

The Actual Learning State and Perceptions of General English Learners in an Online Class at a Korean University

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This paper aims to lay the groundwork for better online lectures based on a survey given to students in general university English classes on their learning states and perceptions of online classes. The online classes were conducted as non-face-to-face recorded lectures at a university in Gyeonggi, Korea, during two consecutive semesters in 2020. Ninety learners were surveyed and the questionnaire consisted of 32 questions in three parts. The results showed that the places where learners took online classes and the methods they used were similar, but the time, frequency, duration and strategies used for classes varied. When asked about their perceptions of online learning, learners were generally satisfied with the learning hours set by the school, but pointed out the long hours required for assignments, the inability to communicate with classmates, the laziness of classmates, confusion due to various platforms being used, and other technical problems. The survey also showed that communication problems between instructors and learners have been solved to some extent, but communication problems between learners are still unresolved. The results imply that it is necessary to manage learners having a difficult time with self-directed learning due to a lack of concentration, since self-directed learning skills eventually lead to educational gaps between learners. Some implications for online classes are suggested.

Keywords: online class, university general English, learning state, perception

1 Introduction

The unexpected spread of COVID-19, which began in late 2019, has taken a huge toll on the world in terms of politics, economy, society, art, culture, sports and daily life. As a result, non-face-to-face online dominated the whole society in Korea (Choi & Ji, 2020; Kim et al., 2020; 2020; Park, 2020), and the term

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“untact”, which means non-face-to-face and “on-face”, which means online face-to-face were also newly popular (Song & Kim, 2020). As a result, online classes were conducted in elementary, middle and high schools, including universities from the first semester of 2020.

Online-based learning consists mostly of different types of web-based learning, e-learning, cyber learning, distance learning, and mobile learning, although different scholars have slightly different concepts and definitions. Online or web-based education and research have been steadily conducted in Korea. However, these studies (Kim & Kim, 2017; M.-K. Lee, 2015) were mainly conducted on the premise of the usual classroom situation, which is a mixture of online and offline. However, in the Corona-19 era, it is time to study, keeping in mind that school closures do not facilitate online and offline intersections or can develop in the long-lasting non-face-to-face class situation.

At the end of the first semester of 2020 when the Corona-19 pandemic broke out, some researchers published papers focusing on the problems of online lectures and learners’ satisfaction with online learning based on their first semester experience. The online lecture satisfaction of learners in these studies differed slightly from school to school, but the content was similar. Specifically, they mentioned that repetitive learning is possible, that students can take classes at any time without restriction of time and place, solve problems such as infectious diseases and reduce additional expenses such as dormitory and transportation expenses (Lee & Kim, 2020; Lee & Shin, 2020). Common problems in these papers were increased assignments, communication problems with instructors, lack of interaction among learners, low intimacy with non-face-to-face distance classes, infrastructure shortages, poor teaching/learning support systems, poor experimentation/practice, and poor teaching (Choi & Ji, 2020; H.-S. Lee, 2020; Lee & Kim, 2020). Through these papers, they sought to prepare for similar situations or natural disasters that could occur at any time by laying the foundation for better online lectures.

With most researchers so engrossed in studying the problems of online lectures and learners’ satisfaction, little research has been done on the learning status of learners, who are the online learning subjects, in what situations they are taught and how they perceive online classes. The study of how learners learn so far has rarely been studied and published in earnest in the form of a thesis, with one or two items included as part of the satisfaction study or in the form of a simple internal report at each university.

Accordingly, it is necessary to know how learners received online education and, furthermore, how they feel about the class since online education is not done in the classroom of the school but outside. This paper focuses on the understanding of university students’ actual learning state and perception of how they received online lectures. Based on the understanding of the actual state and needs of learners, more effective online lectures centered on learners that can actually help them might be suggested.

2 Theoretical Background

A variety of higher educational institutions have offered online learnings for students in recent years (Akatsuka, 2020; H. Lee, 2020). For prior research on this paper, it will be necessary to divide online lectures before and after COVID-19, i.e. before and after the first semester of 2020. Online lectures prior to Covid-19 were planned, organized, and operated from the beginning, but subsequent online lectures should be distinguished from previous online lectures because it was impossible to give face-to-face lectures due to Covid-19. This is because it is difficult to view post-Covid-19 online education on the same level as previous online education in many ways (B.-K. Lee, 2020), and current online education should be differentiated from existing online classes (Do, 2020), and should be dealt with in a different way. Thus, prior work in this study was also focused on papers published from the first semester of 2020 following the Covid-19 outbreak, with the topic using Covid-19, online lectures, learner responses, and overall learning/education practices.

B.-K. Lee (2020) studied the responses of general English learners taking non-face-to-face online classes, using final surveys and weekly assignments as analysis means. Based on the analysis of learners' responses, the problems of online classes, their preferred teaching methods, and learners' evaluations of online classes were presented. The researcher expected these findings to be used as a foundation for planning and operating online classes in similar subjects.

Lee and Kim (2020) surveyed online teaching methods, quality of classes, learning satisfaction, and preference based on a survey of 29 items in order to study the actual conditions and improvement plans of university online education in the context of Covid-19. In this paper, researchers were concerned about the communication and quality of classes between instructors and learners, and suggested that the efforts and enthusiasm of instructors and active participation of learners were necessary as a solution.

Lee and Shin (2020) conducted a survey of students in a total of three universities, one for each region in the Yeongnam, Honam, and Chungcheong areas, to study the actual condition of online education caused by Covid-19, and suggested the need to expand servers, improve instructors' online class capabilities, and develop various contents. It also pointed out the current status and problems of online education for college students in the course of the study and suggested improvements to future online learning.

H.-S. Lee (2020) studied the instructors' and learners' perceptions of university online classes and the learners' evaluations of the method of creating class video contents, based on the lecture evaluation. As a result of the study, it was shown that the learners preferred classes with voice recording of lecture materials and video content production methods, and many of the instructors' preparation and careful consideration of classes increased the satisfaction of the learners. In addition, the problem of LMS function and performance

causing discomfort to learners was pointed out, and improvement was requested.

As mentioned earlier, most of the papers on online learning published from the first semester of 2020 focused on the problems of online lectures and the satisfaction of learners with online lectures. The papers made up of previous research on this paper also deal with the learner's response to online lectures and the overall learning/education status as major thesis topics based on Covid-19 and online lectures. These prior studies help the development of the thesis by providing basic data on online lectures in this paper, but it is true that it is somewhat far from the study of learners' learning state and perception of online lectures as subjects. Therefore, this paper aims to help the future of online classes by specifically studying, analyzing, and presenting improvements in what circumstances they are taking classes and their perceptions of online lectures and learning through online lectures, especially non-face-to-face classes. Based on this, the following issues were addressed in this study:

1. What were the actual learning states of learners during the online learning period?
2. What were learners' perceptions of online learning?

3 Method

3.1 Settings and participants

This study examined the actual learning states and perceptions of learners' online lectures based on a questionnaire in a university in Gyeonggi-do at the end of the second semester of 2020, which ended two semesters in the Covid-19 situation. The online class method used in this study was a non-face-to-face video class. Google Classroom was used in the first semester, and LMS in the second semester. Learners were required to listen to classes recorded on EverLec and uploaded to the school's LMS within a given period of time. The first hour consists of a 25-minute class and a 25-minute assignment, and two 25-minute classes and two 25-minute assignments per week were required. The survey was conducted online in the 16th week during the final exam period for learners who took the class, English Reading and Writing 2.

Learners are mainly in the health departments, and their distribution are as follows: 12 Medical Engineering (14.63%), 11 Emergency Rescue (13.47%), 10 Radiology (12.20%), 9 Physical Therapy (10.96%), 9 Cosmetic Science (10.96%), 8 Optics (9.76%), 6 Medical IT (7.32%), 5 Food Nutrition (6.10%), 5 Mortuary Science (6.10%), 2 Medical Management (2.44%), 2 Early

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Childhood Education (2.44%), 1 Clinical Pathology (1.22%), 1 Health, Environment and Safety (1.22%), and 1 Sports and Outdoors (1.22%).

As shown in Table 1 below, 90 learners from three classes were asked to be surveyed, with a total of 82 participants responding to the final survey, with 70 in the first year (85.37%), 5 in the second year (6.10%) and 7 in the fourth year (8.54%). Their TOEIC score distribution is 31 people (37.80%) with 400 points or lower, 29 people (35.37%) with 499 points or higher, 10 people (12.20%) with 500 points or higher, and 12 people (14.63%) with 600 points or higher, average of which can be estimated to be in the middle of 400 points.

Table 1. The Participants Demographics

Grade	N(%)	TOEIC Score	N(%)
Freshman	70(85.73)	~399	31(37.80)
Sophomore	5(6.10)	400 ~ 499	29(35.37)
Senior	7(8.54)	500 ~ 599	10(12.20)
		600 ~	12(14.63)

3.2 Instrument and data analysis

The study collected data using a questionnaire to grasp the actual state and perception of general English learners in the health-related departments, and student surveys were translated to Korean. Table 2 below is an overview of the contents of the questionnaire.

Table 2. Overview of the Questionnaire

	Category	No. of Items	Response Type
I	Demographic Information of Participants	4	Multiple choice
II	Actual State of Online Learning	16	Multiple choice
III	English Learners' Perception of Online Learning	8/4	Multiple choice/ Open ended

The questionnaire consists of 32 questions in three parts developed and organized by researchers, each consisting of basic information from learners, status of online learning and learners' perceptions of online learning. The questions comprise selective and open-ended, and the survey was conducted by learners accessing and responding to the on-campus LMS questionnaire. Student responses were presented as response totals as well as percentages.

4 Result and Discussions

4.1 Actual state of learners' online learning

Online lectures, which began in the first semester of 2020, are a new way of teaching based on IT, such as computers and smart devices, and both learners and instructors are placed in a new unfamiliar environment of online lectures. It will be a meaningful study to understand the specific circumstances in which learners are taking classes. The following (Table 3) shows the results of a survey on where learners take classes, how they take classes, and whether they prepare for classes in relation to online lectures.

Table 3. Where and How to Take Online Classes

No.	Questions	N	%
II-1	Where do you usually take on-line classes?		
	① Home	72	94.74
	② PC room	0	0.00
	③ Coffee shop	1	1.32
	④ Public places such as a library	2	2.63
	⑤ Subway	0	0.00
	⑥ Other	1	1.32
II-2	How do you take online classes?		
	① PC	63	81.82
	② Smartphone	2	2.60
	③ PC or smartphone depending on the situation	12	15.60
	④ Other	0	0.00
II-3	I prepare textbooks in order to take online classes.		
	① Very true	53	68.83
	② True	23	29.87
	③ Neutral	1	1.30
	④ Not true	0	0.00
	⑤ Never true	0	0.00

The survey in II-1 shows that most learners took classes alone at home (94.74%), while those who took online classes in public places such as coffee shops and libraries were 1.32% and 2.63%, respectively. This showed that they took classes at home, a separate independent space where concentration and immersion can be made for effective learning. In addition, the number of those who used PCs (81.82%) was overwhelmingly high for online classes in II-2. 97.92% used PCs and smartphones and 15.90% took classes with PCs, depending on the situation. And contrary to expectations, only a few (2.60%) took classes on smartphones. This is related to the learning space of learners, and when learning at home, the PC is relatively larger than the smartphone and

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has better LMS access, leading to positive learning effects such as improved efficiency for classes.

In terms of class preparation in II-3, most students showed that they were creating a classroom environment by preparing textbooks (98.70%) before class. This is the opposite result of speculation that learners will only look at the screen without preparing textbooks. These results show that learners are working on their own experiences in online classes over the past semester to become familiar with online classes that require concentration, self-control, and an environment where they can immerse themselves (H.-S. Lee, 2020).

The following (Table 4) is related to the way learners attend classes, which shows the number of visits to the learning site, the time they take classes, and the response to strategies for taking classes.

Table 4. Way or Strategies the Learners Attend Classes

No.	Questions	N	%
II-4	How many times a week did you usually visit learning sites for English reading and writing classes and assignments?		
	① 1	18	23.08
	② 1-2	45	57.69
	③ 2-3	9	11.54
	④ 4	3	3.85
	⑤ At least 5	3	3.85
	⑥ Other	0	0.00
II-5	When did you take classes in a week?		
	① On a fixed day of class	26	33.33
	② On weekdays	17	21.79
	③ On weekends	13	16.67
	④ On the day prior to the closing day of the course	8	10.26
	⑤ At any time	14	17.95
	⑥ Other	0	0.00
II-6	When did you usually take online classes?		
	① Before 8 a.m.	0	0.00
	② From 8 a.m. to noon	9	11.69
	③ From noon to 6 p.m.	20	25.98
	④ Any time after 6 p.m.	10	12.99
	⑤ Any time without a fixed time	37	48.05
	⑥ Other	1	1.29
II-7	Did you have any special strategies that you used to listen to online lectures without forgetting?		
	① There was no particular strategy.	18	21.95
	② I entered the class on a fixed day of the week.	19	23.17
	③ I took classes on a specific day of the week.	9	10.98
	④ I took it whenever I had free time.	3	3.66

⑤ Cell phone notifications have been set	4	4.88
⑥ I made a note on my calendar or post-it and tried to listen to it throughout the period	28	34.15
⑦ Other	1	1.22

For classes and assignments in the subjects (II-4), most learners visit the learning site once a week (23.08%) or 1-2 times (57.69%) a week. Since this consists of two 25-minute classes and two 25-minute assignments, learners who find difficult to do all of these things at once can be analyzed to have performed the learning and assignments by dividing them several times. And 7.70% of learners show that they have visited more than four or five times due to repetitive learning and errors in LMS, as well as classes and assignments, as shown by the open-ended questions that follow. In other words, multiple visitors may have entered the site several times for classes and assignments, for repetitive learning, one of the advantages of non-face-to-face online lectures, and for various device access problems such as LMS.

In II-5, learners (33.33%) took the most classes on a fixed day of class, with 21.79% and 16.67% taking them on weekdays and weekends. However, 10.26% of the students took classes a day before the class deadline, some of whom began to take classes just before the class deadline, and asked if the assignment was recognized after submitting the assignment past the deadline.

At II-6 the online classes accounted for 25.98% from noon to 6 p.m., 11.69% from 8 a.m. to noon, and 12.99% after 6 p.m. respectively, with 48.05% of learners taking them at their convenience. This shows that given that 17.95% of learners listen to it at any time of the week in the immediately preceding item (II-5), learners are free to set a day and time zone according to the learner's schedule, which is an advantage of online learning.

In II-7 most learners were taking classes alone at home, so they had their own strategies to keep them in mind. Some tried not to forget to take classes within the period by writing notes (34.15%) on their calendar or post-it notes or setting cell phone alarms (4.88%). In addition, 23.17% and 10.98%, respectively, of learners who took classes on a fixed day or a specific day of the week, respectively, were found to set their own rules and take classes. In addition, 3.66% of learners took classes using free time in the middle of other classes, while 21.95% said they did not have any particular strategies when taking classes. As such, it can be seen that most learners used various methods to listen to the class without forgetting it at home alone. This shows that in the context of online learning, learners need their own ways and rules to properly control themselves in order to become the subject of the learning process themselves (Jung, 2020).

Another problem that has been pointed out since online lectures began is the excessive assignments (Shin, 2020). The reality is that many instructors give assignments to fill in the gaps in online classes, and as a result, learners are burdened with learning due to the increase in assignments for each subject.

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Below are the responses to when and how long it took learners to do the assignment, and why they failed to do it (Table 5).

Table 5. Assignment

No.	Questions	N	%
II-8	When did the assignment usually take place?		
	① Right after class	52	65.00
	② Within that day	12	15.00
	③ Within 2-3 days of class	6	7.50
	④ Right before the end of the assignment's due date	10	12.50
	⑤ Other	0	0.00
II-9	How long did it usually take to complete the assignment?		
	① Not more than 10 minutes	9	10.98
	② Not more than 15 minutes	21	25.61
	③ Not more than 20 minutes	22	26.83
	④ Not more than 25 minutes	15	18.29
	⑤ Not more than 30 minutes	15	18.29
II-10	If you didn't do the assignment right after watching the video, why?		
	① I've done my assignments steadily.	58	74.36
	② I forgot to do it.	6	7.69
	③ I mistook the date or period.	5	6.41
	④ I didn't do it because I was too lazy.	0	0.00
	⑤ I forgot to finish it.	3	3.85
	⑥ Other	3	3.85

When asked about the timing of the assignment in II-8, learners usually took classes immediately (65.00%) or within the day (15.00%), and there were learners within 2-3 days (7.50%) after the class, but many students did it just before the end of the assignment's due date (12.50%). The relatively steady learners who took classes and did assignments within the day showed a high percentage of 80%, but the number of learners that instructors were interested in and should take care of was up to 20%. The convenience of being able to listen to non-face-to-face classes at any time rather caused laziness, which showed that learners were delaying classes and assignments.

For the question II-9 that asked learners about the time to perform the assignment, the most common was between 15 and 20 minutes (26.83%), and it was found that they usually did the assignment between 10 and 15 minutes (52.44%). The percentage of learners who did the assignment according to the 25-minute assignment time set by the school was found to be 18.29% in the 25 to 30-minute section. Less assignment time can also be interpreted as a relatively less burden on assignments, but instructors will need to think about

ways to reduce the amount of assignments while improving the quality of assignments related to learning.

In II-10 related to assignment performance, 74.36% of the learners did the assignment steadily, and this number was also related to the ratio (80%) of the learners who did the assignment right after class or within that day. For those who did not complete the assignment on time, 7.69% of respondents said they forgot to do the assignment, 6.41% of respondents misunderstood the date or period, and 3.85% of respondents said that they forgot to complete the assignment. It can be analyzed that a mistake was made in performing the assignment due to the fact that the sense of the date or the day of the week was dulled by taking classes online at home without going to school, and the absence of fellow learners who remembered the assignment after learning alone. However, since assignment performance was related to attendance problems in non-face-to-face online learning, frequent failure to submit assignments might lower the motivation to learn and eventually lead to abandoning the subject halfway. Therefore, instructors should prevent learners from accidentally submitting assignments by encouraging assignments through a note on the school's LMS or a chat room notice.

Focusing on classes, face-to-face or online, becomes an important factor for learners to achieve their learning goals (Shin, 2020). In particular, in the case of non-face-to-face video lectures, learners can feel somewhat bored by unilaterally conducting classes alone, and learners need more self-control and concentration because they are not in one space. Since learners' attention is an important issue for successful online learning, it is necessary to identify how much they are focusing on the class and what efforts they are making to focus on the situation of learning alone without the teacher's control. Below are the results of the survey related to the concentration of the class of learners (Table 6). As shown in Table 6, most of the learners took classes in a private space such as a home, not a classroom, but in an autonomous atmosphere without any control of the instructor. In II-11, the learners evaluated that they attended the classes with concentration: 23.08% of students listened very intensively; 55.13% listened to the class intensively; 78.21% listened to the class intensively. It was found that only a small number of learners did not focus properly (2.56%). In II-12, it showed that learners made their own efforts to effectively take classes, including writing down or displaying important points in textbooks or notes (41.96%), taking class screens on their phones (29.37%), and displaying parts that were not understood (16.78%). In addition, some learners answered that they asked their friends about what they couldn't hear properly (4.90%) and 6.29% answered that they only took classes passively.

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Table 6. Concentration of the Class of Learners

No.	Questions	N	%
II- 11	Did you concentrate on online classes? ① Very true ② True ③ Neutral ④ Not true ⑤ Never true	18 43 15 2 0	23.08 55.13 19.23 2.56 0.00
II- 12	What did you do to take online classes efficiently? (Show all that apply) ① I marked or wrote down important information in the textbook or notebook. ② I took a picture of the class screen with my phone. ③ I marked and re-studied parts that were not understood. ④ I asked my friend about the parts I couldn't understand. ⑤ I just took classes. ⑥ Other	60 42 24 7 9 1	41.96 29.37 16.78 4.90 6.29 0.69
II- 13	Have you ever done the following during online classes? (Show all that apply) ① I have watched TV and/or used computers and smartphones. ② I have slept on my stomach. ③ I have done something else with the video on. ④ I have eaten food. ⑤ I have been in a different place while the video was on. ⑥ I have exchanged text messages with my friend. ⑦ Other	45 2 21 32 2 2 2	42.45 1.89 19.81 30.19 1.89 1.89 1.89
II- 14	What did you do when you couldn't focus on class? (Show all that apply) ① I tried to focus on the class. ② I used the smartphone. ③ I exchanged text messages or Kakao talk messages with friends. ④ I lay down a little. ⑤ I slept on my stomach. ⑥ I stretched. ⑦ I had drinks or snacks. ⑧ I left the online class video on and walked around. ⑨ I left the online class video on and did something else. ⑩ Other	49 15 13 5 2 34 19 2 4 8	32.45 9.93 8.61 3.31 1.32 22.52 12.52 1.32 2.65 5.30

In Table 6, II-13 showed that they had watched TV or used computers and smartphones during online classes (42.45%). In II-14, when asked about common behavior when they can't concentrate, 32.45% of learners said they still tried to concentrate, and 22.52% of learners tried to increase their concentration by stretching more actively. For other opinions, some learners paused the lecture for a while and then listened again (3.97%), watched it several times later (0.66%), and even squatted 50 times (0.66%). As such, it turns out that learners have tried various methods to prevent the decrease in concentration that can occur when learning alone.

On the other hand, there were learners who turned their attention to other things besides classes. In II-14, there were learners who had drinks or snacks (12.52%), used their smartphones (9.93%), exchanged text messages or Kakao talk with their friends (8.61%), and their proportion reached 31.06%. There were even 1.32% and 2.65% of participants wandering around with online class video turned on, or doing other actions with them turned on, respectively. This indicates that the learner's self-regulation and self-management were not working properly. In other words, it was revealed that the learners were in a situation where they were taking classes alone without any control in the familiar space of home, so that deviant behavior during learning was possible. These results showed that in non-face-to-face online learning, it was not easy for learners to do self-directed learning without the instructor's control, and that instructors also had limitations in managing learners in video recorded classes. This lack of control by instructors and lack of concentration by learners under online lectures could be a factor in reducing the efficiency of classes in learner-centered self-directed learning.

Since online learning emphasizes the self-directed aspect of learners having to actively manage and proceed with their learning (Kim & Park, 2020), learners need to set their own rules and control themselves. Rules and control problems can be expanded and applied to real life problems such as reviewing in terms of learning and using surplus time due to savings in school hours. The learners responded to the review excluding assignments and management of the remaining time as follows (Table 7).

Table 7. Review and Remaining Time in the Post-Classes

No.	Questions	N	%
II-15	Was the post-class review going well?		
	① I studied texts or grammar based on what I have learned in class.	15	18.99
	② I reviewed to prepare for the test when the test period approaches.	55	69.62
	③ I did not review other than the assignment.	8	10.13
	④ Other	1	1.27

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II-16	What did you do in your spare time as a result of saving school hours?		
	① I just had some rest at home.	23	26.74
	② I worked part-time.	24	27.91
	③ I spent time with my friend.	3	3.49
	④ I studied or developed myself, such as reading books.	10	11.63
	⑤ I did leisure activities such as sports or hobbies.	21	24.42
	⑥ I helped with household chores.	5	5.81
	⑦ Other	0	0.00

When asked about learners' opinions on review in addition to classes and assignments, only 18.99% of the respondents said they would review what they usually learned in class in II-15, while 69.62% said they would review to prepare for the exam, and 10.13% said they would not review except for the assignment. With fewer than 20% of learners reviewing properly, instructors should either present creative assignments enough to review what they have learned in class, or give students the opportunity to review what they have learned through tests.

In II-16 when asked how to use the remaining time to save school hours, 11.63% said they would develop themselves, such as studying or reading, and 24.42% said they would do leisure activities such as exercising and hobbies, showing that 36.05% of learners spent their time on their own growth and development. Some learners spent time on more realistic tasks, with 5.81% and 27.91%, respectively, helping with household chores and working part-time, while 3.49% said they spent time meeting friends. However, the problem here was that they just had some rest at home (26.74%), indicating that self-management or productive utilization of time for surplus time was not being done properly. With online lectures likely to continue next semester, it would be desirable for schools to provide learners with various ways to manage and utilize time so that they can spend more time in their daily lives, even if they are not studying.

4.2 Learners' perceptions of online learning

The questions on learners' perceptions of online learning consisted of multiple choice and open-ended questions. The items below show the results of learners' perceptions of class time and assignments in online lectures (Table 8).

Table 8. Class Time and Assignment Type in Online Lectures

No.	Questions	N	%
III-1	What do you think is the ideal amount of time for an online class?		

	① Not more than 10 minutes	0	0.00
	② Not more than 15 minutes	1	1.28
	③ Not more than 20 minutes	9	11.54
	④ Not more than 25 minutes	41	52.56
	⑤ Not more than 30 minutes	27	34.62
III-2	How long do you think is the ideal time to complete an assignment in an online class? (Assignment only)		
	① Not more than 10 minutes	9	11.54
	② Not more than 15 minutes	42	53.85
	③ Not more than 20 minutes	19	24.36
	④ Not more than 25 minutes	6	7.69
	⑤ Not more than 30 minutes	2	2.56
III-3	What types of assignments are good for online classes?		
	① Short answer type	45	57.69
	② Short essay type	4	5.13
	③ Short answer type + Short essay type	28	35.90
	④ Other	1	1.28

This course consisted of two 25 minutes of recorded classes, and in some cases it exceeded the class hour, but in most cases, we tried not to exceed the given time considering the concentration of learners. In III-1, the ideal class time for learners was 52.56% between 20 and 25 minutes, 34.62% between 25 and 30 minutes, accounting for 87.18% of the total between 20 and 30 minutes. Some (12.82%) said they would like it to be a little shorter than the current class of 25 minutes, but learners generally seemed to accept 25 minutes, the class hour set by the school.

For the current 25 minutes per class, 53.85% of learners in III-2 thought ideally between 10 and 15 minutes, and between 15 and 20 minutes reached 24.36%. In addition, in III-3, the short answer type was the most preferred for the assignment type (57.69%), and 35.9% answered that the mixed form of the short answer type and the essay type was good. This can be seen because the short answer type takes relatively less time to perform the assignment than the essay type. As such, learners have shown that they want a way to do assignments that takes less time and can be done comfortably. However, instructors will need to induce not only step-by-step learning in the assignment process, but also self-directed learning, by presenting learners in a variety of ways, from simple tasks to somewhat difficult and complex assignments, so that they can be efficient assignment to help with overall learning.

One of the disadvantages of online lectures was the communication problem between instructors and learners (Jung, 2020; H.-S. Lee, 2020; Shin, 2020) and some argued that the interaction between instructors and learners was less effective than face-to-face classes (Choi, 2020). Based on these problems pointed out in the first and second semester, instructors felt that they

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could not communicate in the existing way in online class situations and tried to improve communication problems with learners by actively utilizing various technologies. To this end, the researcher also used group chat rooms, text messages, e-mails, school notes and notices, and opened all possible communication methods to learners. The questions below showed the results of responses to the communication methods used between the instructors and learners (Table 9).

Table 9. Communication Methods Used between the Instructors and Learners

No.	Questions	N	%
III-4	Did group chat rooms, texts, and e-mails help to communicate with instructors and students?		
	① Strongly agree	34	42.50
	② Agree	38	47.50
	③ Neutral	5	6.25
	④ Disagree	0	0.00
	⑤ Strongly disagree	1	1.25
III-5	If it helped you communicate, choose everything that was helpful. (Show all that apply)		
	① Group chat room	71	62.83
	② Text message	13	11.50
	③ Email	9	7.96
	④ School notes	20	17.70
	⑤ Other	0	0.00

As a result of the survey on communication in III-4, learners saw that private chat rooms, text messages, and e-mails were helpful in communication with the instructor, and the ratio that was very helpful and helpful accounted for 90% of the total. Given that group chat rooms, e-mails, and texts are becoming important communication tools for learners in online lectures, the instructors need to pay more attention, such as kindly and quickly answering learners' texts and e-mails.

The III-5 survey found that learners preferred to communicate with instructors in the order of group chat (62.83%), school notes (17.70%), text (11.50%), and e-mail (7.96%), especially because they could receive important information directly from instructors. For instructors, the group chat room was also the most convenient because they could deliver and confirm the entire notice to learners as soon as possible. Texts and e-mails were effective in one-on-one communication with learners, and school notes were effective when encouraging students to learn, but were somewhat less efficient because they were not known until they entered the school website and checked themselves.

The problem of communication between instructors and learners, which was recognized as one of the problems of online lectures, has been somewhat

resolved by instructors actively using various means of communication. However, what should not be overlooked here is the communication problem between learners and learners, and it was another problem that little communication occurred between learners who took classes together. Communication problems between learners are as important in terms of learning and sociality as communication problems with instructors (Ellis, 1994; Long, 1996; Moore, 1993), so more in-depth research on them should be conducted in the future.

In this lecture, TED was used as part of the class, and the contents were summarized by showing a video with English subtitles to help understand the text before reading the PPT text, and then showing the video with Korean subtitles again. In the middle of the lecture, photographs/images related to the text were shown supplementary to help learners understand. The following topics demonstrate learners' opinions on PPT and videos and photos/images in online lectures (Table 10).

Table 10. Learner's Opinions on PPT, etc. in Online Lectures

No.	Questions	N	%
III-6	Was it helpful to organize online lectures into PPTs?		
	① Strongly agree	41	52.56
	② Agree	36	46.15
	③ Neutral	1	1.28
	④ Disagree	0	0.00
	⑤ Strongly disagree	0	0.00
III-7	Did photos/images or videos help the class?		
	① Strongly agree	40	51.28
	② Agree	36	46.15
	③ Neutral	2	2.56
	④ Disagree	0	0.00
	⑤ Strongly disagree	0	0.00
III-8	If photographs/images or videos were helpful, in what ways would they be helpful? (Show all that apply)		
	① Easy to understand the whole contents of the class	63	41.45
	② Easy to organize the contents of the class	42	27.63
	③ Less boring	33	21.71
	④ Prevent sleeping	3	1.97
	⑤ Help to improve listening to English	11	7.24
	⑥ Other	0	0.00

According to a survey conducted by III-6 learners, PPTs, class-related videos, and photographs/images helped them understand the class in online classes. 52.56% said it was very helpful to conduct lectures with PPT and 46.15 percent said it was helpful, accounting for 98.71% of the positive responses.

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In addition, 51.28% said photos/images and videos were very helpful and 46.15% said they were helpful, showing a high rate of 97.43%. This showed that learners also relied heavily on factors such as PPTs, videos, and photos/images in class progression.

In III-8 41.45% of respondents said that videos and photos/images helped them understand the content of the class. 21.71% of respondents said such videos and photos lessened the boredom of the class, which can be caused by online recording classes that are conducted and finished by instructors alone, and 7.24% said they helped improve English listening, and 1.97% said they prevented sleepiness. The above results show that PPT classes and videos and photos/images in online lectures are very positive factors for class progress.

Online lectures not only require instructors to learn how to use new devices to conduct classes in a new environment online, but also show that they need to pay more attention to actively utilize existing PPTs, videos, and photos/images to create more appropriate class content for online lectures.

In order to more specifically understand learners' perception of online classes, the improvements, deteriorations, and advantages and disadvantages of online classes were examined compared to the first semester through a total of four open-ended questions. Organizing learners' responses to these open-ended questions can yield the following results.

First, the results of improvements of online classes were shown as follows (Table 11).

Table 11. Improvement of Online Classes

No.	Questions	N	%
III-9	What's better than the first semester?		
	① Convenience of LMS starting from the second semester	22	29.73
	② Improved lecture quality (stability, progress, PPT, efficiency)	16	21.62
	③ More organized online lectures	13	17.57
	④ Adaptation to online classes	4	5.41
	⑤ Increased concentration on classes	3	4.05
	⑥ Convenience of announcement	3	4.05
	⑦ Voluntary attitude toward learning	2	2.70
	⑧ Ease of checking attendance	2	2.70
	⑨ Watch classes over and over and over again	1	1.35
	⑩ No difference	4	5.41
	⑪ Other	4	5.41

Learners assessed the use of LMS (29.73%), improved quality of lectures (21.62%), more organized (17.57%), and adapted to classes (5.41%) are better than last semester. In this course, Google Classroom was used in the first semester, but LMS in the second semester, and 29.73% of learners evaluated LMS adoption as better than last semester. "With a system for

online lectures such as LMS, it was easier to take classes and assignments than the first semester," "It was convenient to submit assignments," and it was recognized that LMS helped with the class and assignment schedule, given the opinion that "It was good to mark the things to be done on the left side of the LMS in order D-Day."

Other improvements were "I was not confused because I adapted during the first semester," and "I was able to concentrate more on my studies" (4.05%). There were other opinions (1.35%) that they could listen to the lecture repeatedly, and that it was good that there was no disruption in the course than before (5.41%). Most learners rated the system and the overall course as better than last semester. First, the results of improvement of online classes were shown as follows (Table 11).

Table 12. Deteriorations of Online Classes

No.	Questions	N	%
III-10	What's worse than the first semester?		
	① LMS inconvenience (system error, automatic logout during assignment)	36	46.15
	② To fill up the assignment time	13	16.67
	③ Confusion due to different platforms for different subjects	4	5.13
	④ Increased assignment volume	3	3.85
	⑤ Difficulties in communication and exchange with colleagues	2	2.56
	⑥ Difficulty in real-time communication and asking questions to instructors	2	2.56
	⑦ Health problems (Eye health problems due to excessive computer use)	1	1.28
	⑧ Irregular life pattern	1	1.28
	⑨ Decreased concentration	1	1.28
	⑩ Decreased learning motivation due to online lectures	1	1.28
	⑪ Other	2	2.56
	⑫ None	12	15.38

As shown in Table 12, 46.15% of learners complained of discomfort with LMS as follows: I felt uncomfortable about the automatic logout during the assignment; I had to take it from the beginning when I wanted to listen to the part I missed when I took the class on LMS.

Then, about the assignment time set at 25 minutes, "I felt uncomfortable waiting to fill the time even after completing the assignment," and "It was not time-efficient because the assignment submission time was set," 16.67% of learners complained of the inconvenience of filling the assignment submission time of 25 minutes. And 5.13% of learners were uncomfortable with the confusion caused by using different platforms for each subject, such as "LMS,

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Google Classroom, Zoom, etc. There was confusion on the opening day due to the delay of the announcement on them" and "I wish we could unify into one Google or LMS." In addition, 3.85% felt uncomfortable with the increase in the amount of assignment, and 2.56% of them did not immediately communicate with their instructors and with their peers, respectively. And they responded the fact that the online lecture increased computer viewing time (1.28%) and the poor living pattern (1.28%) were also worse than last semester.

The advantages of online classes are similar to previous studies (Table 13).

Table 13. Advantages of Online Classes

No.	Questions	N	%
III-	Advantages of Online Classes		
11	① Review and repeat learning	32	36.78
	② Convenience of time and space for lectures	27	31.03
	③ Saving time to and from school (used as studying, part-time job, self-development)	25	28.74
	④ Safety from Covid-19	2	2.30
	⑤ Concentration improvement	1	1.15

As shown in Table 13, 36.78% of learners cited repeatable learning, which means that "if there is something they do not know, they can continue to replay, making it more efficient to study," and "If there is something they do not understand while studying, they can replay and listen to it again." And 31.03% of learners said, "I can listen to it when I want to, but I had to take it from the beginning" and "I can choose and plan my own time to take a self-directed study," citing the advantage of being able to freely choose and take classes anytime, anywhere. And 28.74% of the learners were using their spare time to study or part-time work, as shown by "the commuting time disappears and I can do other activities in spare time" and "the travel time to go to school can be reduced". Other respondents said they could be safe from Covid-19 (2.30%) and that their concentration improved (1.15%) by giving online lectures.

When asked about disadvantages or inconveniences in online learning, learners still felt uncomfortable that they could not communicate with the instructor in real time due to LMS errors and recording lectures that were automatically logged out during the task (Table 14). They each accounted for 20.78%.

Table 14. Disadvantages of Online Classes

No.	Questions	N	%
III-	Disadvantages or inconveniences of online classes		
12	① LMS error (automatic logout, etc.)	16	20.78
	② No real-time communication and questioning with instructors	16	20.7

③ Decreased concentration	12	15.56
④ Inconvenience due to punctuality of the 25-minute assignment	8	10.39
⑤ Indolence due to the availability of classes without restrictions on time and space	5	6.49
⑥ Inconvenience in communication and exchange with colleagues in the inconvenience	4	5.19
⑦ Increased assignment volume	3	3.90
⑧ Check announcements from time to time	2	2.60
⑨ Discomfort caused by using different platforms for each subject	1	1.30
⑩ More boring than face-to-face lectures	1	1.30
⑪ Other	3	3.90
⑫ None	6	7.79

As shown in Table 14, they also responded, "I've heard more than five times about LMS errors," "LMS systems are automatically logged out of use for long periods of time," The most inconvenient thing was that I couldn't ask questions in real time. Online non-face-to-face classes were less likely to participate in person than face-to-face classes, and the most inconvenient thing was that they could not ask questions freely right away as shown in the study by Lee and Kim (2020).

The decrease in concentration on lectures was also noted by 15.56% of learners as an inconvenience in online lectures. The advantages of online lectures, which allow learners to take lectures at a comfortable time and in a comfortable place, were also inconvenient for 6.49% of learners, who said, "There is no time and space constraint, so it can be difficult to keep up with the progress if they are weak-willed." They cited inconveniences (5.19%) due to lack of interaction with their colleagues, increased assignment (3.90%) and frequent notices such as school LMS and group chat rooms (2.60%) as inconveniences. Other respondents said, "It was boring because it was an Internet lecture (1.30%) and "Different platforms were used depending on the subject such as LMS, Classroom, Google Meet, and G-Suite, and I was confused because I had to take classes and see announcements while using all four methods (1.30%)." Summarizing the above, it can be seen that the LMS is required as an important platform, but the problems need to be steadily corrected.

5 Conclusion and Implications

This study aimed to provide improvement plans by investigating the learning state and perceptions of general English learners of university online classes that were suddenly conducted in the Covid-19 situation and identify their

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problems. A survey was conducted on learners who took general English with non-face-to-face video lectures in the second semester of 2020, and examined learners' perception of online learning. Their responses to the survey were analyzed as follows.

First, in terms of actual state of online learning, learners showed that they were trying to familiarize themselves with the new teaching style of online classes, through PCs at home and by preparing textbooks in advance. There were also learners who took classes at an assigned time and date, but some took classes at a convenient date and time, taking advantage of online classes. In this situation where control was loose, there were learners who did not forget to mark classes on calendars or post-its or set cell phone alarms to take classes. This showed that as the subject of the learning process, learners established their own strategies or rules to carry out online lessons themselves. Regarding the problematic concentration in online classes, most learners responded that they were focusing on their own classes, but some students were not. The advantages of online learning, which allowed students to learn and do assignments at a convenient time, was the reason for some learners to postpone or forget the tasks and not be able to do them on time. There were learners who worked part-time or self-developed on their spare time, but many learners just idled their time away, so schools and instructors need to provide guidelines for efficient and productive use of their time in case of prolonged online lectures depending on Covid-19.

Second, the multiple-choice surveys of learners' online learning perceptions showed the following results. Learners were satisfied with the class time set by the school by responding that 20-30 minutes was appropriate for online learning, but for the assignment, they answered that 10 to 15 minutes were ideal and preferred short-answer assignments that could be convenient while taking less time. Furthermore, the communication between instructors and learners was resolved to some extent by the continuous efforts of the instructors, and as a means of doing so, learners preferred group chat rooms, LMS notes, text messages, and e-mails. It has been shown that communication problems between instructors and learners have been solved to some extent, but communication problems between learners are still unresolved. In terms of class progression, the use of PPTs and videos and photos/images are found to help identify and organize the entire contents in the course.

Third, the perception of online learning by open-ended learners has shown the followings. What is better than last semester is the use of LMS, improved quality of lectures, and structured online lectures. Ironically, they also cited inconveniences caused by LMS errors, assignment time filling, confusion due to different platform usage for each subject, and increased assignment volume.

The advantages of online classes were similar to existing research results: repetition of learning, convenience of time and space, saving time to and from school, and safety from the disease. Disadvantages include LMS

errors, inability to communicate in real time, poor concentration, and laziness due to taking classes without restrictions on time space. Learners have shown that despite getting used to online lectures more than last semester, there was still a mixture of satisfaction and dissatisfaction with online lectures.

Based on the fact-finding surveys and perceptions of these online learners, it can be concluded that: first, for online, especially non-face-to-face video lectures, communication problems between instructors and learners have been resolved to some extent, but communication and interaction problems between learners are still unresolved. Since learners are taking online classes alone at home in isolation, instructors and schools will have to suggest ways for learners to communicate and interact with each other in case of a prolonged online lecture.

Second, the problem that has been raised ever since online lectures began is the problem of poor concentration among learners, and it has been shown that learners are still struggling with concentration and immersion. One of the important factors in online classes is the willingness of learners to focus on classes (Barnard et al., 2008; Stanchevici & Siczek, 2019), demonstrating the limitations of non-face-to-face video lectures in that there are not many learners with practically self-directed learning skills (H.-S. Lee, 2020). Since learners' self-directed learning skills eventually lead to educational gaps between learners, it is necessary to manage learners who are not good at self-directed learning due to lack of concentration through proper learning methods, providing programs, and personal counseling. And prior to this, the study of specific reasons why learners cannot concentrate on classes should also be done.

Third, network connectivity or technical problems, such as LMS, are common problems that can occur in the early stages when new methods are introduced. However, if this situation persists for a long time, dissatisfaction with the educational environment can have a number of negative effects on learners' class attitudes, so the school should try to improve class progress by collecting and improving learners' complaints.

Finally, since this study was limited to non-face-to-face video classes for students at one university, it may be difficult to generalize and apply the results of this study to subjects with different learning environment and grades. In order to compensate for these limitations, more and more learners should be studied in the learning status and perception of learners by applying various online class methods. However, although it is a case study of one school, it may be meaningful because it can be assumed that other schools will be similar.

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