Dr Andriyani Marentek – Indonesia –
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Students' opinions on the effectiveness and challenges of online language learning in the COVID-19 pandemic era

Purpose and context of the presentation

The presentation provides initial data based on survey responses from an ongoing research project on student's opinions of online language learning. Online learning has been in place for almost two years in Indonesia and empirical evidence in this context is needed to ascertain the effectiveness and ongoing needs of students.

161 students studying English language-related courses were surveyed from across Indonesia.

Research Questions

1. How effective is the implementation of online learning during this pandemic?
2. What are the challenges facing students in their online language learning?

Survey Questions

A five-point Likert scale was used to collect student responses to the following topics:

- Online learning in general,
- Facilities students use and receive,
- Pedagogical aspects: Learning/teaching methods and delivery,
- Students' engagement/interactions,
- Class materials and assignments.

Results

Online learning in general

- 87% of respondents agreed or strongly agreed that online language teaching has given them opportunities to improve their English proficiency.
- 69% of respondents feel comfortable studying online during the pandemic; however over 30% of respondents did not feel comfortable.
- 90% of respondents felt that online learning was a good way to prevent them from catching or spreading the virus.
- 91% nonetheless preferred direct face to face learning over online language learning.

Facilities

- 57% of respondents had enough internet quota to follow every online language class. 41% did not have enough internet quota.

Presentation Summary - Extracted Key Points from September AAAF Presentations

- Only 47% of respondents had good enough internet connection to keep up with study.
- 95% of respondents found that online learning platforms including WhatsApp, Zoom, Schoology and Google Classroom helped them to follow online language classes well.
- 93% had sufficient electronic equipment to follow classes well, while 6% did not.
- 80% of respondents felt the university offered sufficient internet quote to attend online classes. 18% disagreed or strongly disagreed.

Pedagogical aspects
- 88% of respondents felt that the teaching methods used in online classes helped them understand the materials well.
- 86% of respondents felt that the materials were well delivered and well understood.
- 82% of respondents felt that they could follow the online learning process well.
- 85% of respondents felt they could follow the lecturer's instructions well.

Student engagement and interactions
- 88% of respondents felt they could interact will with their lecturers during online classes.
- 80% could interact well with classmates in online classes, with 20% disagreeing.
- 72% felt they could concentrate well during online language classes, with 27% disagreeing.
- Just 39% of respondents felt they did not feel isolated, with 22% disagreeing, requiring further investigation.

Materials and assignments
- 55% of respondents felt there were enough assignments, and 24% disagreed.
- 31% felt they could generally understand well all the material provided by the lecturers in online classes. 17% disagreed.
- 61% felt they could complete well and submit on time all assignments online, with 9% disagreement.
- 43% felt generally pleased with the assignments provided in online language classes, with 20% disagreement.

Conclusions

Students generally have positive attitudes towards online teaching; however most still prefer face to face teaching. Most students have an appropriate device and sufficient internet quota for online learning, suggesting the university support is working effectively; however, internet connectivity and availability of quota remain a challenge to many.

Students learning English language courses in Indonesia are generally positive about the teaching delivery and the content, and slightly positive about the assessments and the materials; however they are less satisfied with engagement, interactions and feelings of isolation.

Presentation Summary - Extracted Key Points from September AAAF Presentations