

## **Abstract**

The dissertation deals with the experimental research that examines the effectiveness of the ESP e-learning course of Business English in comparison with the method of face-to-face instruction. The literature review has revealed the absence of scientific research in the field of our investigation. It has justified why our proposed research study should be conducted and led us to the rationale for our research.

The main objective of this dissertation was to find out whether the e-learning method was as effective as the face-to-face instruction, i.e., whether there were no statistically significant differences between the results of the students who completed the e-learning course (experimental group) and those who completed the face-to-face course (control group). Simultaneously, we examined whether there were any statistically significant differences in the results of the students at the beginning of the course and at the end of the course within individual groups, i.e., whether the students improved their skills and vocabulary.

The supplementary objective was to find out the students' opinions on the effectiveness of e-learning depending on the frequencies of their responses and on their qualitative signs. The practical outcome is the ESP e-learning course for the subject of Business English in the Moodle LMS developed within the grant of the Higher Education Institutions Development Fund of the Czech Republic 2011, no. F5-1836.

In the research work, mainly quantitative, partly qualitative data collection methods, including pre-tests, post-tests and a questionnaire survey, were used. The research proved the hypothesis that there were no statistically significant differences in the results of the students studying through the method of e-learning and those taught through the method of face-to-face instruction. This finding is considered an important contribution to the research in the field of ESP e-learning and an important pedagogical success as statistically significant differences between the results of the students of both groups, namely better results of the students taught through the face-to-face method of instruction, would have meant that the method of e-learning was not effective, and it would not be appropriate to continue this method. However, the non-existence of statistically significant differences in the research confirms the functionality and effectiveness of e-learning and justifies the continuation of this method of teaching/learning and work on its improvement. It also indicates that the e-learning course can be offered to distance students, to lifelong learning students, to students with specific needs and to full-time students in case of a long-term absence. The differences between the observed skills and the vocabulary at the beginning and at the end of the term within individual groups

were statistically significant. This finding confirms that the students in both groups improved their skills and vocabulary.

**Key words:** e-learning, online course, face-to-face instruction, statistically significant difference, experiment, information and communication technologies, skills, vocabulary, questionnaire survey