

THE EVALUATION OF THE QUALITY OF TEACHING A FOREIGN LANGUAGE WHEN APPLYING E-LEARNING

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***Abstract:** The article deals with the analysis of the attitudes of the students to the E-learning form of education. The evaluation of the quality of foreign language education has been carried out in the course Professional English 1, which is a whole-faculty and compulsory subject offered in the framework of the subject Foreign Language Preparation for a period of four semesters. There is an option of choosing English and German as a foreign language for the students at School of Business Administration in Karviná in the full-time and combined form of teaching. Within the combined form of teaching E-learning teaching practices are applied that have become the subject of the survey. In the introduction, the significance of E-learning in education is described, in the ensuing part of the article the theoretical background of E-learning is mentioned, which then is followed by a description of the objectives and methods used for research. Subsequently, there is a detailed analysis of the results of the survey and in the end the most essential aspects of this form of education are summed up.*

Keywords: E-learning, evaluation, distance learning, foreign language, learning support material lessons, research, survey, teaching

INTRODUCTION

E-learning is an important method of education in the world, which contributes to the modernization and optimization of the educational process in all spheres of society. It represents a potential power one needs to reckon with in the future.

It turns out that E-learning could become a flexible method of how to quickly and flexibly respond to the need for further training of staff in the employability on the labour market. In the tertiary sector, E-learning has become one of the methods of university education, which deserves attention and the survey.

Teaching in the form of E-learning also has a tradition of School of Business Administration in Karviná (hereafter OPF) that began in 2004 by establishing the

Department of E-learning, which provides technical and pedagogical training for teachers, as well as students at OPF.

1. THEORETICAL BASE

Compared with foreign countries the professional literature in this field of education is rather neglected in our country, what can be judged from the number of monographic titles to a formal education. In short, let us mention at least the enumeration of domestic authors dealing with this issue. Here we can come across the following authors: Květoň 2003, Nocar 2004, Barešová 2003, Kopecký 2006, Zlámalová 2009, Vaněk 2008, Zounek 2009, Pejsar 2007 and more.

The countless conferences have paid attention to E-learning, let us just list here for instance: The National Conference Proceedings on the 1st Distance Education in the Czech Republic (1999), The National Conference Proceedings on the 2nd Distance Education in the Czech Republic (2002), The National Conference Proceedings on the 3rd Distance Education in the Czech Republic (2004), The National Conference Proceedings on the 4th Distance Education in the Czech Republic (2006), The (4th) National Conference on Distance Education in the Czech Republic – the Present and the Future, The 5th National Conference on Distance Learning in the Czech Republic – the Present and the Future of Alternative Teaching Methods 2009 , etc.

2. AIM AND RESEARCH METHODS

The aim of the research was to make a survey among the students studying the given course at OPF in one semester of teaching. For the purposes of the survey, the second semester of study was chosen, in which the study of a foreign language begins. The contents of the survey was the evaluation of the quality of teaching along with the study material, on which this form of teaching is based.

The students' attitudes were subject to the evaluation survey towards the E-learning form of teaching, too, which affect the planning and implementation of education in future years.

We have selected evaluation methods with regard to the need for the application of knowledge acquired in the course of Professional German 1 in professional life and in the labour market. Settings for individual indicators were based on the syllabus of the accredited course and the specific learning support material, which was specially created for the course. The measurement of indicators were in progress throughout the semester, and it proceeded from oral as well as written outputs specified in the syllabus of the course.

The analysis of quality indicators focused on the lexical, grammatical and communication levels. The proper questionnaire survey was carried out in the last teaching week and aimed at evaluating the course and the teacher. Furthermore, the

auto-evaluation method was used through which we tried to map out what prevented us from reaching better results with the students or what helped to improve foreign language skills. With the auto-evaluation, the attention was focused on the following aspects:

- The appropriateness of the number of the given lessons.
- The suitability of the chosen form of teaching.
- A sufficient number of lessons in a full-time part (tutorials) of teaching.
- The usefulness of the content of the course in applying the graduates in practice.
- Entry level of the knowledge of the students.
- Provision of the course with study materials.
- The activity of the students and their interest in learning.

In addition, it should be noted that the definition of the objectives of the research is based on the needs of the evaluation of the educational process, with a view to its further modernization and continuous improvement. The questionnaire survey contained the following questions:

- The contents of the course, which I attended, was in accordance with the course syllabus.
- The course contained a sufficient amount of information for me in the given field.
- I was previously informed enough about the conditions for the successful completion of the course.
- Examples were understandable for me.
- Control questions were understandable for me.
- Examples with respect to the content were in sufficient quantity.
- Control questions in relation to the content were in sufficient quantity.
- Pieces of knowledge of the course are useful, I suppose, that I will use them in the next study or practice.
- Teaching material on the course was understandable for me.
- The time range to cope with the issues of the course was sufficient for me.
- The form of teaching through the LMS Moodle suited me.
- The course was in the LMS Moodle presented sufficiently clearly and intuitively.
- A full-time part of the teaching/tutorials/was/were important to cope with the curriculum.

- A full-time part of the teaching/tutorials/was/were well prepared and the lecture was understandable.
- Course teachers in a given area were erudite and prepared for the lesson.
- Course teachers communicated without any problems and shared his/her experience with the students in the appropriate form.
- Course teachers led the course in a flexible way, with an individual approach to the students.
- The teacher was inspiring.
- Overall, my course in terms of the content, form, access of the teacher as well as its benefit suited me.

The above stated questions were to be rated in the range of 1 to 5, and the choice of a numerical grade 1 was the best evaluation and the choice of the number of grade 5 was the worst point rating.

3. THE RESULTS OF THE AUTO-EVALUATION

On the issue of the appropriateness of the number of the given lessons teachers disposed to the view that in order to ensure an adequate quality of the output of the educational process the bigger number of the given lessons would be more desirable. As to the form of teaching and its suitability no additional considerable comments occurred. However, it was considered that the entry level of the knowledge of a foreign language is decreasing from year to year. Then the teachers positively evaluated the provision of the course with study materials, the activity of the students and their interest in teaching and in particular they stressed the usefulness of the content of the course in the application of the graduates in practice.

4. THE RESULTS OF THE SURVEY

The survey was attended by a total of 61 students. The results of the survey are present in the well-arranged charts.

Table 1.

The content of the course, which I attended, was in accordance with the course syllabus

Numerical evaluation	The number of students
1	46
2	13
3	1

4	1
5	

Source: The results of the survey conducted at OPF in Karviná

This question was addressed to the students, in order to determine the extent to which it complies with the syllabus approved by the Accreditation Commission. The results of the survey show only negligible deviations from the accredited abstracts, which can for example manifest the creativity of teachers in the given course.

Table 2.

The course contained a sufficient amount of information for me in the given field

Numerical evaluation	The number of students
1	31
2	19
3	8
4	2
5	1

Source: The results of the survey conducted at OPF in Karviná

The second question belonged to one of the most important points in the framework of the survey, as it demonstrated the importance of the newly acquired information for the students. The students' responses at this point clearly indicate that the contents of the course was selected properly and for the students it has its foundations in the course of the studies at SU OPF in Karviná.

Table 3.

I was previously informed enough about the conditions for the successful completion of the course

Numerical evaluation	The number of students
1	46
2	9
3	6
4	
5	

Source: The results of the survey conducted at OPF in Karviná

The awareness of the students on the conditions for the successful completion of the course is extremely important. The students, in particular, in the combined and E-learning forms of teaching must have all the information at the beginning of the study of the course, in order to limit the number of the failed students. Most of the students received the right information right at the beginning of the course. The table only shows that communication with the students in the future can still be optimized so that students should not have the feeling of the limited awareness.

Table 4.**Examples were understandable for me**

Numerical evaluation	The number of students
1	29
2	29
3	3
4	
5	

Source: The results of the survey conducted at OPF in Karviná

Through this query we examined the clarity of the learning support material for the students. The results of the survey may be optimistic for us. The rating was dominated by the number one and number two, which shows that the students didn't have a bigger problem with understanding the tasks and exercises in the learning support material. Only in three cases, there was the rating with the number 3.

Table 5.**Control questions were understandable for me**

Numerical evaluation	The number of students
1	25
2	31
3	5
4	
5	

Source: The results of the survey conducted at OPF in Karviná

At the end of each lesson there were control tasks that should determine whether the student acquired the required knowledge to a sufficient extent. We can feel confident about the evaluation provided by the students. 25 students rated this question with

the number one, 31 students with the number two and, five students marked the answer with the number 3. The answer distribution indicates that there may be students who have more trouble as for coping with the curriculum than others.

Table 6.**Examples with respect to the content were in sufficient quantity**

Numerical evaluation	The number of students
1	24
2	23
3	10
4	4
5	

Source: The results of the survey conducted at OPF in Karviná

Through this query we explored whether the examples with respect to the content were in sufficient quantity. In this respect, it is to be reckoned with in the future that it will be necessary to incorporate a greater amount of examples to practice a given subject matter.

Table 7.**Control questions in relation to the content were in sufficient quantity**

Numerical evaluation	The number of students
1	29
2	20
3	9
4	3
5	

Source: The results of the survey conducted at OPF in Karviná

The results of the survey whether the control questions in relation to the content were in sufficient quantity show that the work with the students offers more room for a better didactic implementation of the course. It is quite clear that, in this respect, it will be desirable to supplement the control questions in the teaching so that they were in sufficient quantity relative to the content for the larger number of the students.

Table 8.

Pieces of knowledge of the course are useful, I suppose, that I will use them in the next study or practice

Numerical evaluation	The number of students
1	35
2	19
3	7
4	
5	

Source: The results of the survey conducted at OPF in Karviná

The benefit of the course for the students is the most significant aspect of the evaluation. It shows the compatibility of the course with the given study programme and a field of study, at the same time it suggests a link with the employability on the labour market. 35 students marked this question with the number one, 19 students with 2 and only 7 students with the number 3. It is gratifying that most students are aware of the importance of the course for the practice and its further use in further study or in practice. At the same time we received quite a clear feedback from the students that they are aware of the importance of a foreign language in practice.

Table 9.

Teaching material on the course was understandable for me

Numerical evaluation	The number of students
1	34
2	21
3	5
4	1
5	

Source: The results of the survey conducted at OPF in Karviná

The evaluation of the teaching material is satisfactory. 34 students marked this question with the number 1, 21 students with the number 2, 5 students with the number 3 and 1 student with the number 4. Overall, it can be concluded that the satisfaction of the students is satisfactory. In the future, it will only be necessary to focus on those students, for which the teaching material is less comprehensible, and to find out what this evaluation is related to. It can be assumed that one of the reasons may be for example the lack of an entry level of the students, which is necessarily reflected in this assessment.

Table 10.**The time range to cope with the issues of the course was sufficient for me**

Numerical evaluation	The number of students
1	14
2	20
3	18
4	8
5	1

Source: The results of the survey conducted at OPF in Karviná

Having been asked, if the time range to cope with the issues of the course was for the students sufficient, clearly shows that the time range for the teaching of a foreign language is not quite perfect. The time limitations of the contact certainly reflected the evaluation of this query. 14 students marked the answer with the number 1, 20 students with the number 2, 18 students with the number 3, 4 students with the number 4 and 1 student with the number 5. It will be desirable to focus on the outcome of the survey and take this aspect into account in the future accreditation material.

Table 11.**The form of teaching through the LMS Moodle suited me**

Numerical evaluation	The number of students
1	29
2	20
3	10
4	1
5	1

Source: The results of the survey conducted at OPF in Karviná

What is surprising is the finding that the form of teaching through the LMS Moodle for the students was rather suitable. 29 students opted for 1, 20 students for 2, 10 students for 3, 1 student for 4 and 1 student for 5 in their rating.

Table 12.**The course was in the LMS Moodle presented sufficiently clearly and intuitively**

Numerical evaluation	The number of students
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1	30
2	24
3	6
4	1
5	

Source: The results of the survey conducted at OPF in Karviná

Table 13.

A full-time part of the teaching/tutorials/was/were important to cope with the curriculum

Numerical evaluation	The number of students
1	34
2	12
3	5
4	6
5	

Source: The results of the survey conducted at OPF in Karviná

Assessing this query, whether a full-time part of the teaching/tutorials/was/were important to cope with the curriculum, shows that 34 students inclined towards the number 1, 12 students opted for 2, 5 students acceded to a rating of 3 and 6 students rated the question with the number 4. It can be therefore concluded that for most students a full-time part of the teaching/tutorials/to cope with the curriculum is important.

Table 14.

A full-time part of the teaching/tutorials/was/were well prepared and the lecture was understandable

Numerical evaluation	The number of students
1	42
2	13
3	4
4	1
5	1

Source: The results of the survey conducted at OPF in Karviná

The query on the preparedness of the full-time part of the teaching can please the teachers. Most of the students inclined to think that a full-time part of the teaching/tutorials was/were prepared well and the lecture was understandable. 42 students rated with the number 1, 13 students voted for 2, 4 students rated with the number 3, 1 student evaluated with the number 4 and 1 student chose even the lowest rating of 5. It could be stated that it will be of utmost importance to incorporate the needs of all students and work with them empathetically in the lessons.

Table 15.

Course teachers in a given area were erudite and prepared for the lesson

Numerical evaluation	The number of students
1	51
2	6
3	4
4	
5	

Source: The results of the survey conducted at OPF in Karviná

In addition to the queries on the prepared course, the quality of the learning support material, and the satisfaction of the students, the survey also was focused on the assessment of the quality of teachers. The results of the evaluation are comparatively satisfactory. 51 students rated with the highest number 1, 6 students inclined to a rating of 2, and only 3 students chose a rating of 3. Once again, it appears that in the foreign language teaching it is important to impress the students with preparedness and erudition, as it is evidenced by the answered questions below.

Table 16.

Course teachers communicated without any problems and shared his/her experience with the students in the appropriate form

Numerical evaluation	The number of students
1	46
2	10
3	2
4	3
5	

Source: The results of the survey conducted at OPF in Karviná

We can be quite satisfied with the evaluation of the query, whether the course teachers communicated without any problems and shared his/her experience with the students in the appropriate form. As already mentioned above, the teacher's communication appears to be a decisive factor in the evaluation of the course by the students. 46 students assessed with the number 1, 10 students with the 2, 2 students with the number 3 and 3 students with the number 4. The future, however, will require more communication than hitherto and this quality indicator must be taken seriously.

Table 17.

Course teachers led the course in a flexible way, with an individual approach to the students

Numerical evaluation	The number of students
1	36
2	17
3	8
4	
5	

Source: The results of the survey conducted at OPF in Karviná

Flexibility and an individual approach are becoming desirable attributes with the students. The students appreciate the individual access to them and their attitudes are visible even from the result of a questionnaire survey. 36 students are completely happy about the teacher's flexibility and individual approach, 17 students opted for the number 2 and 8 students selected the number 3.

Table 18.

Teaching was inspirational.

Numerical evaluation	The number of students
1	36
2	18
3	4
4	3
5	

Source: The results of the survey conducted at OPF in Karviná

Questions from 13 to 15 concentrated on the personality of the teacher, with all the consequences that a person may have on the quality of teaching, the course, the field of study or even the university. It should be noted that the quality of school is made,

inter alia, by the quality of teachers. 36 students rated the teacher with the highest number 1, the same number of students opted for the number 2 and 5 students assessed it with the number 3. As a result, it is impossible to underestimate the role of the student in the classroom, it is necessary to work with it and integrate it suitably to the educational process too.

Table 19.

Overall, my course in terms of the content, form, access of the teacher as well as its benefit suited me

Numerical evaluation	The number of students
1	28
2	28
3	5
4	
5	

Source: The results of the survey conducted at OPF in Karviná

The final query resulted in a summary of the positions of the students to the course, the form and content of teaching and the teacher as well as to the overall benefit. The questionnaire survey among the students showed that most students assess all positively. 28 students opted for the number 1, 28 students opted for the number 2 and 5 students resorted to the number 3.

CONCLUSION

The E-learning form of education represents a modern form of teaching, through which the students find it easier to overcome time, professional, and financial or health barriers. It enables them, in spite of the distance, to supplement their necessary education. At the same time it offers an alternative in the form of the educational process. However, it is important to remember the pitfalls of this form of education in particular with regard to the subject of education.

Learning a foreign language is a demanding process of acquiring knowledge and skills, where the teacher's job is an indispensable part of it. The individual approach of the teacher, his/her flexibility and empathy towards the students are important attributes leading to the active knowledge of a foreign language.

This self-regulated education for learners represents the pitfalls, in particular in a foreign language teaching. Although in terms of the content and form of teaching it can meet the students' needs, in terms of the quality of the educational process it faces constraints. The language as a means of communication is necessary to develop in communication and the teacher plays a key role in it.

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