ON-LINE TEACHING USING E-MAIL COMMUNICATION[1]

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Abstract

This article aims to analyze the impact of using on-line communication, especially e-mail, with students in order to improve class activities.

The first part presents theoretical issues related to on-line teaching techniques. Researchers from all over the world are interested more and more to develop on-line communication techniques that can incorporate the most recent facilities offered by the internet.

Professor Paulsen's correlation table regarding on-line teaching methods, devices, and techniques represents a reference in this field. Numerous scientific papers used this correlation table and developed the subject.

One category in Paulsen's table refers to one-to-many on-line communication using pre-defined e-mail lists. After presenting and analyzing the main advantages and disadvantages of this method, I sustain that the advantages are significantly higher than the disadvantages.

The second part presents the context for implementing one-to-many on-line communication using e-mails. The location is represented by the Bucharest University of Economics. For empirical testing, this location is recommendable

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[1] This article is based on Dr. Attila Gyorgy's MA dissertation *On-Line Teaching Using E-mail Communication* presented within the framework of the Interdisciplinary Master Programme "English Language Education and Research Communication for Business and Economics", ASE Bucharest, 2008, having Prof. Dr. Laura Mureşan as academic supervisor.
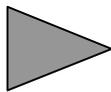
because it offers to students wide access to the internet for free and encourages students to use modern technologies.

The third part is based on 118 answers given by the students in the 3rd year at the Faculty of Finance, Assurance, Banks and Stock Exchange.

The students had to fill in a questionnaire with 8 points regarding internet usage in their study and the opportunity of using it in relation with the teacher.

The analysis of the responses confirmed my main expectations regarding the utility of e-mail communication between teacher and students. Unfortunately, there was also a point where the answers did not confirm the expectations: students are not quite interested in challenging applications, they prefer simplified, hypothetical exercises.

Keywords: on-line teaching, teaching techniques, teacher-student relation

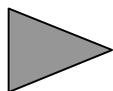## I One-to-many on-line teaching techniques

One of the most important specialists in on-line teaching, Morten Flate Paulsen, developed a grouping system of teaching techniques. He developed the previous approaches of Verner (1964), Harasim (1989), and Rapaport (1991). The 24 on-line teaching techniques which were identified are grouped in 4 categories corresponding to 4 methods. Every category is also associated to one teaching device, as shown in table no. 1.

Table 1: Teaching methods, devices, and techniques

Teaching methods	Teaching techniques	Teaching devices
One-online techniques	Interviews	Information Retrieval Systems
	Online data bases	
	Online interest groups	
	Online publications	
	Online software applications	
One-to-one techniques	Apprenticeship	E-mail Systems
	Correspondence studies	
	Internships	
	Learning contracts	
One-to-many techniques	Lectures	Bulletin Board Systems
	Skits	
	Symposiums	
Many-to-many	Brainstorming sessions	Computer

Teaching methods	Teaching techniques	Teaching devices
Techniques	Case studies	Conferencing Systems
	Debates	
	Delphi techniques	
	Discussions	
	Forums	
	Nominal group techniques	
	Projects	
	Role plays	
	Simulations or games	
	Student presentations	
	Transcript based assignments	

Source: Morten Flate Paulsen - E-learning - The State of the Art
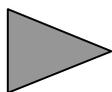
One-to-many teaching techniques – general approach

The one-to-many teaching technique is largely used in practice. It is true that there are many scientists who consider it, in its classical form, a method that is characterized by passivity. This method requires from the teacher a clear and persuasive mode of communication in order to transmit the information accurately and to be sure that all the students in the audience understand the message.

The most important advantages of this method are:
- it allows both whole-class and small group teaching;
- it permits dialog between teacher and students;
- it encourages students to work independently.

The disadvantages that are pointed out in the specialized literature are related to the following aspects:
- difficulty in concentrating the teacher's attention to the individual problems of each student;
- it offers low level of interactivity.

On-line teaching techniques

The use of on-line techniques in the teaching process gives it a new dimension. They permit to reach higher results, as well as to improve the relation between the teacher and students.

Devices that permit on-line communication are more available to young people, this being one of the reasons which explains its huge success among students.
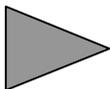
Morten Flate Paulsen emphasized in a paper published in 2003 the features that characterize online teaching techniques:

- They can conveniently utilize an overwhelming amount of online resources;
- They can facilitate collaborative learning independently of time and space;
- They can provide time to prepare and reflect on comments and contributions;
- They can facilitate on-demand access to learning activities that continue for an extended time period;
- They can provide unique opportunities to utilize discourse transcripts for analytical and reflective assignments;
- They can conveniently utilize computer-aided instruction;
- They can offer multimedia elements in presentations and demonstrations. However for interaction among people, they still primarily rely on written communication with the inherent keyboard limitations.

On-line teaching techniques permit teacher surrogates to replace partly those activities that are characterized by repetition after a certain algorithm. Teacher surrogates can be computers, books, programmed instruction, etc.

The one-to-many on-line teaching technique is based on distributions through e-mail using pre-defined e-mail lists.

Using new technologies, such as on-line portals, one-to-many communication can be transformed into one-to-one unified communication. This is possible by resorting to different specific tools such us: chat and feedback mechanisms including e-quizzes, votes and surveys.

One-to-many on-line teaching techniques used for monitoring homework

There are several different ways for using one-to-many on-line teaching techniques in order to allow teacher and students to communicate in relation to homework.

The techniques that are developed in scientific literature are presented succinctly bellow:

1. Homework Page – this internet page allows the teacher to post tasks periodically for study / work to be carried out by students in their own time. The platform permits to monitor some relevant information such as the exact date

of the answer (in order to know exactly if the deadline for submission was respected or not).

The teacher can post the answers on the platform. The answers are shown to the student immediately after s/he has sent the homework or after due time.
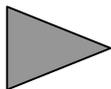
Another advantage is linked to the possibility of having homework help. Every time it is necessary, the students can ask the teacher for help regarding any detail of the homework.

2. Worked Homework Page – is a better variant of the homework page because it offers on-line assessment of individual work outside class. If the answers have a standard format, the student can get also the result because the platform assesses the student's answers comparing them with the teacher's. Worked homework pages are often used when questions have a single answer, but it can be used also when homework consists in solving multiple answer questions or short answer questions.

3. Worked Examples Website – offers the teacher the possibility to present the correct solution to similar applications in order to improve students' learning. Worked examples websites are recommended especially in problem based disciplines: economics, econometrics, taxation etc. In this way, the students can solve their homework more easily.

4. Practice Examinations On-Line – consists in sending tasks that are close to what the students will get at the examination. Practice examinations on-line contribute to improve the students' results by permitting them to be familiar with the teacher's examination requirements and style. They also contribute to reduce anxiety.

5. Developing Problem-Solving Projects Related to Homework – represent a complex activity that consists in building the homework step by step (sequential creation). The tools used in this case are: documentation, information search and validation, electronic writing, comparing, concluding, and debating. On-line facilities permit a better communication between different groups that have the same homework.

E-mail based on-line communication with students

E-mail had been called by Warschauer, Shetzer, and Meloni "the mother of all Internet applications" (2000). This observation is sustained also by me, because I think that e-mails gather all the qualities needed to communicate efficiently, and with more results visible in the teaching activity.

It is not efficient to use only e-mails in the teaching activity, but it is a very good tool that can help to complete didactic activities by offering a practical way to clarify those issues that were not understood entirely or to supplement the information provided during classes.

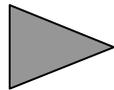General advantages of using e-mail in teaching:
- Extends learning time and place – students can continue their activities outside class. In many cases, the fact that information is assimilated in a friendly and familiar space, at an hour that corresponds to the personal biological programme, helps to obtain better results;
- Provides a context for authentic interaction – e-mails can be used also for group discussions, in this way any question can have more answers that help the student to develop a complex vision about the issue;
- Expands topics beyond classroom-based ones – e-mail permits to enlarge the area of interest by focusing on complementary topics that could not be discussed during class activities due to time constraints;
- Promotes student-centred learning – personalizing the communication, e-mail offers the possibility to concentrate on students' problems and needs;
- Encourages equal opportunity participation – e-mail offers equal chances to all regarding communication with the teacher. No student will be disturbed by others because the communication is direct;
- Connects teacher and students quickly and in a cost-effective manner.

Experts who studied the role of the internet in on-line teaching offered also some tips that can be useful for teachers. Here is a selection of those that I have tried out and consider really useful:
- When using email with a class, it is recommended to create a class distribution list that is useful for both, teacher and students. Addressing mail to one list is easier than entering 15–30 (or more) names on a regular basis. Advise students to write to the list for all class-related queries and updates (homework assignments, deadline information, follow-ups to class discussions, sharing of resources, etc.). Quite often, a question posed by one student may be ably answered by another, saving the teacher's time and energy;
- It is advisable to present to students the parameters for the class list, as well as information about how the teacher plans to use email in general, including why and when teacher will be sending them individual messages. It is good to establish guidelines for when teacher will respond to their email and what kind of messages will get a response. The response will come only for pertinent questions. It is not compulsory to respond to every message received;
- It is important to set aside e-mail office hours, times of the day or week that will be spent on class email. Periodically it is recommended to
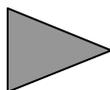
remind students of those hours, so that they should not expect an instant response to every message they send to the teacher;

- It is important to be used to dealing with special situations – in case of a sudden deluge of student e-mails, it is recommended to notify the whole class list that there may be some delays in answering their e-mails;
- It is important to set a certain e-mail etiquette – it could be quite useful to set up a number of rules that should be observed in order to communicate effectively. This is more important when a teacher has more classes, and may need to communicate with students on different issues. The e-mail etiquette should refer to the necessity of writing the name of the course, the name of the student, the group s/he belongs to, a clear subject specification, and an accurate question or comment;
- It is useful to show examples that can be used by students as guiding elements in their homework. In almost all cases, their experience is lower than the teacher's and they need to be helped in order to achieve satisfactory results;
- Allow sufficient time for homework – It is recommended, if it is possible, to send the tasks in advance in order to allow the students enough time for structuring their work properly;
- Flexibility is crucial. Teachers should be flexible – no one can predict the problems and challenges that will appear during e-mail communication. This is why a large flexibility is not only recommended, but also required.

II E-mail communication with students at "Budget and Public Treasury" classes

E-mail communication is used in many activities carried out at the Bucharest University of Economics. This is possible because the institution has been constantly open to new technologies and has encouraged the use of modern teaching techniques.

Bucharest University of Economics' role in education and research

Bucharest University of Economics is a public university that gathers 10 different faculties specialized in different economic domains. The main role of the Bucharest University of Economics is to prepare future specialists in economics for the Romanian and international labour market.
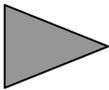
Bucharest University of Economics has over 90 years experience in this field and represents a reference in the Romanian economic higher education system.

The number of teachers at Bucharest University of Economics is almost 900, more than 500 having doctoral studies. Teaching and research activities are offered to over 16.000 students.

The activities in Bucharest University of Economics are based on education and research issues. All the teachers have to mix the two activity types in order to help the students to develop, from a professional point of view.

Class activities at the Bucharest University of Economics consist of courses and seminars. Supplementary, the students should have also individual activities in libraries, on internet, and in institutions in order to consolidate their knowledge.

Didactic activities are concentrated during classes (exceptions doing the on-line activities), while research is based mainly on individual study using the infrastructure available.

On-line communication possibilities in Bucharest University of Economics

Bucharest University of Economics offers multiple ways of benefiting from the facilities of electronic technologies and internet.

The infrastructure offered to students by the Bucharest University of Economics for on-line activities is represented by:
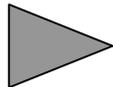- 115 laboratories summing 4,949 m^3;
- Over 2,000 Pentium IV PCs;
- 120 laptops;
- Internet for 5.000 computers (internet is offered also for the 3,000 computers owned by students and used in BUE's campuses).

These figures show that Bucharest University of Economics can offer to all students access to on-line communication. It is very important because teachers can count on electronic resources when establishing the content of activities.

Another important issue is related to the electronic research possibilities offered by Bucharest University of Economics for students, because it is well known that research databases usually require access password and these are expensive.

Thus, Bucharest University of Economics' electronic library offers to all persons connected to its database the following items:

- Access to prestigious databases: Journal Storage, ProQuest, ScienceDirect, SCOPUS, EBSCO;
- Electronic books (SpringerLink database with 3233 full-text titles);
- BUE's journals – in full text format: Accounting and Administration Informatics, Informatics in Economy, Dialogos, Synergy, Administration and Public Management, The Economy, Economic Amphitheatre, Economic Journal;
- PhD theses – those from the latest years, in full text format;
- Courses published in BUE's publishing house;
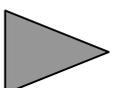- Scanned old books.

▶ *Budget and Public Treasury Classes*

The students from the Faculty of Finance, Assurance, Banks, and Stock Exchange at the Bucharest University of Economics have *Budget and Public Treasury* classes every week, in their last semester.

These classes were posted in the last semester of the first cycle of studies organized after Bologna Process as they synthesize knowledge accumulated in all previous semesters.

The Budget and Public Treasury classes are held by five course teachers and five seminar teachers. The twenty groups are allotted differently to seminar teachers, each teacher having from one to nine groups.
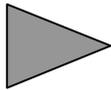
The general situation of the students in the last semester, in 2007/2008 ac. is the following:
- Gender: 75% are girls and 25% boys;
- Tax: 52% are tax payers and 48% grant;
- Attendance: 55% of students come to all seminars, 23% of them miss rarely from seminars; 25% come only to few seminars during the full semester; 2% usually come to no seminars.

▶ *III Case study*

The case study wants to emphasize the benefits of using on-line communication for preparing homework at/for the *Budget and Public Treasury* classes.

▶ *Case study description*

In this case study there are involved the students from 9 groups having seminars with me in the academic year 2007/2008. The total number of students is 214. The homework is usually evaluated in April and can bring 1 point for the final degree. Those students, who do not do their homework, will be penalized at the final degree without any other consequences. This explains why not all the students will be interested to solve the homework.

The conclusions of this case study will be based on:
- Responses to a questionnaire sent to all students;
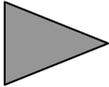- Discussions with students;
- Personal experience.

In order to find out what the students think about using internet and e-mails to prepare homework, I designed a short questionnaire composed of 8 items:
- 6 questions with suggested possible responses;
- 2 open questions.

All these 8 items were structured in such a way that the responses allow the teacher to find out more about the real context and situation. The major targets were the following:
- Is communication by e-mail between the teacher and students welcome? (question 1);
- What are the advantages of using internet in teacher-students relationship? (question 2);
- What are the disadvantages of using internet in teacher-students relationship? (question 3);
- Is the internet something new in teacher-students relationship? (question 4);
- What groups of students are advantaged by using internet for homework? (question 5);
- Are students interested in documentation and research in different types of libraries or on the internet? (question 6);
- Are students interested in working on real examples? (question 7);
- Are students interested in finding out more about real similar cases by researching references? (question 7);

Are students using, in general, internet for homework? (question 8)

▷ *Answer evaluation*

The questionnaire was filled in by 118 students and the results were the following:

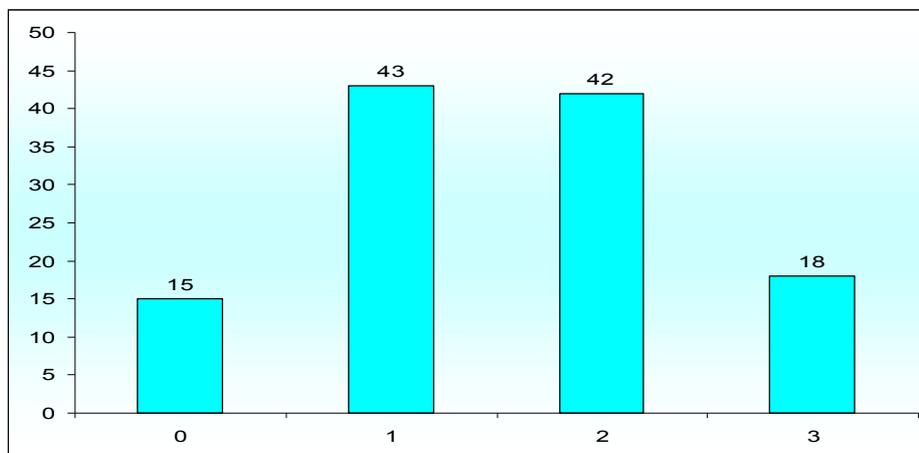## I. Opportunity of e-mail communication between teacher and students

Almost all students (97%) considered e-mail communication as welcome in teacher-students relations. I think that this attitude shows a very large opening to new technologies. Such a large majority is explainable also by taking into account the average age of the students (although they did not have to respond to questions related to their personal data, it is obvious that over 90% of students who chose to learn on campus are 20-25 years).

The responses given to the first question helped me to know if my approach relating to modern technology use in teaching activity is correct or not. Fortunately, my hopes and efforts were rewarded by this convincing result.

II. Advantages of using the internet

The advantages of using internet are relatively well known. Almost all of the students presented at least two such advantages. The students who did not specify advantages are, in many cases, those who refused to fill in the questionnaire because there are also other questions without answers on their forms.

Chart no. 1: Number of advantages related to internet usage identified by students

Some of the students described generally the advantages, others preferred to use short presentations in order to point out also some details. There are some general advantages that were identified by the majority of students. These are:

- Accessibility, flexibility, facility, commodity, and efficiency;
- Rapidity;
- Better communication;
- Tool for clarifications;
- Source of information.

A. Accessibility, flexibility, facility, commodity, and efficiency – refers to the facility of using internet from different locations, without being obliged to be in a specific place or time. E-mail communication permits to access information that was stored in the e-mail, without special conditions. Supplementary, it is possible to re-access, if necessary, the information and to use it as many times as needed. General availability generate a convenience in internet usage because it spares teacher and student to move on long distances.

Over 41% of students find internet as accessible, flexible, easy to use, convenient, and efficient. These options were the most frequent in their responses to the open question.

B. Rapidity – refers to the possibility to send and receive information in a very short time, being possible also an on-line communication if both subjects (teacher and student) are simultaneously connected to the internet and available to communicate with each other.

39% of students emphasized the rapidity offered by internet, attracting in this way the appreciation of the users.

C. Better communication – require a high standard of communication between teacher and students because the message goes directly from one to other without losing information.

Almost 16% of students consider that the internet can improve the quality of communication between teachers and students.

D. Tool for clarifications – some students perceive the internet as a tool that can be used for requesting and/or receiving clarification regarding class information.

One eighth of students see a complementary relation between classes and e-mail. They consider that the information obtained directly during classes can be completed and clarified by using e-mail communication.

E. Source of information – the internet represents an excellent means of obtaining new information in any domain. In this way, students can obtain supplementary information that helps them to improve their knowledge and to complete the classes.

Approximately 5% of students pointed out this advantage of the internet.

III. Disadvantages of internet usage

The internet seems to be perceived as a facility, not as something negative. The disadvantages were relatively fewer in number.

Almost half of the students found no disadvantage of using internet in teacher-student communication. This is a clear sign that internet is very well accepted by students.

Although there are questionnaires that reflect multiple disadvantages for internet usage in educational activities (two or more disadvantages), almost in every case the number of identified advantages is higher than the number of disadvantages.

The disadvantages can be grouped in the following main categories:
- Accessibility;
- Technical issues;
- Encouraging absenteeism;
- Difficulties in communication.

A. Accessibility – many students pointed out the difficulty of having internet connection in some areas. Mobile connection is still expensive for many Romanians, especially for students. Unfortunately, several rural areas still have a very low coverage by internet suppliers.

31% of responses that indicated at least one disadvantage were focused on issues related to accessibility in different situations that can appear.

B. Technical issues - another general problem that was identified by students was the quality of internet services supplied by specialized companies. Many times the internet is interrupted for undefined periods. Other times, when many users are on-line, the information exchange between server and computer is very slow.

Over o quarter of responses complained about the bad quality of internet services. Many students benefit for free internet into the BUE's campuses, but also in this case there are fluctuations that affect a good on-line communication between teacher and students.

C. Encouraging absenteeism – many students see the on-line communication as a bad alternative for changing completely the classes. In this case, the quality of the activities can be diminished.
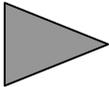
These opinions do not represent a threat for e-mailing between teacher and students because this activity represents a supplementary tool, not a complementary one.

Almost one sixth of the students found the internet a threat for attendance.

D. Difficulty in communication – was the most important disadvantage that can have a real negative influence on teacher-student communication.

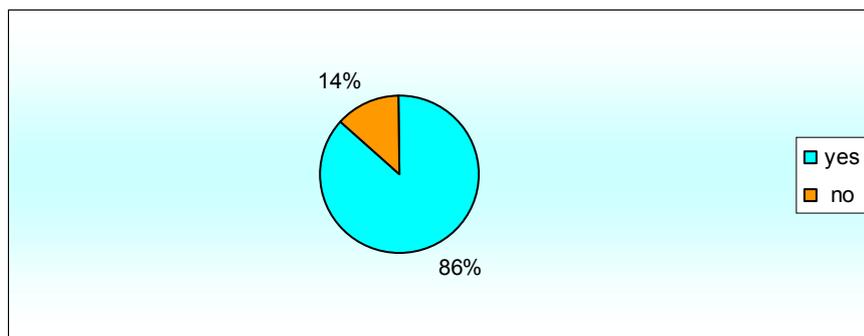Difficulties in communication can be materialized in more different situations, such as:
- Replies can come late, blocking in this way the student to make progress;
- Questions are usually short and simplified, and answers can be concise, too;
- E-mail does not permit to enrich communication with supplementary gestures, mimicry, voice etc.
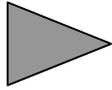
IV *E-mail using background*

The e-mail seems to be a very frequently used instrument. The students who responded to the questionnaire are in the sixth semester (second semester of the third university year). In this period, they had approximately 25 different classes with approximately 35 different teachers. They used the internet with at least one of them, more likely with those who had seminars with them.

Chart no. 2: The rate of using e/mail with other teachers for doing homework

To note also a supplementary remark by one of the students who completed the answer with an interesting detail: he/she used the internet in teacher-student communication, but not in Romania. It is possible that this student had won a scholarship abroad or was here at the second college, after graduating from another college abroad. In any case, this detail confirmed me that e-mail communication is probably widely used also in other countries.
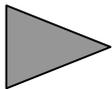
V Groups who benefit by using e-mail communication

Having the possibility to use distance communication technology, the e-mail communication could be considered a real solution for those who have no time to come to classes regularly. This does not mean that other categories are disadvantaged. On the contrary, all the students seem to be advantaged by e-mail communication. The results show that only 5% of students think that e-mail communication creates asymmetric advantages for those who come rarely to classes.

These results confirm the conclusions from the second question and emphasize the positive role of using electronic communication technologies.

There are also 2% who consider that e-mail communication is not quite a recommendable teaching instrument. Probably these students have no permanent access to the internet and/or prefer classical teaching methods.
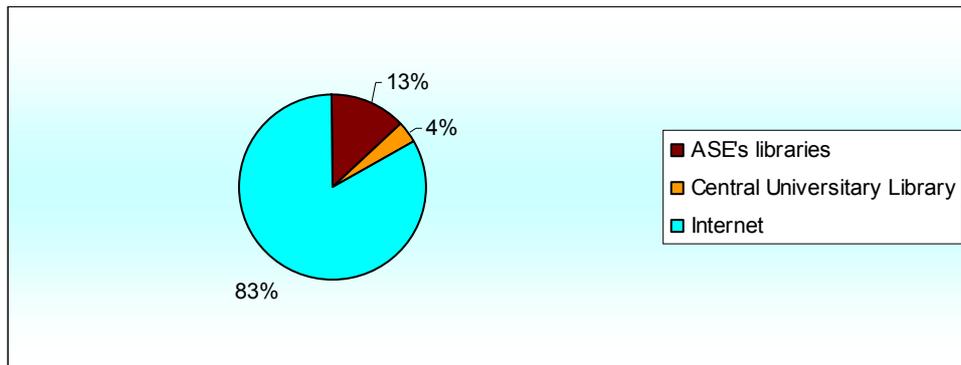
VI Place used by students to document and research

The collegiate activities require also research. The traditional ways are represented by reading in libraries. This is why a library network for students was set up in campuses and in cities with collegiate activities.

As the answers to the questionnaire show, many students prefer to use the internet than to go to the library. The causes can be multiple:
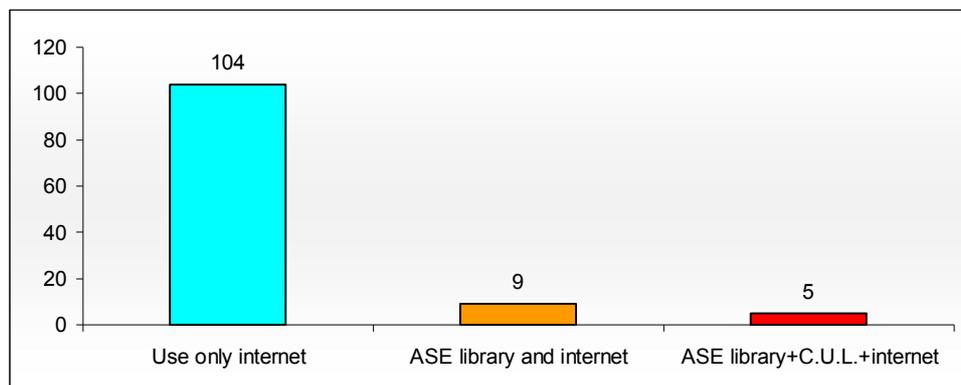- Books in libraries do not offer up-dated information,;
- Libraries have programs that do not always correspond with those of the students';
- The time to reach the books is significantly higher than to open a document in electronic format;
- Searching possibilities are reduced in the case of paper based book and very rapid and friendly in the case of electronic books;
- In some periods there is not enough space available;
- In some libraries there are restrictions related to multiplications (photocopying and/or scanning are not permitted).

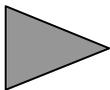**Chart no. 3: Place used by students to document and research**

It is true that there are some advantages going to libraries instead of using the internet, but this seems to be irrelevant in many cases. Some situations when libraries are preferred to the internet:

- Libraries have large archives with many resources that are not available on the internet;
- Some materials do not appear on internet because they are protected by the copyright law
- Reading books is less dangerous for health (especially for the eyes).

It is important to point out that the question related to this subject did not impose a single answer. Only a small group of students indicated two or three different places to do research. If we analyze the relation between the distance and the frequency, we can find an obvious indirect relation: if the distance to the documentation place is rising, the interest to use it falls down dramatically.

Chart no. 4: Types of documentation and research means used by students
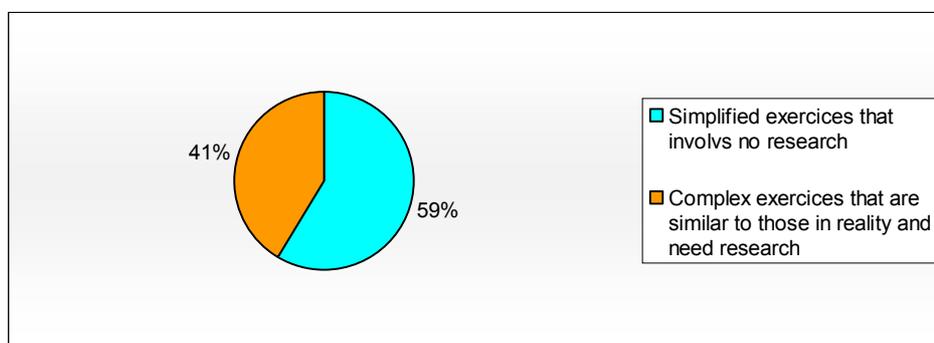
Another observation is related to the fact that no student chose a combination that excluded the internet. This means that e-mail communication is viable in relation with any student, although some of them have access less frequently or have a bad internet connection.

VII Types of activities preferred by students

Teaching activity requires many different processes. The main target is to prepare students for real economy, where they will be obliged to "survive". In disciplines with a strong practical component, such as Budget and Public Treasury, it is important to present examples. This can be simplified, in order to distinguish some general tendencies, or complex, helping to build a situation that can appear in every moment in real economy. Between the two types there are some differences that give a clear image about the teacher's qualification.

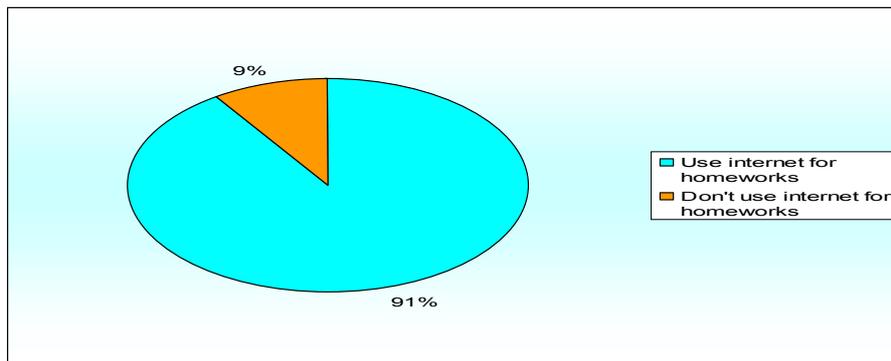**Chart no. 5: Types of activities preferred by students**

I think that a good teacher should focus on presenting complex exercises to students in order to prepare them with useful information that can be valued when they will work. In my opinion, the portfolio of class-exercises of a teacher depends on the time established administratively for classes.

Studying the result of the answers to the seventh question, I was surprised to find out that the students' expectations are not quite "elevated" as I presumed. Almost 60% of them prefer to do simple exercises, even if these are not useful after graduation.
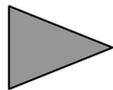
The rate of novelty in using new teaching techniques is important because it is related to the rate of success. Using techniques that are already familiar to students, guarantee the success of teaching activities.

Chart no. 6: Rate of using internet for homework

Figures show that students use frequently internet in their current life. One of the reasons is related to the necessity of doing homework during university. Nine of ten students do not hesitate to use internet for searching useful information for their homework.

Having free internet access, the students feel closer to it. It would be a pity not to maximize the effect of an excellent decision of BUE's managing board.

Conclusions

Teaching techniques are in a continuous change in order to reflect the most recent trends in whole world. Numerous specialists in this field developed better and better techniques that incorporate the most up-to-date worldwide knowledge.

In the latest years on-line education has become a real alternative for classical educational programs. The on-line platforms have been developed, offering the possibility to create high quality educational services by using modern technologies.

The various forms of on-line educational platforms allow teachers to diversify their communication with students in order to achieve higher performances.

In a world in which time is extremely precious, any initiative that leads to a better time management solution is appreciated. In the educational system, if quality is not affected, the on-line technologies are recommended.

E-mail communication, as a supplementary means of connection between the teacher and students, can be used successfully in order to improve educational activity.

The Bucharest University of Economics invested important amounts of money and huge quantity of energy in offering modern on-line platforms that uphold educational and research activities.

The most relevant on-line facilities offered to students and teachers in the Bucharest University of Economics are:

- On-line platform for master classes;
- Digital library;
- Free internet access.

Having them at their disposal, students frequently use on-line facilities in their current educational and research activity. Internet represents one of the most important elements in on-line communication. One component is represented by e-mail.

Students' opinion regarding e-mail communication was a very clear one. Using e-mail also in their educational activity represented an extension that supposed a minimal effort. In many cases, e-mail represents a vital element in student's daily life. Giving a new component to it, by extending its application area to didactical activities, the assimilation was almost self-made.

Homework is considered by students a way of knowledge consolidation. In many cases, homework requires research and self-study. When on-line facilities are used for homework, the efficiency rises because the amount of available information is high and information selection is possible.

Using e-mail communication for homework permits to simulate complex situations and in this way to come closer to real potential cases. But, in critical moments, good student-teacher communication using e-mail can help students to pass exams and reduce abandons.

As complementary communication mean, e-mail can be used successfully by teachers to guide homework activities. Students have the possibility to communicate more frequently with the teacher and to obtain answers to their problems in a relatively short time, without waiting for days till the next class.

I used e-mail communication with students for more than three years. In all these years, I observed an improvement of my classes because my students had the possibility to ask questions that reflected some details that they did not understand

as well as I had wished. In this way, I had a second possibility to clarify those aspects.

E-mail communication helped me to come closer to those students who did not come frequently to classes and chose to read books in order to understand the subject.

A unanimous conclusion reflected by the students' opinion was related to the favourable role of using e-mail communication between teacher and students.

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