

Научная статья

УДК 808.5

Преимущества асинхронного обучения для российских студентов в процессе изучения английского языка

Еди С. Масикури^{1,2}

¹Университет Мухаммадия Пурвореджо, Индонезия

²Новосибирский государственный педагогический университет, Новосибирск, Россия

Аннотация. Цель данного исследования – выявление ряда преимуществ использования асинхронного обучения в процессе обучения английскому языку как иностранному на примере использования образовательных ресурсов социальной сети «Одноклассников». Научное исследование проводилось в Алтайском государственном педагогическом университете. Участниками исследования стали преподаватели, которые обучали письму, чтению, грамматике и говорению. В дизайне исследования использовалась методология кейс-стади. В качестве метода сбора данных использовались устные интервью. Полученные результаты показали наличие трех главных преимуществ использования асинхронного обучения для российских студентов: 1) непосредственная польза образовательных ресурсов заключается в их способности облегчить изучение английского языка, особенно если принять во внимание высокую степень тревожности первокурсников; 2) удобство использования: учителя могут видеть письма учеников в чате; 3) доступность: учитель описывает процесс обучения в асинхронном обучении как легко доступный но требующий больших усилий.

Ключевые слова: асинхронное обучение, синхронное обучение, обучение письму, приложение ОК, самостоятельная работа студентов

Для цитирования: Масикури Е. С. Преимущества асинхронного обучения для российских студентов в процессе изучения английского языка // Актуальные проблемы филологии и методики преподавания иностранных языков. 2025. Т. 19, № 2. С. 97–105.

Original article

The benefits of asynchronous teaching for Russian students when they are learning English

Edi Sunjayanto Masykuri^{1,2}

¹Universitas Muhammadiyah Purworejo, Indonesia

²Novosibirsk State Pedagogical University, Novosibirsk, Russia

Abstract. The objective of this study was to ascertain the opinions of EFL teachers in their use of Odnoklassniki for asynchronous teaching. The research study was carried out at Altai State Pedagogical University. The study includes four groups of first year students. Also, the research participants were some lecturers, who teach writing, reading, grammar and speaking. The study adhered to the specific criteria set by the researchers. The research design employed case study methodologies. The employed method of data collection was oral interviews. The findings indicated the presence of three main teacher perspectives towards using Odnoklassniki for teaching writing: 1) The utility of Odnoklassniki lies in its ability to facilitate English learning materials in asynchronous teaching for students. 2) Usability: teachers are able to see emotional students' writing in chatboxes. 3) Accessibility: teachers describe the learning process in asynchronous learning as both easily available and challenging to reach.

Keywords: asynchronous teaching, synchronous teaching, teaching writing, Odnoklassniki application, independent work of the students

For citation: Masykuri E. S. The benefits of asynchronous teaching for Russian students when they are learning English. *Topical issues of philology and methods of foreign language teaching*, 2025, vol. 19, no. 2, pp. 97–105.

1. Introduction. Technological advancements exert a wide-ranging influence on the education system. Recently, numerous researchers have examined the attitudes of teachers towards acquiring EFL writing. The acquisition of English language skills involves the comprehension of four key components: speaking, writing, listening, and reading [1–3]. The aforementioned components serve as connections to achieve harmony in the mastery of English. One crucial skill to acquire in learning English is reading, as knowledge of this skill is necessary for comprehending the material [4; 5].

Proficient reading is a crucial ability that significantly contributes to the language acquisition. Students have various challenges in reading, including insufficient vocabulary and grammar, disinterest and lack of motivation to read, and inadequate instructional methods employed by the teacher [6; 7]. Those are challenges encountered during the process of acquiring skills and competences. Reading may be seen as a method of acquiring knowledge from a written material and subsequent construction of an understanding of that knowledge [8; 9]. Reading comprehension refers to the ability to derive meaning from a provided textual material. Reading proficiency is the key factor in the reading process that typically leads to comprehension of the provided material. Reading also stimulates students to reproduce a new idea in writing or speaking [10; 11].

In writing and speaking, they inherently generate certain outcomes, and the writer assumes the responsibility of conveying those messages. For extended periods, individuals have employed written communication, conveyed through phrases, paragraphs, or even texts, to express their thoughts [12]. Written

communication enables individuals to convey more extensive messages in several formats, therefore facilitating the complete and suitable delivery of these communications [13; 14]. The significance of writing in primary school and junior high school students in expressing ideas, thoughts, feelings, and emotions cannot be neglected. Proficient writing skills are becoming crucial in the contemporary global society. Advancements in technology have facilitated international interaction, making cross-linguistic communication increasingly significant. Hence, the proficiency in verbal or written communication in a second language is increasingly recognized as a crucial aptitude for educational, professional, and personal purposes [15; 16].

Technology has produced asynchronous learning. This system allows students to learn independently without a fixed timetable, allowing them to study materials at any time and from any location to choose their own study pace [17–20]. The proliferation of applications has offered several opportunities to consume knowledge at any given moment and from any location, therefore granting learners increased independence and the freedom to progress at their own speed [1; 21; 22]. Asynchronous online platforms are suitable for students to engage in independent reading and comprehension of course material or to complete prescribed tasks.

Asynchronous tools are valuable for making records of group collaborations, facilitating the seamless sharing, distribution, and utilization of collective knowledge [23–26]. Furthermore, the ongoing development and advancement of Information and Communication Technologies have resulted in new trends, new educational platforms and technology-enhanced learning and teaching [27].

Over the course of the epidemic in Russia, the Odnoklassniki application emerged as a popular and readily accessible tool for remote learning. Various studies have been conducted to examine the impact of Odnoklassniki on different educational scenarios. This application is a component of the Yandex Education platform, designed for educators and learners engaged in online learning. Odnoklassniki is reputed to be a user-friendly program for managing tasks in the learning process, particularly for both students and instructors.

The previous study revealed the new perspectives of the teachers who taught English autonomously on digital platforms in Indonesia during and post Covid 19 [9, 28, 29]. The study of the phenomenon of digital learning in China and its implication [30, 31] and also the effect of some strategy in ELT focusing the students psychologically in South Korea are of interest [32; 33]. In the original study, the researchers only concentrated on the teachers' perspectives regarding the issue and the advantages of utilizing Odnoklassniki platform as a Foreign Language (EFL) learning in Siberia, Russian Federation. In order to identify the issue of student behaviour in the utilization of Odnoklassniki for English as a Foreign Language (EFL) learning during the epidemic, we can examine the conduct of teachers when they engage in English language learning through the Odnoklassniki application.

The concept of perspectives consists of three interconnected elements: cognitive, affective, and behavioural. The researchers' investigation is focused on examining student views about the use of Odnoklassniki in English as a Foreign Language (EFL) Teaching Writing at Altai State Pedagogical University, Barnaul, Russian Federation. The author seeks to examine the views of English as a Foreign Language (EFL) teachers towards the utilization of Odnoklassniki in the context

of writing. In this study, the researchers will find the problem statement as:

1. The research questions in this study – can Odnoklassniki as Asynchronous Teaching be convenient for the students?
2. What are the effects for the teacher using Odnoklassniki apps for Asynchronous Teaching?

2. Method. The present work employs qualitative research methods [34; 35]. This study will employ a case study research design. Studies Cases are a qualitative approach that enables the careful examination of an event or circumstance in order to find pertinent information. The researchers selected a qualitative case study research approach to examine the response of teachers who use Odnoklassniki platform for writing purposes. During data collection, the researchers employed the method of interview [36]. This study employed semi-structured interviews as the research method.

A semi-structured interview is a sequence of open-ended questions that allows for the inclusion of alternative inquiries beyond the predetermined ones [37]. Once the researchers present the respondent with prepared questions and receive an answer, if the researchers are not content with the responses, the researchers will ask further questions to obtain more precise data. In order to gather data, the researchers will implement online interviews, as the Covid-19 epidemic presented challenges in conducting in-person using Google forms. There are points in 15 questions; utility, accessibility, usability and activation. Prior to commencing the questions, the researchers elucidate the objective of the interview and assures that the information provided will be kept confidential and used solely for research purposes. Subsequently, the WhatsApp call will be captured using a mobile phone recorder. The researchers will then transcribe the talk from the recording and print it for data analysis.

3. Findings. Results from data analysis of interview transcripts revealed the affective attitudes of various teachers about utilizing the Odnoklassniki platform

for teaching writing, specifically in terms of usefulness, user-friendliness, and accessibility. The shown items are as follows.

Table 1

Students Form Responses

Timestamp	Имя	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Column 27	Column 28	Column 29		
30/04/2024 08:18:11	Элина	1224a	D	B	D	B	B	D	A	A	A	A	A	A	D	C	C	B	D	C	B	A	B						
30/04/2024 08:11:32	Людмила	1224a	D	B	D	D	C	C	C	C	C	C	I love this book. It's easy to listen in.	A	D	D	C	B	D	C	D	A	C		at home				
30/04/2024 08:17:42	Букова	1224a	D	B	D	D	C	C	C	C	C	C	I am curious.	A	I can learn by watch.	A	D	D	C	B	D	C	B	A	A		at home		
30/04/2024 08:18:31	Полина	1224a	D	B	D	B	D	C	A	C	A	D	A	A	D	B	C	B	D	C	B	A	C		C				
30/04/2024 08:28:57	Настя	1224a	D	B	D	A	B	C	C	A	C	C	A	A	A	D	B	C	B	D	A	B	C	C					
30/04/2024 08:32:31	Каролина	1224a	D	B	C	D	B	C	A	C	C	I love this book. It's easy.	E	I can make a s.	D	D	C	B	D	C	B	A	I can make a s. at home						
30/04/2024 08:32:22	Артём	1224a	D	B	D	D	C	C	D	A	C	C	I love this book. I can watch cartoon.	A	I can make a s. at home beca	A	D	D	C	B	D	C	B	A	I can make a s. at home beca				
30/04/2024 08:34:21	София	1224a	D	D	B	D	C	C	A	C	C	A	A	A	D	D	C	B	D	C	B	C	C						
30/04/2024 08:40:32	Ксюша	1224a	D	B	D	D	C	C	A	C	C	I love this book. we learn many thing.	A	I can make a s. C	A	D	A	C	B	D	C	B	D						
30/04/2024 08:42:17	Кира	1224a	D	B	D	D	C	C	A	C	C	A	A	A	D	B	C	B	D	A	B	A		Because of the I like to do it a					
30/04/2024 08:42:21	Даша	1224a	D	B	D	A	C	C	A	A	C	A	A	A	A	D	D	C	B	D	C	B	A	I can make a s. C					
30/04/2024 08:42:21	Алроса	1224a	D	B	D	A	C	A	C	A	C	A	A	A	A	D	C	B	D	C	D	A		I can make a s. B					
30/04/2024 08:44:42	Дарья	1224a	D	A	D	C	C	A	A	C	C	I love this book. I can open youtube.	A	I can make a s. my house	A	D	D	C	B	D	C	B	A	I can make a s. my house					
30/04/2024 08:47:41	Артём	1224a	D	B	D	D	B	C	C	A	C	I love this book. It's easy to listen in.	A	I can make a s. my house, be	A	D	D	C	B	D	C	B	A						
30/04/2024 08:48:36	Татьяна	1224a	D	B	D	A	A	C	C	A	C	A	A	A	A	D	D	C	B	D	C	B	A	I can make a s. at home					
30/04/2024 08:50:31	Глория	1224a	D	B	D	D	B	C	C	A	C	A	A	A	A	D	C	C	B	D	C	B	A	I can make a s. in my house					
30/04/2024 08:51:12	Вера	1224a	D	B	D	D	C	C	C	A	C	C	I love this book.	A	A	D	B	C	B	D	C	B	A		in my house				
30/04/2024 08:52:07	Мария	1224a	D	B	D	D	B	C	C	A	C	A	A	A	A	D	C	C	B	D	C	B	A	at home beca					
30/04/2024 08:52:08	Анна	1224a	D	B	D	D	E	C	C	A	C	A	A	A	A	D	C	C	B	D	C	B	A	I can make a s. at home beca					
30/04/2024 08:52:23	Маша	1224a	C	B	B	D	B	C	C	A	C	C	A	A	A	D	D	C	B	D	C	B	A	I can make a s. C					

Based on Table 1, we can conclude that the students feel more confident when they use the platform. There are some exercises based on their level. They can answer well. Here we have three major points: usefulness, ease of use, and accessibility.

The teachers also shared their opinions in interviews. Let us quote some of them:

T 1

“Indeed, using Odnoklassniki facilitates my ability to envision and generate coherent ideas for writing” (translated).

“I possess the ability to construct phrases in the English language. For instance, I can rephrase the term “house” as “I have a lovely house” (I have a beautiful house)” (translated).

T 2

“Indeed, comprehending the vocabulary in Odnoklassniki enables the students to effectively structure sentences” (translated).

“Indeed, Odnoklassniki is a software that facilitates the learning process and offers beneficial functionalities tailored to the specific requirements of users,

particularly for students” (translated).

T 3

“My primary emphasis is on acquiring proficiency in the English language, particularly in written English, which facilitates the submission of assignments” (translated).

“It enhances my students’ enthusiasm to acquire writing skills, thereby enabling them to effectively articulate their thoughts through written communication.” (translated).

T 4

“I came across challenges in generating ideas due to time constraints, which hinders my ability to think effectively” (translated).

“At the same time, it is highly beneficial because upon completing writing tasks, they can be promptly submitted through the send photo function in the form of a word file. Additionally, the teacher can directly provide feedback by leaving comments” (translated).

After summarizing the results, we can define the following key aspects.

Usefulness. According to the interview findings, the researchers observed two emotional attitudes among teachers when using Odnoklassniki for writing in English. Specifically, students were able to construct sentences employing many words in English based on the instruction within the Odnoklassniki platform. Students have the ability to compose English phrases by using a picture or just reading the participant's comment. One advantage that teachers derive from utilizing Odnoklassniki for English language study is the ability to include many words into a sentence or paragraph in English.

Easy to Use. The interviews revealed that the teachers' affective attitude towards using Odnoklassniki for writing English was characterized by a perception of ease in completing writing tasks in English within the platform. Odnoklassniki facilitates the completion of English writing assignments for students. The Odnoklassniki program has numerous functionalities that facilitate students in completing writing tasks in English. These include assignment features, personal comments features, and grades features.

Accessibility. Based on the results of the interviews, the researchers found that the students' affective attitude in a notable advantage of using Odnoklassniki for writing English was that students perceived the learning process to be highly accessible.

Students perceive the learning process in Odnoklassniki as easily accessible.

During the process of acquiring English writing skills in Odnoklassniki, certain students perceive no hindrances in its accessibility. Despite engaging in activities at home, these students have the ability to remotely access and participate in lessons through Odnoklassniki.

While some students possess the ability to construct sentences in English, there are also students who struggle with expressing their ideas grammatically and adhering to

the time constraints set by the teacher in Odnoklassniki. The teacher is constrained to composing phrases in English, which hinders his/her cognitive abilities.

4. Discussion. This section will provide the findings of a previous study conducted on the attitudes of EFL students towards the use of Odnoklassniki in writing at Altai State Pedagogical University. The research focuses on the question: What are the attitudes of EFL students towards the use of Odnoklassniki in writing? Based on the results of interviews conducted over a period of one week, the researchers identified three main aspects: Usefulness, Easy of use, and Accessibility in learning writing in Odnoklassniki apps.

Odnoklassniki is a technology that facilitates remote teaching for teachers, enabling them to cover English language lessons, particularly writing, from any location and at any time. The pupils' attitude towards learning will directly impact the ultimate outcome of the instructional procedure that has been conducted. The present study examines the students' attitude towards the utilization of the Odnoklassniki application for writing instruction, specifically focusing on their ability to construct English sentences within the platform. Based on the interviews performed by the researchers with four students, three students expressed that they found writing in English to be effortless in Odnoklassniki. These students find it effortless to articulate their thoughts by writing in Odnoklassniki, ranging from a few words to complete sentences. This may be attributed to the fact that while writing English in person during class, students often experience shyness and nervousness, which hinders their ability to effectively communicate their ideas. Furthermore, the utilization of Odnoklassniki facilitates seamless communication among students to enhance the learning process.

Providing evidence with the assertion that Odnoklassniki facilitates the enhancement

of writing abilities among students. However, one student expressed difficulty in writing English in Odnoklassniki due to the perceived insufficient time allowance, which hindered his ability to generate ideas for sentences or paragraphs.

Moreover, regarding the user-friendliness consideration, all four interviewed students expressed that they found it effortless to complete writing assignments using Odnoklassniki due to its user-friendly features, including the assignment function and the personal remark function. Through the assignment tool, students have the ability to submit tasks immediately and also seek clarification in the private comment section. Such assertion is corroborated.

Regarding accessibility, out of the 4 students interviewed by researchers, three teachers affirm that they perceive the learning process in Odnoklassniki as easily accessible. The ease of access is attributed to the ability to learn from any location and at any time. Hence, the utilization of Odnoklassniki facilitates pupils in successfully tracking current online courses. Furthermore, Odnoklassniki enables students and teachers to manage and regulate the duration of learning, provide assistance to educators in structuring lessons, optimizing time management, and enhancing the level of interaction with students.

Furthermore, one student expressed that the accessibility of the learning process in Odnoklassniki was challenging. The interview results revealed that some students encountered difficulties or encountered issues in studying using Odnoklassniki owing to insufficient network and data packages. The researchers investigated the findings of this study, which revealed that several students perceived challenges in the online learning process. Specifically,

these students lacked an internet quota to engage in learning activities. They also reported that the network during the learning process was seldom supportive, resulting in difficulties or delays in attending lessons in Odnoklassniki.

5. Conclusion. The objective of this study is to ascertain the perspectives of English as a Foreign Language (EFL) students about the use of Odnoklassniki in teaching writing. This study was carried out from teachers' perception in Altai State Pedagogical University. The researchers anticipate that the findings of this study will be highly valuable for readers as a point of reference and a roadmap to surmount the obstacles encountered by educators and learners when utilizing the Odnoklassniki application for writing instruction. In collecting the data, the researchers employed interviews as the primary study tool.

According to the findings presented in the previous chapter, the researchers discovered certain student attitudes towards the utilization of the Odnoklassniki application. Specifically, Teachers expressed that they perceived the application as a beneficial tool for fostering creativity in writing. However, some teachers also expressed that they found the learning process to be challenging due to the teacher's restricted time allocation. The Odnoklassniki application is highly beneficial for the consolidation of assignments and its functionalities are highly advantageous for online education. Moreover, about the access process, some teachers express that it is rather convenient to utilize this program as it can be accessed at any time and from any location. This facilitates the learning process, but the limitations lie in the network and the internet limits.

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Информация об авторе

Е. С. Масикури – преподаватель программы обучения английскому языку, факультет педагогических наук, Университет Мухаммадия Пурвореджо, Индонезия; ассистент кафедры лингвистики и теории перевода, Новосибирский государственный педагогический университет, esunjayanto@umpwr.ac.id

Information about the author

E. S. Masykuri – Lecturer in English Language Education Program, Faculty of Teacher Training and Education Science, Universitas Muhammadiyah Purworejo, Indonesia; Assistant of the Department of Linguistics and Translation Theory, Novosibirsk State Pedagogical University, esunjayanto@umpwr.ac.id

Статья поступила в редакцию 10.02.2025; одобрена после рецензирования 29.08.2025; принята к публикации 08.09.2025.

The article was submitted 10.02.2025; approved after reviewing 29.08.2025; accepted for publication 08.09.2025.