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THE COMPARATIVE STUDY ON E-LEARNING FOR ENGLISH LANGUAGE LEARNERS

The paper presents the comparative analysis of two questionnaires on distance learning of a higher institution taken before and after implementing measures in order to improve the quality of e-education to find out rises and falls between two semesters in quality of English courses having delivered fully remotely in the autumn and face-to-face online in the spring semester at School of Business Administration and Humanities as an affiliated school of Mongolian University of Science and Technology.

Keywords: quality of e-learning, impression, pros and cons of e-education, improvements.

В статье представлен сравнительный анализ двух анкет по дистанционному обучению в высшем учебном заведении, проведенных до и после реализации мер по улучшению качества электронного образования, для выявления разницы в качестве обучения между двумя семестрами курсов английского языка, реализуемых полностью дистанционно осенью и очно онлайн в весеннем семестре в Школе делового администрирования и гуманитарных наук в качестве дочерней школы Монгольского университета науки и технологий.

Ключевые слова: качество электронного обучения, впечатление, плюсы и минусы электронного обучения, улучшения.

Online education has not experienced at our university for a long time before. There have been a few courses prepared distantly in order to vary course delivery only and course takers have been those who cannot attend classroom courses because of employment and some other reasons. Moreover, the university administration, faculty and students have not been exposed to the full distant learning. Nevertheless, the COVID-19 epidemic started testing both teachers and learners' readiness to offer and take online education in order to resume for us educational processes in any case of non-classroom conditions. For the purpose of defining how the e-education has been improved and planning next action to improve constantly its quality, results of a survey of 110 students who took

Communication English and Special Purpose English courses in the autumn of 2020–2021 and another one in the spring including 220 students were conducted respectively using Google Form apps. However, 80 out of 110 respondents in the autumn and 209 out of 220 respondents in the spring were able to reply. The both questionnaires held at the end of each semester by the language faculty consisted of the same 12 questions and replies were analyzed and the following results came out from the studies.

When the learners were asked how they felt about distance education, 82 per cent of autumn learners and 94.15 of spring learners felt good. Therefore, leaners' overall impression on e-education increased by 12.15 per cent. The questionnaire tried to find out whether the learners had an access to a device for learning online. It revealed that 68.2 per cent of autumn respondents and 82 per cent of spring respondents could access to the device for remote learning. 18 per cent of spring learners could not have an access for distant learning. Next question helped to clarify what device they used for distance learning. Although both autumn and spring learners mostly used a notebook and a smart phone for learning, utilization of smart phones grew by 10 percent in the spring semester. It was interesting that over 10 per cent of both semester students applied a tablet, PC and other devices. According to the study, 84.6 per cent of autumn students and 54 per cent of spring students spent 1-5 hours each day on an average on distance education, 12.8 per cent of autumn learners and 31 per cent of spring learners spent 5-7 hours a day though. 15 per cent of spring respondents spent 7-10 hours and more each day. This was connected to face-to face online learning in the spring.

The answer to question on effectiveness of remote learning for learners displayed that 76.9 per cent of autumn learners and 89 per cent of spring learners responded as effective, while 23.1 per cent of autumn students and 11 per cent of spring students said ineffective.

Next question was designed to reveal pressure degree of distance learning on students during the COVID-19. In accordance with the study, 67 per cent of autumn learners and 80 per cent of spring learners replied as stressful, while 33 and 20 respectively did not feel any pressure.

Furthermore, the survey found out the time management of students while learning distantly. Data revealed that 79.5 per cent of autumn learners and 83 per cent of spring learners could manage time well, while 20.5 per cent and 17 per cent could not regulate time efficiently.

In addition, the study found out whether learners enjoyed or not online learning. As the data showed, 69.3 per cent of autumn learners and 63 per cent of spring learners enjoyed learning remotely, while 30.7 per cent and 38 per cent

respectively did not like learning distantly. It was very questionable that percentage of dislikes of SL went up by almost 8 per cent, the classes were offered face-to-face online learning though.

Next emphasis was on assistance from teachers/training assistants while studying online. The data displayed that 97.4 per cent of autumn learners and 99 per cent of spring learners recognized language teachers and training assistants were helpful for studying remotely, but little portion of both semester learners like 2.6:1 considered as helpless.

Besides this, the study focused on pros of distance learning. The respondents did not answer an open question. Then the choices of the answer were offered. Consequently, the participants listed a lot of advantages of e-education, so answers varied as follows. 5.1:15.5 per cent liked the job opportunity, 20.5:22.3 per cent enjoyed time save from not commuting to and back from school, 10.3:17 per cent were pleased with money save from not commuting to school and back, 7.7:3 per cent did not feel fear in connection to not person to person communication with teachers, 17.9: 16.5 per cent mentioned an increase in self-learning ability, 23.1: 17 per cent emphasized improvement of ability to use online tools etc. The most crucial advantage for AL was they improved their ability to apply online tools, while the most important pro for spring learners was they saved money on transportation as they did not go school and back home. This was the fact that the students have already felt lack of money during lockdown due to the pandemic.

On the other hand, the students listed several disadvantages of e-learning. 20.5:24.6 per cent didn't understand content of the lessons. 5.1:8.2 per cent complained that the posts were delivered just before the deadline was almost over. 20.5:3.4 per cent thought the language lessons were complicated as there was no live communication. As you can see, only 3.4 per cent of spring learners complained on absence of live communication because these students' classes had been offered face-to-face online learning. 5.1:1 per cent did not understand the contents due to the fact that the contents were not delivered clearly. We were grateful as only 1 per cent of all spring participants did not get the point of materials throughout the semester. 20.5:12.1 per cent could not get instant answers to questions, and 10.3:12.6 per cent faced difficulties to read electronic books, e-texts and other e-sources. Amazingly, nobody mentioned the quality of e-learning.

From statistics mentioned above, we can clearly see many positive things such as increased percentage of good impressions on online learning, an improved access to a device, a lengthened average hour a day, a growth of effectiveness of e-learning, better effectiveness of students' time management

indicated that online training for all teachers how to deal with online tools and apps held by the university academic office and faculty development office of Mongolian University of Science and Technology (MUST), using the unified app like Microsoft Teams authorized by its developer in its all affiliated schools and a smart decision made by the university authorities to offer all courses in a face-to-face form enabled faculty to deliver course contents efficiently. Also, our teachers prepared their course content in PPT and video lessons using different available online apps to attract students' interests, even though they taught their classes in a face-to-face online manner. Besides this all these figures illustrate that teachers are getting more experience on e-education. Finally, all these measures taken both by university administration and faculty to tackle the biggest issues of distant learning suggested by the autumn learners and improve the quality of e-learning reached their goals, according to the study.

However, we have some outcomes exposing minuses of e-learning like 67 per cent of autumn learners and 80 per cent of spring learners stated pressure of remote learning, 30.7 per cent and 38 per cent respectively did not like learning distantly. This data suggests us firmly looking for reasons of side effects of distant learning. In my opinion, the most influential point is teachers' intrinsic desire to reach each learner so that they can engage in learning from their spirit and understanding their psychological instability due to this hazardous pandemic lasting for over two years.

Conclusion. Although the COVID-19 has been checking our survival, our university, particularly language teachers could solve majority of problems faced during online courses. Recovering these issues had been made because of hearing students' opinions just on time based on the actual studies with real statistics and willingness not to interrupt university education by well managing administrators' and faculty's resources and capacity, however, we are still having some limitations on e-education such as lack of modern tools and facilities for each teacher as these can break down somehow and apps are quickly outdated.

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