

language skills and investigating the digital environment characterised by specific features and potentials which are different from a traditional face-to-face teaching context. The use of ICT, governed by planned and carefully defined teaching goals, can cast new light on teaching receptive and productive skills. The additional comments provided by the interviewees draw attention to the important aspect of foreign language teaching, as emphasised in modern applied linguistics – that teaching should be subordinated to learning (Mishra, 2000). Teachers felt very confident when assessing the teaching process in the online learning environment, but the additional comments showed a more reserved and careful attitude towards the learning process. These comments, and the high value obtained for the question related to the respondents' attitude towards communication in the formal online environment, show that it is necessary to accord teaching techniques and methods in an online environment with a high level of self-confidence present among the respondents. This can be achieved relying not only on the traditional theories of the twentieth century – behaviourist, cognitive and constructivist – but also on the knowledge obtained from the theory of collaborative online learning in the twenty-first century (Li, 2017, p. 8).

While the results of the study can point to some prominent issues ESP teachers come across in online teaching environment, encompassing both characteristics they see as beneficial and those they regard as distracting or even interfering – the presented study has to be tempered by its limitations. Foremost, the study addresses a limited number of respondents working under the same working conditions (learning platform, equipment, IT support, etc.); an enlargement of the sample, along with its diversity, could be beneficial and uncover more useful data. This case study responded to only one aspect of the complex nature of online language teaching, which needs to be approached from other aspects as well, including students' perspectives and measurable learning outcomes. The pandemic opened a vast area yet to be investigated, and the potential research and findings which could greatly contribute to a deeper understanding of the complex nature of foreign language teaching.

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