Экстренное дистанционное обучение в России: изучение мнений студентов бакалавриата языковых направлений

Введение. Из-за пандемии COVID-19 университеты по всему миру были вынуждены экстренно перейти на дистанционное обучение, чтобы обеспечить безопасность и здоровье студентов и преподавателей. В этой ситуации обнаружились следующие проблемы: недостаточный уровень информационной инфраструктуры, нехватка онлайн-ресурсов для языкового обучения и неготовность преподавателей использовать цифровые образовательные платформы. Цель исследования — изучить как студенты бакалавриата языковых направлений восприняли процесс перехода на дистанционное обучение, качество обучения и соответствующие преимущества и недостатки.

Материалы и методы. Рабочей группой Калмыцкого государственного университета был разработан опросник «Отношение студентов к экстренному дистанционному обучению». Используя его, авторы провели онлайн-опрос 98 студентов бакалавриата пяти языковых направлений вуза. Для исключения систематической ошибки, связанной с отсутствием ответов, был рассчитан коэффициент результативности опроса. Визуализация полученных данных была выполнена с использованием кольцевых и круговых диаграмм, а также линейного графика.

Результаты. Выявлено, что 52,93% опрошенных студентов положительно отозвались об экстренном дистанционном обучении (ЭДО). В то же время переход на ЭДО не изменил представлений об образовании у 47,90% респондентов. Если бы им был предоставлен выбор, 49,68% опрошенных хотели бы иметь сочетание синхронного и асинхронного форматов обучения. Около 60% студентов отметили, что большинство преподавателей владеют технологиями на уровне, достаточном для эффективного дистанционного обучения. Более половины респондентов (57,17%) назвали основными трудностями в тот период технические проблемы, такие как скорость Интернета и плохое качество связи. Среди преимуществ были названы возможность учиться в комфорте (48,52%), экономия времени и денег на дорогу (43,84%), расширение доступных ресурсов и инструментов (43,02%), помимо прочего. Наиболее популярными ответами относительно недостатков ЭДО являются отсутствие студенческой жизни и личного общения с другими студентами (39,37%) и большой объем самостоятельной работы (32,62%).

Заключение. Студенты языковых направлений в России преимущественно положительно отнеслись к экстренному дистанционному преподаванию. Трудности во время экстренного дистанционного обучения были связаны с низкой саморегуляцией, ненадежным характером технологий и отсутствием подходящих условий для обучения. Психологические трудности, с которыми студенты столкнулись в это время, могли помешать их социализации и требуют дальнейшего рассмотрения в будущих исследованиях.

Ключевые слова: экстренное дистанционное обучение, высшее образование, языковое образование, онлайн-обучение, студенты бакалавриата

Ссылка для цитирования:
Introduction. In the wake of the Coronavirus disease (COVID-19) pandemic, universities around the world had been forced to urgently switch to emergency remote teaching (ERT) to ensure the health safety of students and staff. This situation revealed various problems, e.g., insufficient level of information infrastructure, the lack of online resources for learning, and the unwillingness of instructors to use digital educational platforms. The aim of this survey study was to explore how undergraduate students of language education programs in Russia perceived the process of transition to the ERT amid the COVID-19 pandemic and the corresponding difficulties and benefits.

Materials and methods. The task force (inclusive of the two authors of this paper) of the Kalmyk State University developed the questionnaire “Attitudes of students to emergency remote teaching,” which was used in an online survey of 98 undergraduate students enrolled in five language education programs. The survey response rate was calculated to eliminate the non-response bias. Visualization of the obtained data was conducted using donut and pie charts, as well as a line graph.

Results. It was found that 52.93% of the surveyed students had a positive impression about their learning amid the ERT. At the same time, the shift to the ERT reportedly did not alter the ideas about education among 47.90% of the respondents. If they were given a choice, 49.68% of the students would like to have a mix of synchronous and asynchronous learning. About 60% of the surveyed students noted that most instructors were proficient in technology at a level sufficient for effective remote teaching. More than half of the respondents (57.17%) named technical issues, e.g., Internet speed, poor connection quality, as major difficulties during the ERT. Among the advantages were named the opportunity to study in a comfortable environment (48.52%), saving time and money on commuting (43.84%), expansion of available resources and tools (43.02%), inter alia. The most popular answers regarding disadvantages of the ERT are the lack of student life and personal communication with other students (39.37%) and a large amount of independent work (32.62%).

Conclusion. Language students in Russia were mostly positive about emergency distance teaching. Difficulties during emergency distance learning were related to low self-regulation, the unreliable nature of technology, and the lack of a suitable learning environment. The psychological difficulties the students encountered during this time may have interfered with their socialization and require further consideration in research.

Keywords: emergency remote teaching, emergency remote learning, higher education, language education, online learning, undergraduate students

For Reference:
INTRODUCTION

In the spring of 2020, universities worldwide were forced to switch to emergency remote teaching (ERT) to reduce the spread of coronavirus infection. All face-to-face (f2f) classes and other learning-related activities, including laboratory classes, internships, hands on training, and examinations, were cancelled, or moved to the remote format [1]. This emergency hastened the transition from traditional classroom-based teaching approaches to technology-enhanced courses, featuring online classes with web links, digital presentations, and video materials [2].

However, many universities were not ready for this rapid and fundamental restructuring of their educational process. They had been trying to surmount a low level of information infrastructure [6], the lack of online language education courses [7], and the unpreparedness of instructors to effectively use digital platforms and services for teaching [8]. These institutions were utilizing available internal and external resources, and, as a result, developed own sets of tools and scenarios for coordinating the ERT.

This shift proved especially challenging for certain majors, where in-person instruction is essential for optimal learning outcomes. For instance, Shibu [4] highlighted that in medical education, most of the competencies of a future specialist, that is, communication and practical skills, are inextricably connected with a full-time learning mode requiring physical presence. In contrast, Moser et al. [5] argued that the transition to the ERT turned out beneficial for language education programs, in which teaching materials tend to become inappropriate due to the continuous development of a language.

Even though the immediate pandemic crisis may have subsided as of now, the lessons from the ERT may still be necessary in case of future pandemics, natural disasters, or other emergencies. Additionally, while the COVID-19 pandemic has stimulated a lot of research on the ERT, some contexts remain unexplored. In this connection, a previous study [3] found that perception of online learning highly determines the student satisfaction with the ERT, thereby suggesting to further investigate various programs and countries affected by the ERT induced by the recent pandemic. Taking that into consideration, we deemed necessary to explore how undergraduate students of language education programs in Russia perceived the process of transition to the ERT amid the COVID-19 pandemic, the ERT quality, and the corresponding difficulties and benefits. Such insights could help educational institutions consolidate best practices and strategies for teaching during future emergencies and crises and get them prepared for a smooth transition to the ERT once required.

Given the above, the following questions were raised in the study:

RQ1: What constituted the transition process of language education programs to the ERT amid the COVID-19 pandemic at Russian universities?

RQ2: How do language education students in Russia perceive the shift to the ERT amid the COVID-19 pandemic?

RQ3: How do language education students in Russia evaluate the quality of the ERT amid the COVID-19 pandemic?

RQ4: What are the advantages and disadvantages of the ERT amid the COVID-19 pandemic, as perceived by language education students in Russia?
HIGHER EDUCATION IN RUSSIA DURING COVID-19

During the past decade, Russia’s tertiary institutions have been actively integrating remote learning technologies into their educational process within the framework of the National Education Project. However, it was the COVID-19 pandemic that forced them to shift to remote teaching and learning wholly and urgently. With self-isolation measures (a.k.a. social distancing measures), Russian universities were obliged to go on vacation from March 28 to April 5, 2020. On April 6, the classes were resumed, although in the mode of emergency remote teaching that was further extended till May 11.

To identify the impact of emergency remote teaching on the effectiveness of the learning process, a pedagogical experiment [9] was carried out among undergraduate students of science majors at one of the universities in Russia. The study suggested that video lessons should take up more than half of the online study time per week to ensure higher levels of student competence development. Text-based materials, creative, and situational tasks should take up at least 10% of each.

Another research [10] also explored the effects of the COVID-19 pandemic on higher education. While the pandemic posed new challenges for students and their instructors, it also opened new perspectives for developing virtual learning environments. The survey of students and instructors conducted at two universities in western Russia showed that 99% of the respondents were optimistic about studying/working in the virtual environment, especially in such aspects as continuity, usability, and efficiency of the educational process. Along with that, they also pointed out the necessity to constantly develop their technical upskilling.

In the context of the COVID-19 pandemic, another study also compared the acceptance of online courses instituted through various digital platforms and the effect of assessment type on acquiring study-related skills. For the former, the opinion surveys [11] were conducted among several cohorts of students to compare satisfaction levels pertinent to the short-term e-marketing education course delivered through widespread tools for digital communication against the equivalent course conducted on the university’s learning management systems (LMS). So, the level of satisfaction among the respondents was lower for the LMS than the digital tools. The qualitative data explained this finding by the student’s need for emotive and motivational components of remote learning that can be achieved using these digital tools. For the latter, the study [12] aimed to examine the influence of formative assessment on acquiring critical reading skills in emergency remote teaching. It was revealed that most students could comprehend specialized written material at the minimal benchmark level, that is, could achieve explicit understanding and make a few contextual inferences. Many students did not grasp the text due to the lack of critical reading strategies to be acquired during their study amid emergency remote teaching.

Previous research [13] investigated the short- and long-term prospects of emergency remote teaching in the context of Russian as a foreign language (RFL), i.e., until the end of the pandemic and after the pandemic. Through participant observation and survey, non-local students at the Russian university specified the following perks of the emergency remote teaching caused by COVID-19: visuality and open access to the study materials; learning from any location; the combination of learning and day-to-day activities; absence of communicative barriers.
Regarding the short-term prospects, the students suggested extending the use of collaborative projects and introducing game-based approaches and gamification into RFL teaching. The respondents also stated that while teaching, their instructors may rely more on the language and cultural patterns of their student’s L1 and deliver more communication-oriented rather than theory and test-based language classes. Concerning the long-term prospects, the students indicated that their instructors might increase the number of communicative situations requiring the target language and offer calligraphy courses to enhance their writing skill (not typing) in Russian.

Besides gathering only student opinions about emergency remote teaching and learning, research has converged on instructors’ points of view. A survey and generalizations of personal experiences [14] found some challenges complicating the transition into emergency remote teaching at one of northern Russia’s universities. Among them were a lack of university IT support and digital literacy skills in teachers, psychological unpreparedness for emergency remote teaching and learning in both teachers and students, divergence of conventional teaching methodology from the emergency remote teaching methodology. The respondents advocated for launching teacher-oriented programs targeted at psychological, technological, and methodological support and professional development.

Overall, tertiary education in Russia during the COVID-19 pandemic underwent substantial changes in teaching methodology and technology. On the one hand, students at Russian universities appeared to be optimistic about emergency remote teaching, owing to the growing interactivity of learning and higher accessibility to study materials once compared to conventional experiences. For example, the student respondents proposed to institute more video and game-based or gamified lessons rather than text-based ones and utilize digital tools for peer to peer and student-teacher communication rather than the LMS to sustain emotive and motivational components of learning. On the other hand, their study-related skills were inadequately developed throughout the emergency remote teaching during COVID-19, leading to poor educational outcomes.

**MATERIALS AND METHODS**

We selected Kalmyk State University named after B. B. Gorodovikov (KalmSU) as our research site. Being one of the state tertiary institutions in Russia, KalmSU is the oldest and largest university in the Republic of Kalmykia, located in southern Russia. In carrying out the study, we utilized the questionnaire developed by the task force team consisting of academic staff members (including the two authors of this paper) representing various KalmSU faculties. The developed questionnaire was sent to the Sector for Distance and Inclusive Education of the Methodology Department of the university for endorsement.

After receiving the approval, we utilized the questionnaire to conduct an online survey on the university’s Moodle platform from 12 to 23 October 2020 among undergraduate students (n = 98) pursuing language education programs. The following majors were included in the sample: Foreign Philology (English and German); Domestic Philology (Russian); Philology (Kalmyk); Asian Studies (East Asia); Foreign Philology (Chinese and English).

Following the guide to analyzing of education-related survey data [15], it was essential to determine whether the survey results generalize to the target population, not just to those who responded to the survey. To calculate the survey response rate, the number of the survey respondents was divided by the number of individuals to whom the survey was administered. Any rate greater than 85% implies no survey nonresponse bias.
RESULTS

Following the adopted approach in determining the generalizability of the survey results to the target population, the survey response rate was calculated, 97.16%, which is greater than 85%. Therefore, no survey nonresponse bias was found, so that the survey results are likely to reflect the views of the target population.

1. The shift to emergency remote teaching and learning

The five questions of the survey were related to the psychological aspects of emergency remote teaching, self-evaluated learning effectiveness, and the influence on student ideas about education. As a result, in responding to the question “What is your overall impression of emergency remote teaching and learning?” (N = 98 students responded), more than half of the respondents, namely 52.93%, expressed their positive impression about it, whereas 32.95% defined their impression as mixed. Only 9.12% perceived it as negative.

Answering the question, “What feelings and emotions did the shift to emergency remote teaching evoke in you?” (Fig. 1), most students responded that this shift made them interested in remote learning. More than a quarter reported not having particular feelings or emotions. The rest of the respondents stated that they were either anxious about the upcoming exams, generally confused about their further involvement in the studies, or experienced other unspecified emotions.

![Figure 1](image)

**Figure 1** The doughnut chart displaying responses to the survey question, “What feelings and emotions did the shift to emergency remote teaching evoke in you?” (n = 96 student respondents)

The second question (Fig. 2) was intended to collect data concerning the self-assessment of the effectiveness of the academic study. More than 40% of the surveyed students believed that their academic efficiency did not change, whereas 22.26% of respondents noted that their study-related work progressed in effectiveness. At the same time, 15.76% of respondents believed that the effectiveness of that work decreased, whereas only 5.42% of students deemed that it reduced substantially. The rest of the respondents, i.e., 15.63%, preferred not to answer due to finding it difficult.
Next, the respondents were invited to assume the possibility of shifting their academic study to remote teaching (Fig. 3). It was found that 34.78% of the surveyed students reported their total assurance in having their academic study remotely. In comparison, 22% of the respondents indicated they were not prepared to obtain their higher education online. Approximately the same number of students faced complexity in responding to the question.

According to the responses to the question, “To what extent the emergency remote teaching affected your ideas about education?” (Fig. 4), the shift to emergency remote teaching did not change the ideas about education in less than half of the respondents. A nonsignificant change in the views on education was evidenced by the answers of more than a quarter of the surveyed students, while 17.47% of the respondents were unable to reply to the question. The ideas about education substantially changed for only 8.17% of the students.
2 Quality of emergency remote teaching and learning

The following questions of the survey were intended to gather information about the base of e-learning tools and the preferred type of remote teaching. The other two questions were introduced to get students’ feedback on the computer skills of their instructors and draw a comparison with conventional teaching concerning the quality of education.

Based on Fig. 5, the most popular tools used by instructors of the respondents in emergency remote teaching were Moodle (91.24%) and Zoom (90.07%). E-mail as an e-learning tool was mentioned by 54.68% of the respondents, whereas 30.39% of the surveyed reported that their instructors utilized messenger clients, e.g., WhatsApp and Viber. Almost 15% of the students acknowledged using Skype, and only less than one percent mentioned Google Meets. The use of other tools (without naming them) was indicated by 7.05% of the respondents.
to have their studies in asynchronous formats, such as recorded classes. Almost half of the students, i.e., 49.68%, stated that they would like to have a combination of both types, and 15.74% of the surveyed indicated that they would prefer some other type of remote teaching.

![Pie chart displaying responses to the survey question, “In your opinion, what type of the remote teaching should be implemented?” (n = 94 student respondents)](image)

The next question, “How do you assess the computer skills of your instructors?” (N = 95 students responded), was given to the respondents to collect their judgments regarding the organization of the emergency remote teaching from the instructors’ side. About 60% of the surveyed students noted that most instructors were proficient in technology at a level sufficient for effective remote teaching. Almost 27% of the respondents indicated that a significant part of instructors was proficient in technology at a level sufficient for effective remote teaching, whereas 10.56% of the students checked the option “a small part of instructors is proficient in technology at a level sufficient for effective remote teaching.” Only 2.91% of the surveyed were not satisfied with the computer skills of their instructors, replying that most of the instructors were not proficient in technology at a level sufficient for effective remote teaching.

The final question in this part was intended to collect the students’ views regarding the improvement or deterioration of the quality of education after the emergency shift to remote teaching. So, while answering the question, “In your opinion, has the quality of education changed since the emergency remote teaching?” (N = 93 students responded), almost half of the respondents (49.04%) indicated no change, whereas 18.17% of the students reported quality improvement. Almost 18% of the surveyed responded that the quality worsened, and the rest of the students, i.e., 14.96%, had difficulty answering the question.

3 Advantages and disadvantages of emergency remote teaching and learning

The four questions in this part of the survey addressed the challenges encountered by the students during the ERT. The respondents were also asked what they appreciated or disliked about their learning.

Summing up the difficulties that the ERT caused among students (Fig. 7), more than half of the surveyed students (57.17%) mentioned technical issues (e.g., Internet speed, poor connection quality), whereas a quarter of the respondents reported on their poor self-
organization. Almost 20% of the students noted that they have no conditions for studying throughout the ERT, such as distractions and a disorganized workspace. In turn, 15.76% of the respondents reported on the issues with the organization of the emergency remote teaching by the university, namely organizational problems, issues with the tools used, and differences in the requirements of instructors. Around the same number of respondents said they experienced a shortage of competence in technology and software. Almost 10% of the students surveyed did not have (enough) technical devices or headsets for organizing their learning during emergency remote teaching. Almost 9% reported the feeling of inconvenience that they bring to family members with the shift to the ERT, whereas 18.47% of the respondents had other difficulties.

![Figure 7](image)

*Figure 7* The pie chart displaying responses to the survey question, “What kind of difficulties do you experience in the emergency remote teaching? (Check all that apply)” (n = 96 student respondents)

The next question was raised to collect students’ opinions regarding the perks of the ERT (Fig. 8). As a result, almost 50% of the respondents highlighted that they had an opportunity to study in a comfortable environment (e.g., at home). In comparison, 43.84% of the students considered the absence of a need to spend time and money commuting to university as an advantage. Nearly the same percentage of the surveyed pointed out that studying in emergency remote teaching expanded the possibility of using new resources and technologies. While 35.21% of the students noted mastering new skills as a plus, approximately the same percentage underlined the ability to structure their working time better and more efficiently than during conventional learning. Nearly 16% of the surveyed noted that they disliked learning during emergency remote teaching, and almost the same number regarded the ability to communicate with instructors remotely as a perk. The ability to communicate with classmates remotely was highlighted by 14.94% of the respondents. In comparison, only 8.62% of the students indicated the lack of laboratory and practical training among the advantages of the ERT.

A similar question was raised about what the respondents disliked in emergency remote teaching and learning. Based on Fig. 9, the most popular answer (among 39.37% of the respondents) was the lack of student life and personal communication with other students, whereas 32.62% of the students surveyed highlighted a large amount of independent work a disadvantage. Almost 32% of the respondents indicated they were okay with emergency
remote teaching and learning, and roughly the same percentage highlighted that they lacked direct interaction with instructors during classes. In turn, 24.21% of the students noted that their physical activity decreased. In comparison, nearly 11% of the respondents stated that they missed out on laboratory and practical training as a part of their study routine. The need to organize their study schedule independently and poor organization of emergency remote teaching and learning were named by around the same percentage of the surveyed, 8.74% vs. 8.57%, respectively. The remaining students, i.e., 6.92%, underlined their dissatisfaction with the need to master new resources and technologies.

![Figure 8](image1.jpg)

**Figure 8** The doughnut chart displaying responses to the survey question, “What do you like about the emergency remote teaching? (Check all that apply)” (n = 94 student respondents)

![Figure 9](image2.jpg)

**Figure 9** The line chart displaying responses to the survey question, “What do you dislike about the emergency remote teaching and learning? (Check all that apply)” (n = 93 student respondents).
The final question collected views on the key advantages of emergency remote teaching and learning pertinent to the language education major of the surveyed students (Fig. 10). As a result, 21.55% of the respondents stated that Moodle, the university’s LMS, was then being fully used. The ability to follow an individual educational trajectory was noted by 20.11% of the surveyed. Almost 15% of the students underlined that there was another unspecified advantage. More than 14% of the respondents observed no advantages of emergency remote teaching and learning for their major, whereas 12.65% of the students indicated that the key perk was new possibilities for instructors in preparing teaching materials. In turn, 10.36% of the respondents highlighted that the communication and interaction between students and instructors became more efficient than before, and only 6.03% of the respondents acknowledged that a more open and friendly educational environment was created.

![Figure 10](image.png)

**Figure 10** The doughnut chart displaying responses to the survey question, “In your opinion, what is the main advantage of the emergency remote teaching/learning applicable to your major?” (n = 96 student respondents)

**Discussion**

Based on the conducted survey study, students of language education programs in Russia did not perceive their learning experience during emergency remote teaching as negative. Most of them found it curious to study remotely and appreciated the opportunity to do so in their comfortable environment. In contrast, only some felt confused about the future of their studies. Similarly, a previous focus group interview study [16] suggested that students felt more comfortable during emergency remote teaching than before, as they are usually anxious or shy to communicate with their peers or instructors in the f2f environment.

Our study also reveals that the students believed that since the emergency remote teaching started, the quality of education did not alter, their academic efficiency did not drop, and, in some cases, even progressed. Along the same lines, the students surveyed in Saudi Arabia [17] reported that remote learning let the students successfully grasp the necessary knowledge during the COVID-19 outbreak.

Moreover, our study indicates that among the serious difficulties and disadvantages that emergency remote teaching and learning brought to the students were technical issues, low self-regulation, the lack of appropriate conditions for study, and the absence of f2f student interaction. Analogous views were revealed by Han et al.’s survey study of students at the US university. That is, the students found regulating their time to be the most challenging
aspect during their asynchronous study induced by the COVID-19 pandemic [18]. Our study also found that the increase of Moodle’s usefulness, the absence of the need for commuting to the university, and the expansion of resources and technologies for learning were regarded as the advantages of emergency remote teaching and learning. In a comparable manner, the US [19] and the UAE [20] students reported not having to commute as one of the important perks of their emergency remote learning experience. The students surveyed in Oman [21] reported that the ERT gave them an opportunity to learn independently using the newly available digital resources and social media tools.

Our findings also suggest that Moodle and Zoom were the essential e-learning tools, and the students regarded the instructors as proficient in technology at a level appropriate for effective emergency remote teaching. In general, the ideas about education did not drastically change among language education students in Russia. At the same time, a significant part of them accepted the possibility of moving their academic study online in the future. If they were to choose the type of teaching, it would be a mixture of asynchronous and synchronous formats. In a related fashion, the surveyed students in Chen et al. [22] and Ivanjek et al. [23] suggested adopting in future a flexible approach that blends a variety of delivery modes, e.g., in-person, online, and asynchronous to cater to individual preferences.

Overall, the predominantly positive attitude of the surveyed students towards the shift to emergency remote teaching is associated to a greater extent with general curiosity to studying online as to something new in their study experience. In a similar vein, Al Lily et al. [24] found that emergency remote teaching was welcomed in Arab countries regardless of “well-rooted social closeness, bonding to debond”, which are the values inherent in the Arab culture. Likewise, the study of Rahiem [25] found that the undergraduate students in Indonesia reported curiosity to utilize the new technology for their learning amid the COVID-19 pandemic.

Given the obtained results, both physical and mental difficulties experienced by students throughout the ERT might have adversely affected their socialization skills. Since emergency remote teaching and learning involved the use of technology-mediated communication in place of face-to-face interaction, some of the impacted students may now find it difficult to interact with others and engage in social activities. For instance, a recent study [26] shows that the COVID-19 pandemic adversely affected physical and psychological wellbeing of preschool and primary school students. There is a significant increase in their aggressiveness, anxiety, and alienation in the post-pandemic period. Therefore, future studies may want to focus more on the impact of the ERT caused by the COVID-19 pandemic on socialization and wellbeing of university students. This target group may not even realize the extent to which emergency remote teaching/learning impacted their socialization and wellbeing. Researchers are particularly suggested to focus on whether university students, whose studies fell on the COVID-19 pandemic, were able to have meaningful social interactions and experiences with their peers and other people.

Conclusion

The present survey study was intended to explore how undergraduate students of language education programs in Russia perceived the process of transition to the ERT amid the COVID-19 pandemic and the corresponding difficulties and benefits. Our findings indicate that the students did not perceive their emergency remote learning experience negatively. They were interested in this format, finding it convenient, and believed it positively impacted their learning. Nevertheless, the students were challenged by technical
difficulties, poor self-regulation, inadequate learning conditions, and lack of interaction. The study also found advantages, such as increased Moodle usefulness, reduced travel to university, and expansion of learning resources and tools. Students believed that teachers were adequately proficient in technology and could maintain emergency remote teaching successfully. Overall, the students had a positive attitude towards online learning and believed that it could be a viable learning format in the future.

**Fundings**

Liubov Darzhinova has been fully supported by a fellowship award from the Research Grants Council of the Hong Kong Special Administrative Region, China (EdUHK PDFS2023-8H01).

Svetlana Darzhinova and Zinaida Kekeeva have been supported within the framework of the Development Program of Kalmyk State University named after B. B. Gorodovikov for 2021–2030, Strategic Project No. 1. Sustainable development of cities and territories and quality education are the factors in the preservation and development of the human capital of the Republic of Kalmykia (governance) (UN SDGs 4 and 11), ord. no. 1494-o/d 14.10.2021.

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