.

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Introduction

University students come from diverse linguistic backgrounds and possess varying levels of language proficiency. The reflection survey becomes a crucial tool for educators to assess how well the course accommodates this diversity. Additionally, at the university level students are expected to take an active role in their learning. Reflection encourages them to express their learning preferences, identify

areas for improvement, and communicate their expectations. This not only fosters a sense of ownership over their language development but also aligns with the principles of student-centered education, where learners actively contribute to shaping their educational experience. Reflection on the relevance of the English course to their broader academic and professional interests makes it more meaningful and applicable for university students.

In this context, using reflective surveys aligns with global best practices in language education allowing instructors to refine their methods based on the experiences and insights of their students, which is vital for Ukrainian educators who teach English online during wartime. Gathering feedback on the clarity of instructions, suitability of materials, and comprehensibility of content allows instructors to adapt their approaches, ensuring that the course meets the varied linguistic needs of university students. This continuous improvement process contributes to the ongoing enhancement of ESL education at the university level. Given this, the purposes of our study are:

1. To analyze quantitative and qualitative data on university students' feedback across various dimensions of ESL courses.

2. To provide recommendations aimed at improving and sustaining the quality of teaching English at the university level.

Analysis of the recent research and publications

The concept of reflection is not new, but the notion of "reflective teaching" emerged in John Dewey's publication "How We Think" (Dewey, 1910), and then developed in his later publications. Introducing another notion "reflective inquiry" he described a strategy based on teacher's observation complemented by students' reflection and suggestions so that there is a combination of inquiry and reflection based on experience which produces knowledge as a resource for further investigation (Dewey, 1916, p. 238).

Analysis of the literature on reflective teaching showed that it is given particular attention, and, therefore, explored from different angles and perspectives. Most works are devoted to defining and describing the basic notions. There are three distinctive features of reflective teaching highlighted by researchers: it is organized and regular, it follows a consecutive and cyclical pattern of thought and action, and, finally, it is flexible and constantly evolving (Soodmand & Farahanu, 2018; Barnard & Ryan, 2017; Larrivee, 2000; Ghaye, 2011). It is pointed out that educators should use a differentiated approach to feedback and reflection considering various cohorts of students whose interpretation depends on their proficiency level and experience (Henderson et al., 2021, p. 239). Besides, practicing reflection should be done systematically, as it is the basis of experiential learning. Reflection should include some steps that make it productive: description of what happened, accompanied feelings, evaluation, analysis of that experience, conclusion, and action plan of what to do next (Quinton & Smallbone, 2010, p.126). Scaffolding reflective habits, educators feed forward into future assessment, preparing students for their professional careers and meeting the needs of the demanding employment market (Quinton & Smallbone, 2010, p. 132; Salih & Omar, 2022, p. 261).

The shift to a student-centered model of education emphasizes the main conditions for an effective learning process: flexibility and independence, a curriculum based on student's needs and abilities, cooperation and information, social emotional support, technological and learning resources (Pāvels & Kulberga, 2021, p. 954). Creating a classroom atmosphere favourable for students' active processing of information without feeling pressure or threat is crucial for fostering alternative assessments and learning from mistakes, which is the essence of experiential learning (Hattie & Timperley, 2007, p. 104). It is important to acknowledge that academic success is impossible without social-emotional well-being, as both equally contribute to students' well-rounded education (Pentón Herrera & Martínez-Alba, 2021, p. 5). The atmosphere of trust and support promotes a dialogue between students and teachers who share their observations and reflections on improving the educational environment.

During the last three years, the range of the researched issues included exploiting technological advances related to teaching online or emergency teaching caused by COVID-19, wartime, etc. As online teaching provided an opportunity for changes in traditional approaches, reflection on action, in action, and for action became imperative (Salih & Omar, 2022, p. 268). For example, it could be exploiting a student's electronic portfolio, a powerful reflective and alternative assessment tool, which is a collection of the assignments, projects, tests, and other pieces of evidence proving the learner's progress (Lavrysh, 2023, p. 46–47). Students who are digital natives easily cope with the technical aspects of using online tools. However, students need to grasp what feedback and reflection are about to improve the efficiency of their learning (Henderson et al., 2021, p. 239). Traditionally taking notes and diaries or using digital platform tools by university students should become necessary skills, as reflective sessions are common in professional fields. To help students reflect on their experience, teachers should use surveys created with Kahoot, Google Forms, Socrative, Anketa Everywhere, or collaboration platforms such as Padlet or Today's Meet (Lavrysh, 2023, p. 47). It is possible to observe the very process of students completing surveys, make the results visible, and use the obtained data for further discussions with students and other teachers of English to improve ESL courses.

Methodology

This study investigates the effectiveness of teaching methods, materials, and overall ESL course structure, tailored specifically to the unique needs and challenges faced by university-level ESL learners. To achieve this, we used a mixed-method research design. Quantitative data was collected by using the survey based on a 5-point Likert scale which allowed to calculation of the median (Mdn) and Inter-Quartile Range (IQR). Qualitative data

aimed at further exploration of the issue was collected through written feedback from undergraduate and graduate students of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute” (N=48). The students completed the survey voluntarily and anonymously, they also provided their written consent to take part in this research in December 2023.

Besides demographic information, the “End-of-Semester English Course Reflection Survey” explores 15 dimensions each covering two questions. Altogether there were 30 obligatory questions and one optional for additional comments. The survey focused on various aspects of teaching ESL: course content, teaching methods, instructor approach, assignments and assessments, class participation, technology integration, group work, resources and materials, time management, English proficiency, overall satisfaction, future recommendations, self-reflection, collaborative learning, and relevance to a future career.

Considering the mode of studying, during the autumn-winter semester (September — December) of the 2023–2024 academic year English lessons were conducted online, the student-teacher ratio was about thirty to one. Students could complete assignments synchronously or asynchronously, as it was often not possible to conduct lessons because

of air alerts, which were common during wartime in Ukraine.

Results and Discussion

The comprehensive structure of the “End-of-Semester English Course Reflection Survey” reflects a systematic approach to gathering feedback across various dimensions of the ESL learning experience for university students. Each section serves a distinct purpose in assessing different aspects of the course, ensuring a thorough examination of the teaching and learning dynamics. Incorporating self-reflection allows students to introspect on their experiences, fostering a sense of responsibility for their academic progress.

Demographic information. Understanding the demographic information of respondents, including program of study, academic year, and gender, is crucial in educational research as it enhances the depth and applicability of research findings. More than half of the respondents, students of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, had cyber security and information protection as their speciality, about thirty percent — mechanical engineering, fifteen percent — applied mathematics, and two percent — applied physics (See *Figure 1*).

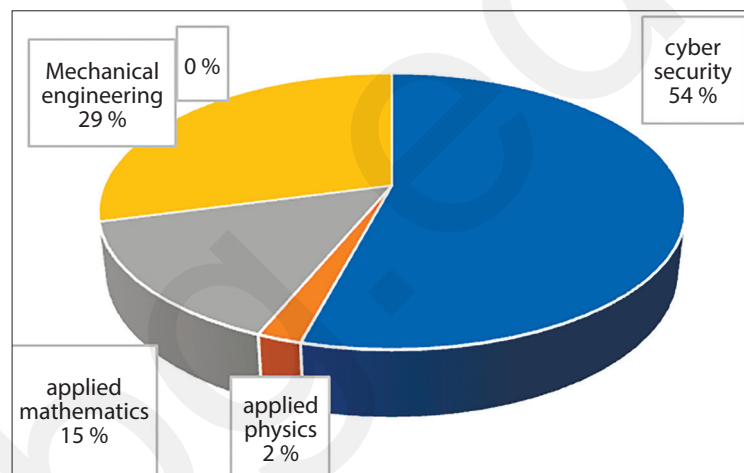


Figure 1: Respondents' specialities

Considering the year of study, the majority of respondents were first-year and second-year undergraduate students (80 %), and postgraduate students constituted one-fifth of the participants (See *Figure 2*).

In terms of gender, the majority of students were males (73 %), and the rest were females (27 %). Considering the demographic information of respondents enables researchers to interpret the results of the study and make informed decisions creating more inclusive and effective learning environments.

Course Content and Teaching Methods. Evaluating the relevance, depth, and appropriateness

of the course content ensures that it meets the diverse linguistic needs of university students and aligns with the overarching objectives of the ESL program. Assessing the effectiveness of teaching methods allows instructors to understand which approaches resonate best with university-level ESL learners, facilitating the refinement of instructional strategies. The results of the research showed that students mostly agreed with the statements that the course content was relevant to their speciality, the topics were beneficial, the methods of teaching ESL were effective, the instructional materials were engaging and helpful, and their responses were clustered together (Mdn=4, IQR=1) (*Table 1*).

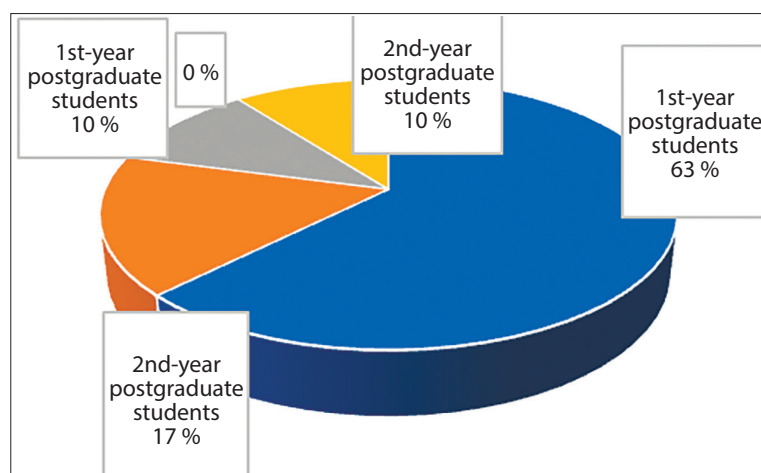


Figure 2: Respondents' year of study

Table 1

STUDENTS' FEEDBACK ON ESL COURSE CONTENT AND TEACHING METHODS

| Likert scale | SD | D | N | A | SA | Median | IQR |
|---|----|---|----|----|----|--------|-----|
| 1.1. The course content was relevant to my speciality | 1 | 2 | 15 | 22 | 8 | 4 | 1 |
| 1.2. The topics covered were eneficial for my technical studies | 0 | 4 | 11 | 27 | 6 | 4 | 1 |
| 2.1. The teaching methods used in this course were effective | 0 | 0 | 5 | 29 | 14 | 4 | 1 |
| 2.2. The instructional materials were engaging and helpful | 0 | 0 | 8 | 26 | 14 | 4 | 1 |

Instructor Approach. This dimension provides insights into the instructor's demeanor, communication style, and availability, contributing to a holistic understanding of the teaching environment and its impact on student engagement.

Most respondents strongly agreed that their ESL teacher was approachable, and provided clear instructions and guidance (Mdn=5, IQR=1). Therefore, their responses were clustered together (Table 2).

Table 2

STUDENTS' FEEDBACK ON ESL INSTRUCTOR APPROACH, ASSIGNMENTS AND ASSESSMENTS

| Likert scale | SD | D | N | A | SA | Median | IQR |
|--|----|---|----|----|----|--------|-----|
| 3.1. The instructor was approachable and available for questions | 0 | 1 | 0 | 12 | 35 | 5 | 1 |
| 3.2. The instructor provided clear explanations and guidance | 0 | 0 | 0 | 22 | 26 | 5 | 1 |
| 4.1. The assignments and assessments were challenging but fair | 0 | 0 | 14 | 16 | 18 | 4 | 2 |
| 4.2. I received timely feedback on my assignments | 0 | 3 | 2 | 22 | 21 | 4 | 1 |

Assignments and Assessments. Gathering feedback on assignments and assessments indicates their difficulty, relevance, and alignment with learning outcomes, ensuring a balanced and effective evaluation process. Respondents tended

to agree with both statements, about challenging but fair assignments and assessments, and receiving timely feedback (Mdn=4), and their responses were clustered together (Table 2). However, their responses were rather scattered regarding fair

assignments and assessments (IQR=2), while they tended to agree with each other on timely feedback (IQR=1). One of the most important factors positively influencing students' learning of English was the teacher's corrective feedback (Astia, 2018, p. 120). Feedback is defined as "information provided by an agent regarding aspects of one's performance or understanding" (Hattie & Timperley, 2007, p. 81). Recasts, explicit correction, and clarification requests

were most frequently applied to support students' effective communication (Astia, 2018, p. 120).

Class Participation. Understanding the dynamics of class participation indicates the level of student engagement and interaction, fostering an inclusive and collaborative learning environment. Most students felt comfortable participating in class discussions which contributed to their understanding (Mdn=4, IQR=1), and their responses were not scattered (Table 3).

Table 3

STUDENTS' FEEDBACK ON CLASS PARTICIPATION AND TECHNOLOGY INTEGRATION

| Likert scale | SD | D | N | A | SA | Median | IQR |
|--|----|----|---|----|----|--------|-----|
| 5.1. I felt comfortable participating in class discussions | 0 | 1 | 5 | 24 | 18 | 4 | 1 |
| 5.2. Class discussions contributed to my understanding of the topics | 0 | 2 | 6 | 26 | 14 | 4 | 1 |
| 6.1. Online platforms were effectively used for course delivery | 1 | 2 | 4 | 17 | 24 | 4.5 | 1 |
| 6.2. I encountered difficulties with the technology used | 23 | 15 | 4 | 3 | 4 | 2 | 1 |

Technology integration is crucial, especially in the case of online lessons. Assessing the integration of technology provides valuable insights into the effectiveness of digital tools in supporting ESL education. Students highly appreciated the quality of online platforms used for ESL course delivery (Mdn=4.5, IQR=1), and their responses were not scattered (Table 3). At the same time, most respondents tended to disagree with the statement

that they had technical problems (Mdn=2, IQR=1) (Table 3).

Group Work. Evaluating the experiences with group work highlights the collaborative aspects of the course, fostering teamwork and communication skills essential for university students. Respondents tended to agree that group work activities in their ESP class were beneficial and enhanced their learning experiences (Mdn=4, IQR=1) (Table 4).

Table 4

STUDENTS' FEEDBACK ON GROUP WORK, RESOURCES AND MATERIALS

| Likert scale | SD | D | N | A | SA | Median | IQR |
|--|----|----|----|----|----|--------|-----|
| 7.1. The group work activities in the course were beneficial | 0 | 4 | 11 | 22 | 11 | 4 | 1 |
| 7.2. Group work enhanced my learning experience | 0 | 5 | 12 | 22 | 9 | 4 | 1 |
| 8.1. The resources and materials were accessible and helpful | 0 | 1 | 9 | 24 | 14 | 4 | 1 |
| 8.2. Additional resources were needed for better understanding | 1 | 13 | 16 | 12 | 6 | 3 | 2 |

Resources and Materials. Assessing the adequacy and appropriateness of resources and materials ensures that students get access to the necessary tools for their language development. Respondents agreed that the resources and materials in their ESP courses were accessible and helpful (Mdn=4, IQR=1) (Table 4). Students were indecisive about the necessity of additional resources though, and their responses were not clustered together (Mdn=3, IQR=2) (Table 4).

Time Management. This dimension allows students to reflect on the pacing of the course, helping instructors to keep a balance between covering content comprehensively and allowing for meaningful understanding. Respondents were positive about the ESL course schedule and workload (Mdn=4, IQR=1), and most students strongly agreed that deadlines were manageable (Mdn=5, IQR=1) (Table 5).

STUDENTS' FEEDBACK ON TIME MANAGEMENT AND ENGLISH PROFICIENCY

| Likert scale | SD | D | N | A | SA | Median | IQR |
|---|----|---|----|----|----|--------|-----|
| 9.1. The course accommodated my schedule and workload | 0 | 1 | 10 | 22 | 15 | 4 | 1 |
| 9.2. Deadlines were reasonable and manageable | 0 | 0 | 2 | 15 | 31 | 5 | 1 |
| 10.1. My English language skills have improved during this course | 1 | 2 | 13 | 25 | 7 | 4 | 1 |
| 10.2. Language activities were effective in enhancing my skills | 1 | 1 | 9 | 26 | 11 | 4 | 0 |

English Proficiency. Estimating self-perceived English proficiency provides a valuable perspective on students' confidence levels, guiding instructors in tailoring support for learners at different language proficiency levels.

Most respondents agreed that their English language skills improved during this ESP course (Mdn=4, IQR=1), and their responses were especially

clustered in the case of effectiveness of language activities (Mdn=4, IQR=0) (Table 5).

Overall Satisfaction. Summarizing the overall satisfaction provides a holistic view of the student's experience, capturing the synergies between different course elements. Most respondents expressed their overall satisfaction with their ESL course (Mdn=4, IQR=1) (Table 6).

Table 6

STUDENTS ABOUT OVERALL SATISFACTION WITH ESL COURSE

| Likert scale | Dissatisfied | Partially satisfied | Neutral | Satisfied | Completely satisfied | Median | IQR |
|---|--------------|---------------------|---------|-----------|----------------------|--------|-----|
| 11.1. How satisfied are you with the overall ESP course experience? | 0 | 0 | 3 | 23 | 22 | 4 | 1 |

Students had an opportunity to share the aspects contributed most to their satisfaction or dissatisfaction. Some respondents were not specific commenting that "everything was fine", "great", "all good", and "OK". Respondents especially appreciated that they could complete assignments asynchronously if they missed the lesson so they could "take the test and practice". "Moderate load and convenient deadlines" were also advantages of ESL courses. Students who liked discussions, complained that there was not enough time for communicating with others in breakout rooms, which was "cool experience" for them, while others confessed that their groupmates did not have interest in maintaining a conversation, which was upsetting. Some respondents complained about the number of students in one group, which was about thirty. They were skeptical about the remote mode in general, mentioning that "online means not real human communication". Similarly, the research comparing students' perceptions of online versus offline learning demonstrated that first-year undergraduate students thought that F2F lessons were better than online ones (Hilton & Barnes, 2020, p. 9).

Responding to the question about changes or improvements for future ESL courses, some suggested dividing students according to their proficiency

level. Unfortunately, it was not possible to do that considering teaching during wartime. Respondents suggested focusing more on technical vocabulary and specialized texts, to provide additional material to support grammar tasks, systematic error correction, revision, and recycling for those who needed more practice. These results align with the findings of previous research which proved that systematic teacher feedback results in student satisfaction (Dvoráková et al., 2021, p. 97).

There were also suggestions to introduce new activities, online platforms, and games. It is notable that having distinguished features like rules to follow, immediate feedback, and goal-setting, games turn traditional teacher-centered classes into student-centered ones (Chugai, 2020, p. 442). According to the results of recent research on using games for English classes, both teachers and students were positive about playing games which proved to be an effective tool for teaching and learning vocabulary and grammar. Better results of the post-test in the experimental groups compared to the control groups could be explained by the increase in the student's motivation (Synekop et al., 2023, p. 83).

While some respondents advised adding topics related to their specialities, and more "professional

vocabulary”, others requested focusing on “more politics and history”, “cultural differences”, “communication in public places”, as well as making the course more challenging or academic-oriented claiming the need for “advanced vocabulary and listening”, “writing a scientific paper”, “how to build and present undergraduate or postgraduate degree project work”. According to previous research, constructive feedback made university students reflect on their experience, revealed students’ positive attitudes toward the English language course, and provided incentives for improvements next academic year (Chugai, 2023, p. 24).

Reflecting on their personal growth in language proficiency, respondents were mostly positive about the fact that they achieved their goals even if they just “maintained the level” they had before, “learnt a lot of new things”, would “pass interviews more confidently”, “became more fluent”, gained “more practical experience in speaking”, “improved speaking and reading”. Some respondents confessed that they either did not set any goals, or their goals were too ambitious to be fulfilled for such a short period, but at least they “got closer to the goals”. Comparatively, the findings from quantitative data of another study indicated that technical university students had “a high level of setting goals in their learning” which had a positive influence on their academic results (Kustini, 2022, p. 120).

Asked about specific challenges and ways of overcoming them, students wrote about inconvenient schedules that were impossible to change, but asynchronous lessons were very helpful.

In contrast to our findings, according to the results of the research on university students’ perception of remote learning, an asynchronous mode leads to “higher levels of stress” (Dvoráková et al., 2021, p. 97). There were difficult questions in the tasks, so respondents had to use additional sources to find the answers. For some respondents, speaking English all the time during the lessons was challenging, “new and unusual”, but, because of that experience, students improved their listening skills. All the challenges during the lesson were solved “together with the class”. Students complained that one lesson of English per week was not enough. Discussions in breakout rooms were challenging as “you need to think about the topic and your answers, not just speak”. For some students writing was difficult and they shared that they “hated writing topics”, they had to “accept this as a part of life”. There is alignment with previous findings focused on teaching and learning English during pandemics and wartime which revealed that technical problems, air alerts, and communication problems were the most challenging for university students during wartime. A large number of home assignments, no access to software, inconvenient schedules, and lack of motivation also affected their academic success (Westerlund et al., 2023, p. 24).

Collaborative Learning. Assessing experiences with collaborative learning reinforces the importance of teamwork and communication skills, essential for success in university and the workplace. Students were positive about collaboration with peers, their responses were not quite clustered though (Mdn=4, IQR=2) (Table 7).

Table 7

STUDENTS ABOUT COLLABORATION WITH PEERS

| Likert scale | SD | D | N | A | SA | Median | IQR |
|---|----|---|----|----|----|--------|-----|
| 14.1. Positive contribution of collaboration with peers | 0 | 1 | 12 | 22 | 13 | 4 | 2 |

Providing arguments to support their views on collaboration with peers, some students listed several pros and cons, while others just indicated that they had no problems, “all cool”, “everything is OK”, etc. Creating a positive atmosphere was one of the main advantages of group work mentioned by respondents: “fun and useful time spent”, “I really enjoyed playing Kahoot and other educational games”, and “it was interesting to play different games”. Using play and games in ESL class makes routine exercises and drills exciting and meaningful. Learner-friendly games reinforce learning English, and motivate students to use language purposefully and appropriately in various contexts (Nurmukhamedov, 2020).

Such an opportunity to communicate with groupmates was “new and exciting” and it helped

students “to be confident when speaking”, “practice ... different accents”, “improve speaking, listening” and “communication skills”. Students, deprived of face-to-face communication, “got to know each other”, which was especially important for first-year undergraduate students. Besides improving speaking skills and relationships with groupmates, students wrote about developing cognitive and critical thinking skills when they had to “consider their point of view from another side”, “see the situation from different angles”, learn about their “groupmates’ point of view”, “remember what the partner says”, and “compromise”. Such “joint work” and “collaborative thinking” helped to “give more ideas to solve the problem”, and “answer questions and provide an incentive for improvement”. Students should be aware of the necessity to survive

in situations close to real communication. Eventually, educators' choice of effective strategies and approaches in distance education should be based on student's needs and their abilities (Pāvels & Kulberga, 2021, p. 954).

The most serious problem related to discussions in breakout rooms, described by respondents, was the unwillingness of other students to speak. In other words, instead of lively conversation, sometimes there was silence. Unfortunately, such situations were difficult to control, considering the time limit and number of students in a group. A teacher could check

just on few breakout rooms choosing them randomly. There were several possible reasons for students' responsiveness: they could be not interested in the topic, they were too shy to speak in public, or because of their proficiency level. Some students mentioned such difficulties as "making contact with the group", "feeling comfortable during the discussion", and a possibility of bullying. Quite often educators are not aware of the fact that their students do not take active participation in ESL class activities because they try to solve inner social-emotional conflicts (Pentón Herrera & Martínez-Alba, 2021, p. 5).

Table 8

STUDENTS ABOUT RELEVANCE OF ESL COURSE TO FUTURE CAREER

| Likert scale | SD | D | N | A | SA | Median | IQR |
|--|----|---|----|----|----|--------|-----|
| 15.1. The skills learned in this course will be valuable in my future career | 0 | 2 | 9 | 29 | 8 | 4 | 0 |
| 15.2. There were practical applications of the course content | 2 | 4 | 17 | 19 | 6 | 4 | 1 |

Relevance to Future Career. Linking the course to future career relevance encourages students to see the practical applications of their language skills, enhancing motivation and perceived value. Students were sure that the skills learned at this ESP course would be valuable for their future jobs, and their responses were clustered (Mdn=4, IQR=0) (Table 8). Most respondents were also sure that there were practical applications of the course content (Mdn=4, IQR=1) (Table 8).

Future Recommendations. Encouraging students to provide future recommendations promotes a sense of ownership and collaborative decision-making, contributing to continuous improvement. Having completed the survey, some students were not willing to add more comments except expressing their gratitude for "the excellent lessons", "thanks for the course", "thanks for the great course", and for the survey saying "thank you for your interest". Other students added what exactly they enjoyed, for example, a friendly atmosphere: "In the English lesson I relaxed and studied, and I didn't worry about anything", "a pleasure to work", "was very interesting and useful", "fun and interesting". Similarly, according to previous research, the majority of technical university students confessed that they were less stressed during the English lessons (Chugai, 2023, p.24). Some students shared their expectations "I couldn't imagine such a high level of studying English in a technical university", and emphasized the personal characteristics of a teacher "Her positivity is very valuable and makes facing challenges less stressful", "deep gratitude to our lecturer", expressed their desire to "the continuation in the next semester". The intrinsic motivation of students depends on rapport, which

is built not only on the professionalism of teachers but on the ways they treat students in classrooms. Without having a positive and respectful relationship between teachers and students it is impossible to take reflection-driven action research (Harmer, 2007, p. 25).

To conclude, university students were mostly positive about studying ESL online during wartime. Similarly, according to the results of previous research, the students' motivation did not change during the pandemic, and their confidence increased, which could be explained by a range of different ways of communication between students and teachers. In addition, students' learning strategies changed as they had to adapt to the online environment (Kustini, 2022, p. 128).

Although the study provided valuable quantitative and qualitative data on university students' feedback across various dimensions of ESL courses and recommendations on improving and sustaining the quality of teaching English at the university level, it has a limitation related to the number of respondents (N=48) who are from one Ukrainian educational institution. The sample size is not sufficient to generalize the findings. Further studies should involve more respondents from several universities and include not only students but teachers as well.

Conclusions

Based on the results of our study, we can conclude that university students, providing a holistic view of their experience, expressed their overall satisfaction with their ESL course. They especially appreciated the possibility of completing assignments asynchronously, relaxed deadlines, and discussions

in breakout rooms. They suggested creating study groups according to language proficiency levels and making them smaller to ensure an individual approach. Students also recommended focusing more on technical vocabulary, providing supplementary materials, and conducting error correction regularly. Respondents would like to experience new activities, online platforms, and games. The results of the research showed that students were mostly positive regarding ESL course content, teaching methods, instructor approach, assignments and assessments, class participation, technology integration, group work, resources and materials, time management, English proficiency, collaborative learning, and relevance to future careers. We observed statistically that students were especially enthusiastic about their teachers' support and guidance, as well as about relaxed deadlines, whilst they expressed doubts about experiencing technical difficulties

and the necessity of additional resources needed for better understanding. To improve the ESL course based on the experiences and insights of students, we recommend using reflective surveys regularly. This study highlighted the importance for students to communicate with each other in groups, play games, have discussions, do problem-solving tasks, focus on their professional needs, establish rapport with their teachers, and get regular feedback and error correction.

In conclusion, the study contributes to the importance of reflective surveys in holistically evaluating and refining the ESL learning experience for university students. This systematic approach ensures that the course remains adaptive, effective, and relevant to the evolving needs of students at the university level. In future research, reflective surveys could be used for teachers and students from several higher education institutions.

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ПОСТІЙНЕ ВДОСКОНАЛЕННЯ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЯК ДРУГОЇ ІНОЗЕМНОЇ ШЛЯХОМ РЕФЛЕКСИВНИХ ОПИТУВАНЬ СТУДЕНТІВ УНІВЕРСИТЕТІВ

Рефлексивні опитування в передовій світовій практиці використовуються для забезпечення того, щоб навчальні курси відповідали різноманітним мовним потребам студентів університету. Тому нашою метою було проаналізувати кількісні та якісні дані відгуків студентів вишу щодо різних аспектів мовного курсу й надати рекомендації, спрямовані на покращення та підтримку якості викладання англійської мови на університетському рівні. Для досягнення цієї мети ми застосували змішаний метод дослідження й отримали кількісні та якісні дані, які засвідчили, що студенти університету висловили своє загальне задоволення курсом англійської мови. Особливо вони оцінили можливість асинхронного виконання завдань, а також спрощені дедлайни та проведення дискусій. Було запропоновано створювати навчальні групи відповідно до рівня володіння мовою та зменшити кількість учасників, щоб забезпечити індивідуальний підхід. Результати дослідження засвідчили, що студенти переважно позитивно ставилися до змісту курсу англійської мови, методів навчання, підходу викладача, завдань й оцінювання, активної участі, інтеграції технологій, групової роботи, ресурсів і матеріалів, керування часом, володіння англійською мовою, спільного навчання та актуальності для майбутньої кар'єри. Статистично доведено, що студенти високо оцінили підтримку та майстерність своїх викладачів, а також полегшені дедлайни. Проведене дослідження підкреслило важливість для студентів спілкуватися одне з одним у групах, грати в ігри, вести дискусії, розв'язувати проблемні завдання, зосереджуватися на своїх професійних потребах,

досягати взаєморозуміння зі своїми викладачами, регулярно отримувати зворотний зв'язок і виправляти помилки. Таким чином, дослідження наголошує на важливості рефлексивних опитувань у цілісній оцінці та покращенні досвіду навчання англійської мови студентів університету. У майбутніх дослідженнях рефлексивні опитування можуть бути використані для викладачів і студентів різних закладів вищої освіти для подальшого збагачення знань у цій галузі.

Ключові слова: студенти університетів, англійська як друга іноземна мова (ESL), рефлексивне навчання, зворотний зв'язок, навчання у співпраці, актуальність для майбутньої кар'єри, воєнний час.

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