Perceptions and attitudes of students towards online learning English in Kazakhstan

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Abstract.
English language instruction is no exception to the recent surge in the popularity of online learning. The purpose of this study is to investigate how students perceive online English learning. 34 students who were presently enrolled in an online English language learning program from various educational institutions made up the sample for the survey, which was conducted. The poll used a 5-Point Likert scale to assess attitudes and was designed to find out how students felt about many facets of online English learning, such as its efficiency, practicality, engagement, and difficulties. The survey was sent to the students and an analysis of the data collected was gathered graphically to clearly represent their responses and opinions. According to the study's findings, almost 50% of the students had favorable opinions of online English learning, while the remaining students either had indifferent or negative opinions. The choice of study at the end of the study depended on the circumstances of each individual student and the requirements of the English course.

Keywords:
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Introduction

Epidemics have happened frequently throughout history, resulting in large numbers of fatalities and social isolation. People have been compelled to live apart from one another and have been unable to communicate because of epidemic diseases. Millions of individuals separated themselves and spent days or weeks at home during the latest Covid-19 outbreak in order to stop the virus's spread and to protect themselves. Due of this unavoidable circumstance, internet technologies have been employed to great effect in a variety of fields, including communication, news, and education. Opportunities for distance employment and education have both risen during this process. In example, private and group language classes are now being delivered across many online learning environments.

The concept of "distance education," in which the student and the teacher do not physically need to be in the same place and where the student is responsible for their own learning, emerges as a system that can provide alternatives to traditional educational approaches to meet the needs of modern individuals. By offering a solution to the transportation issue of remote locations, ensuring equal educational opportunities, giving the chance to the disabled and those who could not attend or leave their education for a variety of reasons, creating economic time use without interfering with daily life, and assisting students in carrying out education on their own, it contributes to the development of distance education.[1]

By reaching more students in higher education, distance education programs, which assist students who cannot benefit from formal education for a variety of reasons, also help to ensure educational equity. For instance, it grants the right to education to those with physical disabilities, those who cannot finish their education because they must work, and women who are barred from participating in educational opportunities owing to discrimination based on gender.[2]

Online learning activities are determined by two key factors. In order to provide technology (a phone, computer, or tablet) and education, these;
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a- The teacher and the student are in different places during the learning process or in a significant part of it and they are not physically in the same environment, and

b- Delivering the course materials to the students via platforms like Webex, Zoom, Whatsapp, Google Meet, Skype in order to ensure communication between the teacher and the student and to continue the education.

The effectiveness of this distant learning can adapt and grow over time in accordance with the preferences, needs, and interests of the students. On the other hand, Oliver et al. (2018: 147) highlight the advantages of online learning, including flexibility, the ability to access course materials whenever convenient, cheap cost, and participation in the course from any location at any time. Due to its accessibility at any time, regardless of geographic location, and the flexibility it offers for both students and professors, online learning has become widely used in educational institutions.[3]

Methodology

In this research, the quantitative method used by authors. All participants received the questionnaire via Google Forms to collect the required data to check the students’ perception towards online English classes. Overall, 34 students who took and who are still taking online English classes in Kazakhstan was participant of this survey.

Due to the global pandemic and the implementation of the mandatory online education model, the situation where students experience problems in online education has become a highly popular topic. This research topic has been the subject of numerous articles and studies, not just in Kazakhstan but also in other nations. As a result, the survey's questions were comparable to those asked in surveys on the same topic done in other nations, making it possible to compare the challenges experienced by the students. The present research topic is widened, allowing for a comparison of the challenges faced by students internationally.

Results

Prejudgement Results
Graph 1

Count of Prejudgements. Opinions before starting online learning. [1- I had prejudgement about online learning]

Strongly Disagree 3.0%
Disagree 21.2%
Neutral 39.4%
Agree 24.7%

Graph 2

Count of Prejudgements. Opinions before starting online learning. [2- I was afraid of failure before starting online]

Strongly Agree 31.1%
Neutral 25.0%
Disagree 34.4%
Agree 9.4%

Graph 3

Count of Prejudgements. Opinions before starting online learning. [3- I was thinking about academic qualification]

Strongly Disagree 9.1%
Neutral 25.0%
Disagree 13.0%
Agree 31.3%
Strongly Agree 10.0%
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Graph 4

Count of Prejudgements. Opinions before starting online learning. [4- I felt that I was going to stuck at home]

Neutral 15.6%
Agree 37.9%
Disagree 15.0%
Strongly Agree 20.1%
Strongly Disagree 15.0%

Graph 5

Count of Prejudgements. Opinions before starting online learning. [5- I had enough information about online learning]

Strongly Agree 15.3%
Disagree 35.1%
Strongly Disagree 12.1%
Agree 15.3%
Neutral 27.8%

Problem Results

Graph 6

Count of Problems. Opinions during online learning. [1- I had well study environment]

Strongly Agree 6.0%
Disagree 15.6%
Strongly Disagree 15.6%
Neutral 15.6%
Agree 25.5%

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Graph 7

Count of Problems. Opinions during online learning. [2- I faced with technological challenges during online learning.]

- Strongly Disagree: 31%
- Disagree: 15%
- Neutral: 21%
- Agree: 37%
- Strongly Agree: 25%

Graph 8

Count of Problems. Opinions during online learning. [3- I had internet connection problem]

- Strongly Disagree: 9%
- Disagree: 21%
- Neutral: 12%
- Agree: 40%
- Strongly Agree: 20%

Graph 9

Count of Problems. Opinions during online learning. [4- I had focus problem]

- Disagree: 31%
- Strongly Disagree: 9%
- Neutral: 21%
- Agree: 28.1%
- Strongly Agree: 37.5%
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Graph 10

Count of Problems. Opinions during online learning. [5- I had problems with platforms]

- Strongly Agree: 31.1%
- Agree: 28.1%
- Neutral: 27.6%
- Disagree: 13.5%
- Strongly Disagree: 5.1%

Graph 11

Count of Problems. Opinions during online learning. [6- I had to pay for better internet/ new device]

- Strongly Disagree: 15.5%
- Disagree: 31.3%
- Neutral: 15.6%
- Agree: 9.4%
- Strongly Agree: 9.6%

Graph 12

Count of Problems. Opinions during online learning. [7- The teacher was well qualified for online teaching]

- Strongly Agree: 15.3%
- Agree: 27.3%
- Strongly Disagree: 15.2%
- Disagree: 15.2%
- Neutral: 27.3%

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Graph 13

Feedback Results

Graph 14

Graph 15
Discussion

More than 35% of the students had preconceived prej�dgments before taking online classes. This might have been because of prior experience with online learning. The students had already formulated opinions about online education before this particular study period began. This can affect how students will view the entire process from the beginning. However, most students (more than 50%) don’t agree that they were scared of failure after online learning. Most of them had no thoughts of failing because of online classes in the beginning. Only 37% of the students agreed that they were afraid of failing after taking the online class.

Approximately 50% of the students said they were hoping to pass the online class while the other 50% said they were not thinking about academic qualifications. 50% of them also agree that they believed they will be stuck at home and won’t know how to navigate through online learning by themselves. Only 30% of the students agree that they had enough information on online learning systems, showing that the majority of them had no prior experience or were not taught about online learning before the semester began.

The majority of the students (almost 70%) say they were not sure they had a conducive study environment for online learning during the semester. Almost 60% of the students say they were faced with technological challenges while studying online. The majority of the students also say they had
internet connection problems while taking online classes. Only 25% of the students say they had no problems with the internet connection. Almost 65% of the students say they had a problem with focusing during the online lectures. They couldn’t concentrate on learning because of limited interactions.

Almost 70% of the students say they had no issues with online learning platforms, showing that probably the platforms were not difficult or complicated to use. Only 40% of the students say they had to spend an extra amount on the Internet and buying new devices. Around 42% of the students say that the teachers were well prepared for online teaching while around 30% say the teachers were not ready or qualified for online teaching. Approximately 50% of the students say the teachers also experienced some technical problems with the online learning platforms. Only 42% of the students believe that online education affected their learning positively.

Around 49% of the students have said they would choose online instruction the next time if given a choice. This is quite a high number when we look at the several challenges they went through. 50% of the students say they finally overcame their preconceived prejudgments on online education after taking the online class. While many of the students were faced with several difficulties during online learning, many of them also had a positive experience with online education. The students overcame some of their prejudgments about online learning and this meant that they started understanding and gaining more experience with online learning platforms.

**Conclusion**

Around 50% of the students in this survey had a favorable opinion of online learning, while the other 50% are either neutral or had an unfavorable opinion. While the majority of students claim to have trouble focusing, they also claim to have no issues utilizing online learning systems. In the end, the decision between online and offline learning came down to the tastes and circumstances of each student as well as the particular requirements of the course or program.

In general, students who are self-motivated and have
access to dependable technology may find online learning to
be a terrific option. For students who need a lot of face-to-
face connection and practical experience, it might not be the
ideal choice. Some students who depend on an immediate
response from their teachers may find it difficult to adjust
to online learning because it may not offer them the same
amount of feedback as traditional learning. Because students
frequently manage their own schedules and deadlines, online
learning calls for a high level of self-discipline and
motivation. It is primarily reliant on technology, and
technical problems might arise, which can be upsetting for
students who depend on having access to stable computers and
the Internet.

With online discussion forums, chat rooms, and video
conferencing, online learning frequently gives students the
chance to communicate with their peers and professors. Online
learning is a great choice for people who hold full-time jobs
or have other commitments since it allows students to study
at their own speed and on their own schedule. Students save
time and money by not having to travel to a real classroom.
It also enables access to a wide variety of online courses,
many of which would not be offered at conventional academic
institutions.

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