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The proceedings present and discuss a wide range of scientific and practical achievements in applied linguistics including corpus investigation techniques, compiling specialised corpora, computational linguistics, psycholinguistics and sociolinguistics, translation studies, language teaching and learning.

*The authors of published papers are responsible for the selection and accuracy of presented facts, quotations, proper names and other data provided.*

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## ONLINE STUDENT CONNECTEDNESS SCALE IN THE CLASSES OF THE SCIENTIFIC ENGLISH CLUB ‘ENGLISH FOR SCIENCE’

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In recent years of the introduction of distance learning in Ukrainian higher educational establishments, it is believed students in online courses tend to be isolated, lose interest in studies and, as a result, the efficiency of studying has been decreasing. The **purpose** of this survey is to measure the students’ online connectedness scale based on their online engagement in the classes of the scientific English club ‘English for Science’ held monthly at the Department of English for Engineering 2, National Technical University of Ukraine ‘Igor Sikorsky Kyiv Polytechnic Institute’ (Bolliger, 2012).

‘English for Science’ has been created to engage the students into academic discourse through discussion, participating at online conferences, writing papers, applying for scholarships, and submitting articles in English. The connectedness of the learners online has been measured by analyzing their engagement in studying through their attendance and feedback. At the end of the 2021–2022 academic year, the students passed the anonymous online questionnaire, and the achieved data has been calculated and analyzed.

The **tools** used in this study allow us to measure the students' interest in online learning in a percentage ratio based on the questionnaire and marking their attendance throughout the year.

1. Attendance log. In 2021–2022 9 out of 9 planned classes were held. 83 students enrolled in the online students’ club during the academic year. The analyzed calculations of the presence/absence of the students show: 41% attended classes every session (34 students), 33.7% attended half of the sessions (28 students), 14.5% attended every third session (12 students) whereas 10.8% of the students attended randomly (9 students).

2. Anonymous questionnaire (‘English for Science. Feedback’) consists of 10 questions on four factors. The factors include *emotion* (showing desire to learn, satisfaction with the course), *participation* (taking part at online meetings), *skills* (keeping up with assigned work) and *performance* (taking part at conferences, submitting papers) (Catalano, 2018). A total of 58 students (69.9% of all who enrolled since the beginning of the academic year) responded to the survey.

Emotion. Questions 1–3 and 10. Questions 1–3: “How satisfied are you with distance learning compared to on-campus learning?”, “Rate how satisfied you are

with the online course “English for Science”, “Rate how important academic English is for you”. The questions are evaluated on a ten-point scale from “not important at all”/ “not satisfied at all” to “very important to me”/ “very satisfied”. Question 10 is an Open-ended Question where students can leave a personal comment on the course. For Question 1, 78,1% of the respondents chose “very satisfied”, 21.9% answered “quite satisfied” and higher. For Question 2, 51% chose “very satisfied”, 49% chose “satisfied enough” and higher. For Question 3, 75% responded “very important to me” and 25% chose “important”. Question 10 was taken by 62.5% of students who passed the survey. The majority evaluated the online sessions of the English club highly, advised to get topics updated annually to participate next year.

**Participation.** Question 4. It is a Single Select Multiple Choice Question and it contains four answers: “Attended classes every session”, “Attended half of the sessions”, “Attended less than half of the sessions” and “Attended one or two sessions”. This facet duplicates the attendance log options. The achieved data was compared and shows the percentage rates close to the first tool used. The discrepancy is 3-5%.

**Skills.** Questions 5–7. Question 5: “How do you rate your English proficiency?”, It is a Single Select Multiple Choice Question and it comprises the following options: “Beginner (A1)” (0%), “Elementary (A2)” (0%), “Intermediate (B1)” (40.5%), “Upper-Intermediate (B2)” (50%), “Advanced (C1)” (9.5%), “Proficiency (C2)” (0%) (Tracktest, 2022). Question 6: “Which skills are your strengths?”. It is a Multi Select Multiple Choice Question. The options contain 5 English skills: “Reading”, “Listening”, “Speaking”, “Writing”, and “Grammar”. Question 7: “Which skills are your weaknesses?”. The format and answer options of the question is similar to Question 6. 87.5% answered Reading is their major strength along with 12.5% who chose Writing as their major weakness.

**Performance.** Questions 8–9: “Did you take part at conferences during 2021–2022?” and “Did you submit articles in English to academic journals during 2021–2022?”. They are Single Select Multiple Choice Questions based on Yes/No answers (Polat, 2020). 27.6% of all the students taking the questionnaire participated at the online-international conferences in Ukraine and, consequently, all of them submitted articles.

**Conclusions.** The learners’ academic progress and their answers in the survey prove their online connectedness in the classes of the scientific English club ‘English for Science’ remains high. In the open-ended question some of the respondents denied feeling disconnected from society and their peers in distance learning. The students are sure absence in classrooms is compensated by participating in groupwork and private meetings. The presented methods can also be used to collect data that will

improve the course syllabuses at the faculties/institutes of the university as well as be able to provide information on the effectiveness of foreign language learning among students of the department. Therefore, if the tools can measure the level of engagement in online classes, they can help to adjust learning activities and interactions with their students in the future.

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