

Synchronous and asynchronous forms of Distance Learning in the University's Departments of English language and literature: Case study in three Universities: South East European University in Tetovo, Goce Delcev University in Shtip and

- ▶ Sinergija University in Republic of Srpska

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I. Introduction

- Technological era of changes;
- Distance learning-roots in previous century;
- Synchronous vs Asynchronous DE;
- Possible, but how successful?

II. Literature review

- Barnard et al. (2009) –developed Online Self - Regulated Learning Scale (OSLQ);
- Kirmizi (2013) researched self-regulating strategies, result - students successful in Goal Setting and Metacognition;
- Murphy et al. (2010) use of synchronous and asynchronous DE, result - students preferred the asynchronous form;
- Perveen (2016) – the blend of synchronous and asynchronous form of DE is the best for English language acquisition.
- Lowenthal et al. (2021)- University professors' perceptions liked the convenience of video-conferencing in the synchronous form of DE.

III. METHODOLOGY OF RESEARCH WORK

- Aims of the research:
 - How well students manage their time in the two types of distance learning;
 - How professors perceive the two formats one on one hand and students on the other hand;
 - What happens to part-time students;

RESEARCH QUESTIONS

1. Which form of DE—synchronous or asynchronous—produces better results?
2. In terms of DE, which type—synchronous or asynchronous—is favoured by teachers on one hand and students on the other hand?
3. Do part-time students participate more in real-time lectures of DE compared to those in traditional form of education?

Research participants and instruments

- Participants: Around 90 students from three Universities and around 15 professors from three Universities.
- 3 Research instruments:
 - Online Self-Regulated Learning Questionnaire (OSLQ) (Barnard et al., 2009), modified to make distinction between synchronous and asynchronous form of DE;
 - Interviews with professors;
 - Lesson observations.

RESEARCH PROCEDURE

- Students completed two questionnaires for synchronous and asynchronous form of DE either physically or using Google forms;
- Professors were interviewed either physically or on Zoom or Google meet platforms and answered 8 open-ended questions;
- 4 online lessons of Contemporary English Language 6 were observed on the Microsoft Teams Platform.

IV. RESULTS

Results of the first instrument:

- Regarding synchronous form of DE, we can conclude that the subfield of Environmental Structuring has the highest mean scores of all six subfields and all in all students are moderate users of the strategies for synchronous form of DE;
- For the asynchronous form of DE, the subfield of Environment Structuring has again the highest mean score of the six examined subfields and again all students are moderate users of the strategies for asynchronous form of DE;
- Even though results are similar, students are a little better in the asynchronous form of DE.

IV. RESULTS

RESULTS OF THE SECOND INSTRUMENT

- Professors answered different question but all in all they are in favor of synchronous form of DE as they can see the facial expression of their students;
- Regarding part-time students, they noticed greater participation of part-time students compared to traditional brick and mortar lessons;

IV. RESULTS

RESULTS OF THE THIRD INSTRUMENT

- 4 LESSONS OF CONTEMPORARY ENGLISH LANGUAGE 6 OBSERVED, ONE PER EACH SKILL, READING, WRITING, LISTENING AND SPEAKING;
- INSTRUCTIONS RUN SMOOTHLY AS MICROSOFT TEAMS APPLICATION OFFERS NUMEROUS OPTIONS;
- PARTICIPATION OF PART-TIME STUDENTS IS NOTICED.

V. DISCUSSION

1. The first research question regarding which form of DE gives better results acknowledges that even though the difference is very tiny, asynchronous form of DE gives better results.
2. The second question, which was consisted of two parts turned out actually as we thought i.e. professors favor synchronous while students favor asynchronous form of DE.
3. Our research also confirmed the third research question that part-time students participate more in synchronous form of DE compared to face-to-face traditional instruction;
4. Similarities of our research can be found in other previously mentioned researches.

VI. Conclusion

- Being able to learn not bound by space and sometimes by time seems appealing to the new generations of students;
- The ability to offer education for people living on the other side of the world is very appealing;
- Moreover, being able to offer real-life courses without gathering students in the same traditional classroom is something we could have not imagined several decades ago;
- We must prepare ourselves for the generations of digital natives, maybe this form of education will be our future.

THANK YOU FOR YOUR ATTENTION