

## STUDY RESULTS AND QUESTIONNAIRE SURVEY OF STUDENTS IN THE LESSONS OF BUSINESS ENGLISH E-LEARNING COURSE IN COMPARISON WITH FACE-TO-FACE TEACHING

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### Abstract

The paper deals with the comparison of results of students in the lessons of Business English e-learning course with face-to-face teaching at the Faculty of Economics and Management of the CULS in Prague. E-learning as a method of instruction refers to learning using technology, such as the Internet, CD-ROMs and portable devices. A current trend in university teaching is a particular focus on e-learning method of studies enhancing the quality and effectiveness of studies and self-studies. In the paper we have analysed the current state in the area of English for Specific Purposes (ESP) e-learning research, pointed out the results of a pilot ESP e-learning course in testing a control and an experimental group of students and results of questionnaires with views of students on e-learning. The paper focuses on the experimental verification of e-learning influence on the results of both groups of students. Online study material supports an interactive form of the teaching by means of multimedia application. It could be used not only for full-time students but also for distance students and centers of lifelong learning.

### Key Words

e-learning, face-to-face teaching, speech skills, pretest, posttest, English for specific purposes

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## Introduction

The paper deals with the comparison of results of students in the lessons of Business English e-learning course with face-to-face teaching at the Faculty of Economics and Management of the CULS in Prague. E-learning as a method of instruction refers to learning using technology, such as the Internet, CD-ROMs and portable devices like mobiles or MP3 players (Dudeney and Hockly, 2007), in our pedagogical research we comprehend e-learning as online learning which takes place via the Internet. A current trend in university teaching is the lowering of the number of contact lessons and a particular focus is put on e-learning method of studies enhancing the quality and effectiveness of studies and self-studies.

In the winter term of academic year 2011/12 we implemented a pilot e-learning course of Business English. First of all it was necessary to provide students with online material. It was carried out within the Fund of Higher Education Development of the Czech Republic. Online study support for Business English is in the form of a 14 module course and was created in the Moodle Learning Management System (LMS) which is the software with an open code and is used for study purposes on the B1 level of the Common European Framework of Reference for Languages (Kučírková, Vogeltanzová and Jarkovská, 2011). It could be used not only for full-time students but also for distance students and centers of life long learning. Online study material supports an interactive form of the teaching by means of multimedia application. Nowadays nearly every college or university uses e-learning management systems, particularly Moodle, within which each author decides how to create the main structure of the course (Vojáčková, Kuncová and Benešová, 2011).

## Review of related literature

The research done in the English for Specific Purposes (ESP) e-learning field so far has been focused on piloting e-courses in order to examine the benefits of them, challenges and using it for lifelong learning. The field of e-learning is quite wide, that is why the range of issues in the following literature review is various. We have focused on how the authors comprehend e-learning and how some of them realize this in practice at higher education institutions for instance through e-learning management system Moodle, e-courses, e-portfolios etc. ESP e-learning material is also the topic of the research study concerning the pilot implementation of English for Information Technology. This material has been designed for IT working professionals, students and English language teachers. The main aim of the material is to facilitate the work of teachers, enhance self-study and encourage lifelong learning. The paper presents the background of material development and needs analysis carried out in order to decide the functionality of the material (Gridasova, Ivanovaite and Pouyioutas, 2008).

The application of new technology strategies is the main issue of another research study that is based on needs analysis questionnaire of ESP teachers in Romanian higher education and on computer-based course assessment questionnaire. The case study shows increased levels of students' motivation, autonomy and interaction connected with computer-based instruction in opposition to the traditional face-to-face instruction. According to the empirical results, students are not prepared to be fully autonomous, therefore local solution for increased students' autonomy can be realized through blended learning. Where an interactive online instruction may not represent the case, authors present challenges for local solutions (Pop, David and Florea 2009).

Research that investigated learners' attitudes to the application of e-portfolios in learning ESP is the topic of another research study. The authors also analyze learners' reflections on e-learning from the point of view of fostering sustainable lifelong learning. The participants of research are the students of different fields of studies who learn English for Specific Purposes at university. The study examined learners' perceptions of using electronic language portfolios for various tasks in English for Specific Purposes. Learners' experience of applying e-portfolios and learners' reflections on their benefits for improving language skills were analyzed and statistically treated using SPSS software. The results show that students are satisfied with the application of e-portfolios in the lessons of ESP. Using e-portfolios helps teachers strengthen autonomous learning, it encourages students' critical thinking, develops their creativity, motivates learners and encourages their collaboration (Kavaliauskiene and Anusiene, 2008).

Support to distance learners is presented in the research study on piloting a vocational e-course at a UK college. The course supports non-native English speaking learners to complete the essay-type questions of the e-course assignments. It suggests further improvements to the course and recommendations for further research (Bibila, 2010).

According to Fedyunina (2006) e-learning is a complex process and the core of it is special pedagogic approach to learning. Methodology of effective e-learning should be based on the following criteria: engaging learners in the learning process, encouraging independent learning skills, developing learners' skills, motivating learners. She mentions that universities make investments in e-learning because they realize that it is borderless education, it is requirement from students and a competition for students on the global education market.

E-learning is defined as learning facilitated and supported through the use of information and communications technology. It occupies the central position in self-access. E-learning can be used as *supporting learning* for existing courses, *blended learning* as combination of traditional and electronic practice and *fully on-line learning*.

Also Frydrychová Klímová (2006) in her study agrees that computers and new technologies has become an important aspect of foreign language learning. She stresses that e-learning substantially contributes to increasing effectiveness of an educational process and defines e-learning as "using new multimedia technologies and the Internet to improve the quality of learning" (pp.318).

Another research study that deals with e-learning concerns the experimental verification of theoretically suggested characteristics of students defining their individual learning styles. The objective was to prepare a learning environment in e-learning that will respect students' differences, which will be adapted to them and in which the students will learn through a self-study form in the learning management system. The authors tried to analyze dependences of chosen students' properties and to find the groups of the most frequent combinations of students' properties. The findings showed that the students could not be divided into groups according to their similar properties because the properties of individual students are very different from those of other students (Takács, Kostolányová and Šarmanová, 2011). This was an important result for the design of the adaptive learning system, however in our view personalization of teaching through e-learning and adapting the learning process to every student individually through e-learning may be a good idea but rather unrealistic under the condition of a huge number of students with different

characteristics and needs taking part in studies. Nevertheless the authors plan to do more analyses of this type.

Zounek (2009) comprehends under e-learning the theory of e-learning, empirical research the aim of which is to get to know for instance if a certain technology solution is proper or improper or what the view of students or teachers on the ICT usage in the lessons or learning is. It means that he does not narrow e-learning only on practical question of the implementation of modern technologies into education.

According to Waidah and Haliza (2006) from Islamic College University of Malaysia (KUIM), e-learning is a convergence of the Internet and learning or also seen as Internet-enabled learning. E-learning can be a powerful alternative means of learning with good design and delivery. They mention the effectiveness of learning experience gained by the learners through learner-centered design that e-learning offers. They conducted the research among the teachers at 6 different faculties in KUIM that concerned their experience and perspectives of e-learning in their classrooms. They tried to identify if the respondents (50) understand the meaning of e-learning, the extend of the sources of the Internet the lectures used in the classroom and the research, and they also tried to identify effective ways in enhancing the teaching skills, as well as the obstacles that may prevent the lectures from using e-learning. They used questionnaires and interviews as research instruments and after collecting the data, the analysis was done by calculating compliance issues by the calculation of the percentage. In conclusion they summarized the main findings that the academic staff use e-learning technology as the part of the lessons, however they prefer the ideas of group activities and find face-to-face sessions as the most effective method that supports students' understanding in their learning. The constraints found consist in the fear of

technology and the reduction of personal time - that prevents most from using e-learning.

E-learning and its realization through LMS Moodle is also the main topic of the research study of authors from Technical University of Liberec (Pavlíková and Pekařová, 2010) in which they introduced Moodle language courses, various types of e-learning material for students – Moodle resources and activities - and their experience with LMS Moodle as well. Even if the work was time-demanding, they remained positive about it and are ready to continue their work in producing more material to be used with their students. They mention positive evaluation from the side of students, nevertheless from this study it does not follow that they have conducted any questionnaire research in this field or any other research.

## Material and Methods

In our pre-research we compared the results of two groups of students studying Business English through different methods. One group was taught face-to-face and the second one through e-learning in a computer laboratory. Students knowledge of the language should be on at least intermediate level. They were supposed to have mastered general grammatical principles and basic vocabulary in their previous studies.

The main objective of the preresearch was to find out if there exist statistically significant differences between the results of students learning Business English through e-learning (online learning) and those who are taught through the face-to-face method.

In the first part of the preresearch we used the experiment as a research method and pretests and posttests as research tools. We compared and analysed the results of students taught through

e-learning method (experimental group) and the results of those who were taught through the face-to-face method (control group). We carried out pretests with both groups at the beginning of the lessons in the winter term of the academic year 2011/2012 in order to find out the level of input speech skills (listening, reading, writing, translating) and vocabulary of single students. After completing the course of Business English in the winter term, both groups wrote posttests where we found out the level of the skills with the focus on business and economic terminology.

As this was an online course, the development of a speaking skill was left to a regular class where a face-to-face student/teacher interaction was possible. On the contrary, the online support should emphasise the development and practice of those skills that are “neglected” in face-to-face teaching/learning in favour of developing speaking skills. The development of grammatical knowledge was not essential in the course as the students were already supposed to have a sufficient command of English grammar on B1 level within the Common European Framework of Reference for Languages. The development of vocabulary that can be applied in business and economics was of primary importance. By learning and practising specialist vocabulary the students can perform other activities like speaking, reading, writing, listening and last but not least, translating (Kučirková, Vogeltanzová and Jarkovská, 2011).

In both tests (pretests, posttests) we tested primarily specialist vocabulary, comprehension of reading, comprehension of listening, writing and translation. Each of the tests was evaluated by points, the total number of points was 60. We used existing standardized tests as pretests. Posttests, comprising specialist terminology, were created by a teacher on the basis of her experience and in the form of standardized tests. There

was the exception of listening posttest that was also part of the existing standardized test. All created tests were consulted with two other teachers of Business English.

In this paper we extend the information from (Kučirková, Kučera and Vostrá Vydrová, 2012) with the results of the second part of our pre-research based on questionnaires analysis. We have chosen the method of questionnaire examination of students in both groups to round out the study further and to examine and compare to what extent these data will support our quantitative findings in tests. The pre-research was conducted after course completion in winter term in January 2012. We used non-standardised questionnaire that was composed of 11 closed questions and of one open question that meant for the respondents the necessity to think more about the course and write their comments on it. This type of open question was not used more because it is time demanding and their interpretation represents more complex and complicated analysis. All questions offered the choice from several possibilities. Questionnaires were created and used in paper form. There were distributed 40 questionnaires among students, the return was 100%. The number of respondents was not so high, nevertheless there was the possibility for data processing with quantification. The aim of this questionnaire research was to find out the views of students on the impact of e-learning method on the skills and language issues of students in comparison with face-to-face teaching and on the implementation of e-learning course for distance students.

### **Methodology Processing**

Results of pretests and posttests were processed into tables and analyzed using the non-parametrical statistical tests. In case of the evaluation of pretests and posttests with the same

group (dependent samples), Wilcoxon pair test was used. In case of the evaluation of pretests and posttests with different groups (independent samples), Mann-Whitney test was used. Tests were carried out on the significance level 0.05. Statistical programme Statistica 10 was used for the calculation.

First of all we compared the results in the pretest and posttest separately within the control group and separately within the experimental group using Wilcoxon pair test so that we could find out whether there were statistically significant differences in single skills and whether the students improved or worsened within their groups. Then we compared and analysed the results in pretests and posttests of single skills between the control and the experimental group using Mann-Whitney test in order to find out if e-learning method could be efficient and whether there were statistically significant differences in the results of both groups.

The questionnaire examination was evaluated using the following procedure to discover to what extent the responses on single closed questions depended on student's gender, field of study and the year of study, and whether a student had taken part in the e-learning course. We computed the  $\chi^2$  tests and according to their p-values we found out cases with statistically significant dependency and the strength of this dependency was assessed using the Pearson contingency coefficients.

## Results

### Results of the pretests and posttests

#### Control Group

The results of the pretest and the posttest within the control group are presented as follows:

**Listening pretest and posttest:** p-value is 0.148793 - higher than the significance level 0.05. Students have improved a little in the posttest but from the statistical point of view there are not any statistically significant differences between the pretest and the posttest in listening.

**Vocabulary pretest and posttest:** p-value is 0.000339 – lower than the significance level. There is statistically significant difference between the pretest and the posttest. Students have improved quite a lot in the knowledge of specialist vocabulary.

**Reading pretest and posttest:** p-value is 0.000293. Students have improved a lot in reading comprehension. There is statistically important difference between the pretest and the posttest.

**Translation pretest and posttest:** p-value is 0.014098 – lower than the significance level. There is statistically significant difference in the pretest and the posttest. Students have improved a little.

**Writing pretest and posttest:** p-value is higher than 0.05 – 0.586175, there are not any statistically significant differences in writing. Students have not improved, neither have worsened.

As far as total results are concerned, students have improved quite a lot. P-value is 0.000151, thus the difference between the pretest and the posttest is statistically significant.

## Experimental Group

The results of the pretest and the posttest within the experimental group are presented as follows:

**Listening pretest and posttest:** p-value is 0.049423 – lower than the significance level. Students have worsened a little but not statistically significantly because there exist statistically significant difference between the pretest and the posttest.

**Vocabulary pretest and posttest:** p-value is 0.001089, it means lower than the significance level. There is statistically significant difference between the pretest and the posttest. Students have improved in the knowledge of vocabulary quite a lot.

**Reading pretest and posttest:** p-value is 0.012111, so the difference between the pretest and the posttest is statistically significant. Students have improved in reading comprehension.

**Translation pretest and posttest:** p-value is 0,012947 – lower than the significance level. There is statistically significant difference between the pretest and the posttest in translation. Students have improved.

**Writing pretest and posttest:** p-value is 0.740368 – higher than the significance level, it means that there is not statistically significant difference between pretest and posttest and students have not improved in writing.

Total results in the pretest and the posttest: p-value is 0.001163, so it means that there is statistically significant difference between total results in the pretest and the posttest. In general, students have improved quite significantly.

Finally, in both groups students have improved and there were statistically important differences between the total results in pretests and posttests.

## Comparison of the results between control and experimental group

For the evaluation, non-parametrical analogy of a two-sample t-test was used.

**Listening pretests:** From the comparison of the results in listening pretests it follows that there is not any statistically significant difference between the groups – p-value is 0.069932, even though students of the experimental group were a little better.

**Vocabulary pretests:** As far as a specialist vocabulary pretest is concerned experimental group is better than the control group. P-value is 0.036049, so there is statistically significant difference between both groups in their results.

**Reading pretests:** Also in the reading comprehension in pretests there is the experimental group a little better than the control group. From the statistical point of view there is not any statistically significant difference between groups: p-value is higher than the significance level. It is 0.155571.

**Translation pretests:** In translation, the results are nearly equal, p-value is 0.818150, so there is not any statistically significant difference in pretest results of both groups.

**Writing pretests:** In writing results, p-value is 0.473481, so there is not any statistically significant difference between both groups, however, the experimental group is a little worse than the control group.

**Listening posttests:** P-value is 0.303996, thus higher than the significance level. The control group is a little better than the experimental group, however, there are not any statistically significant differences.

**Vocabulary posttests:** The results of both groups are nearly equal. From the statistical analysis it came out that there is not any statistically important difference between groups, p-value is 0.616775.

**Reading posttests:** P-value is 0.551776, thus there is not any statistically significant difference between both groups. The results of both groups are nearly equal. Reading through e-learning method can be nearly as efficient as reading through the face-to-face method.

**Translation posttests:** P-value is higher than the significant level – 0.797198, so there are not any statistically significant differences between groups. Results in both groups are mostly the same.

**Writing posttests:** Experimental group is a little better but there are not any statistically significant differences in the results of groups. P-value is 0.860431, it means higher than the significance level.

In the total results of the pretest p-value was 0.074213, so at the beginning of the academic year there were not any statistically important differences between the groups. Experimental group was a little better but not statistically significantly.

In the posttest total results, p-value was 0.745483 – higher than the significance level. There were not any statistically significant differences between both groups in the results of posttest at the end of the winter term. It could be explained by the fact that e-learning method was in general of the same efficiency as the face-to-face method.

## Results of questionnaires

Students of both groups were given questionnaires where they could express their views on the appropriateness of e-learning into the lessons of ESP within distance studies and the effectiveness of e-learning as far as the skills except for speaking and language issues are concerned. We have distributed 40 questionnaires and the return was 100%.

There were 25 men (62.5%) and 15 women (37.5%) among respondents. As far as fields of studies are concerned, Trade and Business with Technique (TBT) with 11 students (27.5%) was represented most of all, there were 9 students from the field of study of Economics and Management (EM) and from Business and Administration (BA) 9 students as well (22.5%), other fields of study were represented by 11 students (27.5%). 28 respondents (70%) were students of the first year of studies, only 2 respondents (5%) were from the second year of studies and 10 respondents (25%) were students of the third year of studies. As we have already mentioned above, half of the respondents took part in the e-learning course, and remaining half not.

32 respondents (80%) think that the inclusion of e-learning into the ESP lessons for distance studies is proper, only two respondents think that it is improper (5%), the remaining 6 respondents (15%) did not know. In remaining six questions there were evaluated the issues such as if the development of single skills (with the exception of speaking) and vocabulary can be using e-learning of the same effectiveness as face to face teaching. The frequency of single responses is shown in the Table 1:



	Yes	Rather yes	Rather not	No	Do not know
Teaching in total	3 (7.5%)	17 (42.5%)	14 (35.0%)	4 (10.0%)	2 (5.0%)
Reading with comprehension	9 (22.5%)	14 (35.0%)	8 (20.0%)	7 (17.5%)	2 (5.0%)
Listening with comprehension	13 (32.5%)	13 (32.5%)	12 (30.0%)	0 (0.0%)	2 (5.0%)
Writing	22 (55.0%)	10 (25.0%)	5 (12.5%)	1 (2.5%)	2 (5.0%)
Translation	15 (37.5%)	17 (42.5%)	2 (5.0%)	4 (10.0%)	2 (5.0%)
Vocabulary	18 (45.0%)	15 (37.5%)	2 (5.0%)	3 (7.5%)	2 (5.0%)

**Tab. 1: Frequency of responses**

Now we will mention the survey of cases when in responses there was proved statistically significant difference in the dependence on single qualitative signs (sex, field of study and year of study, participation in e-learning course). In all following cases the found dependence was of a medium strength with contingency coefficient from 0.3 to 0.65.

Between genders there was found statistically significant difference only in one question, i. e. appropriateness of the inclusion of e-learning into the lessons of ESP for distance students. It consisted in the fact that all who did not know were men (in total 24% of all men).

Statistically significant differences among responses of students of single fields of studies appeared in several cases. The students of the field of study TBT did not have confidence in e-learning effectiveness of the development of the skills of reading with comprehension and listening with comprehension – response ‘yes’ or ‘rather yes’ only in three cases (27.3%) for reading and in four cases (36.4%) for listening. On the other hand, the students of other fields of study responded ‘yes’ or ‘rather yes’ every time in 6 to 8 cases (63.6% to 88.9%). In the evaluation of the influence

of e-learning on the development of the skill of translation there differed the responses of the students of the field of study BA, where there occurred more frequently extreme responses ‘yes’ (5 students, i. e. 55.6%) and responses ‘no’ (3 students, i. e. 33.3%), from other fields of studies, where the response ‘yes’ occurred in 27.3% to 44.4%, and response ‘no’ occurred only once in the field of study TBT (9.1%) and it did not occurred at all with other students.

If we compare the responses of students of single years, in general we can state that mostly students of lower years have confidence in e-learning. However, statistically significant difference was found only in the evaluation of the influence on the development of the skill of reading with comprehension, where there were responses ‘yes’ or ‘rather yes’ from 19 students of the first year of study (68.9%), 1 student of the second year of study (50.0%) a 3 students of the third year of study (30.0%).

The most statistically significant differences were between the responses of students who took part or did not take part in e-learning course:

From those who completed the course 17 (85%) thought that e-learning inclusion into the lessons of ESP for distance students was proper, 2 (10%) that it was improper and 1 (5%) did not know. From those who did not take part in e-learning course 15 (75%) thought that the inclusion of e-learning into the lessons was proper, nobody thought that it would not be proper, however, 5 students (25%) did not know.

Next statistically significant difference was found with responses to the questions if the development of the skill of reading with comprehension by means of e-learning can be of the same effectiveness as face-to-face teaching. Students who completed e-learning course responded in the following way: 5 students (25%) responded ‘yes’, 9 (45%) ‘rather yes’, 5 (25%)

'rather not' and 1 (5%) 'no'. From the students who did not take part in e-learning course 4 of them (20%) responded 'yes', 5 (25%) 'rather yes', 3 (15%) 'rather not', 6 (30%) 'no' and 2 (10%) did not know.

The last question, where there was found the statistically significant difference, was the question if the development of the skill of listening with comprehension by means of e-learning can be the same effective as the face-to-face teaching. From those students who completed e-learning course responded 9 of them (45%) 'yes', 8 (40%) 'rather yes', 3 (15%) 'rather not', responses 'no' and 'I do not know' did not occur. From the students who did not take part in e-learning course 4 (20%) responded 'yes', 5 (25%) 'rather yes', 9 (45%) 'rather not', nobody responded 'no', and 2 (10%) did not know.

## Discussion

From the results of pretests and posttests it follows that students of the control group were a little better than students of experimental group, but not statistically significantly. E-learning method did not help to the important improvement of the skills but at the same time it did not worsen them. We can state that e-learning is a very good method for widening vocabulary.

At the beginning of the academic year, the experimental group was a little better than the control group but from the point of view of statistical significance there were not any statistically significant differences between groups except for vocabulary. At the end of the semester, the results were more or less the same, there were not any statistically significant differences at all.

Discussion could also arise in connection with the last question of the questionnaire that was open and that concerned any commentary as far as the course was concerned with the aim of improving and using for self-studies and distance studies. From 20 respondents who took part in the e-learning course only 10 (50%) expressed their views on the course. From those who did not have any commentary was 5 men (25%) and 5 (25%) women, 4 (20%) students were from the field of study TBT, 3 (15%) from the field of study BA and 3 (15%) from other non-specified fields of studies. As far as the year of study is concerned, 3 (15%) students were from the third year of studies, 5 (25%) students from the first year of studies and 2 (10%) from the second year. From those students who expressed their views on e-learning course were 7 (35%) men and 3 (15%) women. 7 (35%) students were from the field of study of EM, 2 (10%) from BA and 1 (5%) from TBT, all the students from EM and BA were from the first year of studies, 1 (5%) student from OPT was from the third year of studies.

There were found positive reactions with the expression of satisfaction from the lessons with 9 (45%) respondents with answers such as: the lessons were interesting, proper, in order, contributinal etc., with 2 (10%) respondents there was absolute satisfaction with the course with answers: this style of the lessons is absolutely welcome, it was a perfect idea. Only 1 (5%) response was more negative when the student wrote that he had expected to improve knowledge of vocabulary but on the other hand he thought that it was proper for distance studies but suboptimal for full-time studies. However he did not comprehend that this course was developed particularly for distance studies. 1 (5%) student would welcome activities where students create sentences and for 2 (10%) respondents filling in gaps activities seemed to be difficult, especially with synonyms

where there are possible more answers and Moodle recognized only one. 3 (15%) respondents would welcome more listening and also speaking, however, it was excluded from our research. In general, students also expressed that they were satisfied with the possibility to do, finish or revise activities in Moodle at home, and the lessons in an electronic form seemed to be practical for them. At the end of this survey we can mention one interesting finding: students who responded 'I do not know' in all questions evaluating the effectiveness of e-learning were all men from the third year of study of the TBT field of study who did not take part in e-learning course.

The realised pre-research also served for verifying if the questions in the questionnaire were clear and if the students understood everything and could answer without problems.

## Conclusion

In our pre-research we compared the results of two groups of students studying Business English through different methods. One group was taught face-to-face and the second one through e-learning in a computer laboratory. Students' knowledge of the language was on at least intermediate level. They were supposed to have mastered general grammatical principles and basic vocabulary in their previous studies.

Originality value of the paper consists in the fact that we have conducted the experiment in comparing the results of students learning through the method of e-learning with those being taught through face-to-face method as we have not found out any other research focused exclusively on ESP e-learning experiment in comparing the control and the experimental group.

On the basis of the results we have decided to adjust the course more to the needs of students, it means to add some required activities and also to change a bit the structure of the questionnaire for the final research. In questionnaires there was the demand for more listening activities. That is why we have recorded with the help of our American native speaker all specialist texts in all lessons of the course and also all key words and their definitions in all lessons were recorded and inserted into the Moodle system. On the contrary, we have omitted activities for searching synonyms as there could be more correct replies, and it was not possible to be checked through the computer system. Based on the pre-research there will be changes in the structure of tests so that tests could be checked through the computer and hence the evaluation will be more objective. For example reading comprehension that was realised by means of questions related to the specialist text and that was corrected and evaluated by the teacher, will be realised by means of multiple choice and corrected by the computer. Final research is also supposed to be realised on bigger number of population than in the pre-research. However, it will depend on the number of students that will enrol for this subject that is voluntary for the students in Bachelor studies.

From the results in pre-research it follows that e-learning method can be considered as an equally efficient method as the face-to-face method. In some cases, such as acquiring specialist vocabulary, even better. It could be offered for distance students and lifelong learning centers and of course this method can be used for other students, also foreign students coming within Erasmus programme of the EU and also for academic staff.

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