Eastern Journal of Languages, Linguistics and Literatures (EJLLL)
ISSN: 2710-3412
https://www.qabasjournals.com/index.php/ejlll

E-LEARNING VIA VIDEO-CONFERENCES: NON-ENGLISH MAJOR STUDENTS' EXPERIENCES AND PERCEPTIONS

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ARTICLE INFO

Received: November 1, 2022
Accepted: December 4, 2022
Volume: 3
Issue: 5

KEYWORDS

COVID-19 Pandemic, non-English major, learning experiences, perceptions, video-conferencing

ABSTRACT

The vast majority of global sectors have been impacted by COVID-19. Only the education sector has been fully converted to the internet environment in the majority of nations. The best option for continuing education during the epidemic, particularly at tertiary level, was online learning. In light of the COVID-19 pandemic, this study attempts to ascertain the perceptions and experiences that non-English major students at the University of Labor and Social Affairs in Vietnam encountered when they switched to online learning via video conferencing. This study's contribution is to examine how new experiences in online learning are going for the students and to determine whether or not virtual learning is actually feasible. This is accomplished by reviewing the survey-based questionnaire replies from 203 non-English major students from 5 faculties, including Human Resource Management (HR), Accounting (AC), Business Administration (BA), Social Work (SW), Labor Economics (LE). The validity of the study was examined using a descriptive statistical methodology. The main issues that affect and have an impact on online English learning during COVID-19 are discovered to be related to academic, technical, and communication difficulties. The study's findings indicate that the majority of non-English major learners are dissatisfied with online learning since they have not made the anticipated gains in language proficiency.

1. Introduction

The rapid advancements in technology made it necessary to update schooling. Learners had to learn at any time and in any location if they wanted to succeed. According to Wolfinger (2016), online education has been made available in various international institutes throughout the past 20 years. However, the majority of schools, colleges, and universities do not adopt this teaching method, and their personnel is unaware of its components. Practical orientation on cognitive, emotional, and behavioral engagement is required for the use of assistance to inspire students in virtual learning (Hartnett and Louwrens, 2015).

To maintain social distance and prevent its spread, it was a reasonable decision for all countries to close educational institutions. Because they were already set up for online learning, some nations swiftly shifted to it. All of the universities in Vietnam have agreed to switch from traditional studying and teaching to distance learning using video conferencing.

Since March 2020, video conferencing in learning and teaching activities has been bravely implemented at the University of Labor and Social Affairs-Campus II (ULSA2) to ensure knowledge for students during the break period due to epidemics. The main question, though, is whether USLA2 students will be open to using e-learning tools as they go. The author used video-conferences to validate students' perceptions and experiences on English learning in order to gain a response to this question.

The aims of this study are to investigate:

(1) non-English major students' perceptions and experiences at ULSA2 toward English learning via video-conferencing.

(2) challenges facing non-English major while learning English via video conferencing.

The study answers three following questions:

(1) What are ULSA2 students' perceptions and experiences of the effectiveness of available activities and services delivered by online teachers via video-conferencing?

(2) What are the challenges of online learning via video-conferencing and what will be the provided facilities to non-English major students during online learning?

2. Literature Review

E-learning

Both science and technology in general and education in particular are impacted by the advancement of science and technology. Given the rapid advancement of educational approaches and technologies, the creation of technology infrastructure for educational institutions is becoming more and more important.

Another significant impact of recent technological advancements on education is the growth of e-learning environments. Technology and communications advancements, particularly modern audiovisual devices and online learning environments that enable lifetime learning opportunities by transcending socioeconomic differences, have significantly impacted the learning environment (Duran et al., 2006).

E-learning, according to Bhubaneswari & Padmanaban (2012), gives students the flexibility to choose their own study time, materials, and place (anywhere with Internet connectivity). Additionally, e-learners can choose their own learning pace, duration,

and number of courses. Resources and information can also be collected and regenerated. E-learners can also swiftly assess the efficacy of education and gain dependent course criteria. Many students and teachers might not have the skills and background necessary to use web-based learning environments for learning and teaching activities.

Video conferences are described as "meetings in which people from different locations communicate via voice and video" in the online Oxford Dictionary. During the COVID-19, the video-conferencing learning tools, including Google Meet, Zoom, Class-in, and Microsoft Teams were often used. According to Fatani (2020), video-conferencing allowed educational institutions to continue operating during the COVID-19 cycle and laid the foundation for the development of online instructional activities for remote training.

Students' perceptions and experiences of e-learning

Computer-based learning has increased dramatically in poor countries (Md. Shahadat Hossain Khan, July, 2012). The use of mobile devices, laptops, and internet networks piqued students' interest. These technologies are being used by more and more students around the globe for educational purposes. This shows that learners have advanced computer skills and can make use of them in a range of contexts. Due to a lack of technological access to the Internet and communication technologies, students' ability to use them was severely constrained (ICTs).

Bhuasiri et al. (2012) concurred that promoting primary technology knowledge and expertise, improving study content, requiring computer training, encouraging users to use e-learning systems, and necessitating a high level of institutional support are all necessary to increase technology knowledge and improve e-learning behavior.

After the current pandemic at Kuwait's basic education college, Alanezi & AlAzwani (2020) performed a survey to assess students' opinions regarding the future of mobile learning. The study's findings showed that students had positive opinions about using mobile learning in higher education. The study's proposal for creating and instructing courses concerning the usage and use of mobile learning is a benefit.

A different study looked at difficulties with online learning in medical education during the COVID-19 outbreak (Rajab, Mohammad, Gazal, & Alkattan, 2020). 208 students and faculty members from Alfaisal University's college of medicine in Riyadh, Saudi Arabia, participated in the study. According to the study, the difficulties were coronavirus disease stress, anxiety, time management, assessments, online education, and technology use. In contrast, Students seemed to think favourably of the usefulness of online learning throughout the epidemic, according to Yildiz (2020). The study focused on a number of field-related parameters. The study's conclusions showed that it was appropriate to use educational technology in teaching and learning.

At Qassim University in Saudi Arabia, Alturise (2020) did a study on the satisfaction of students and professors with the online learning model utilizing the Blackboard platform. The study found that while e-learning is a development in education, there is still room for improvement in online learning tools. During COVID-19, several researchers look into the difficulties and barriers associated with e-learning in light of the educational settings and resources made available by various institutions

3. Methodology

Participants

The study was carried out at the undergraduate level for non-English students majoring in Labour Economics, Social Work, Accounting, and Business Administration. When the second semester of 2021's online teaching classes came to an end, it was performed during the final exams. There were 203 students in the sample, 114 of them females and 89 males.

Research Instrument

For the investigation and data collection, an online survey-based questionnaire was designed to estimate the EFL online learning challenges during the unprecedented health and economic crisis. The survey-based questionnaire includes 23 multiple questions (yes/no, multiple-choice, and open-ended questions), which covered the study's objectives. It was designed via Google Forms and distributed among students using Zalo groups at the end of the 2nd semester 2021. The questionnaire consists of different parts, including students' demographic information, learners' experiences with online learning platforms (video-conferencing, and other platforms) and the facilities which they could use, the problems which they encountered during online learning via video-conferencing, their satisfaction with online learning, and follow-up questions to get any extra information about online education -during the crisis-students want to add or mention. The questionnaire was checked for validity and reliability fulfilment.

4. Results

4.1 The extent of effectiveness of available facilities utilized by the teachers in an online course

	Mean	**S. D**
Assignments	3.52	1.011
Materials	3.61	.954
Tests	3.63	.941
Lectures	3.70	.845
Interaction	2.62	.762
Total	**3.42**	**.6729**

Table 1. *Effectiveness of available facilities utilized by the teachers in an online course*

Table 1 reveals that of 203 students of ULSA2 responded to the questionnaires, most of them highly appreciate the effectiveness of application of the available facilities in online courses (M=3.42, SD= .6729). The majority of students felt that presenting lectures is the activity that teachers use most effectively in online courses (M=3.7, SD =.845). Additionally, it's also very efficient to use online tools to manage exams and deliver course materials, with the mean scores M=3.63 and M=3.61, respectively. Additionally, using online tools to distribute assignments is quite effective and useful (M=3.52, S. D=1.011). However, the majority of participants said that student-teacher interaction during learning activities is the element that is least effective (M=2.62, S. D=.762

4.2 Available learning platforms employed in an Online English class by the instructor

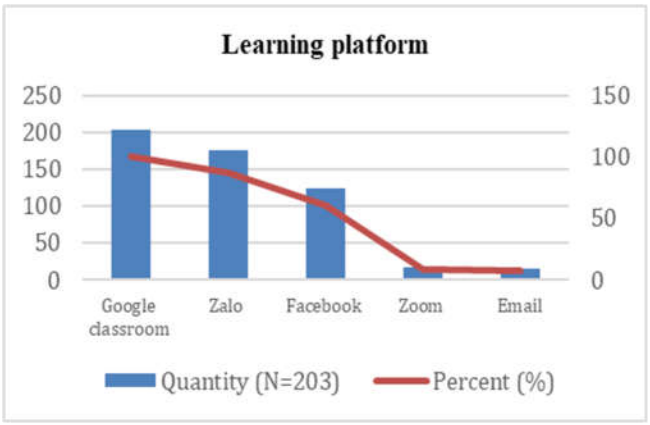

Figure 1. *The available learning platforms employed in English classes*

As displayed in Figure 2, The available learning platforms employed in English classes that are rated from high to low by students are: (1) Google classroom (n=203; 100%); (2) Zalo (n=176; 86.7%); (3) Facebook (n=124; 61.1%); (4) Zoom platform (n=18; 8.9%) and (5) Email platform (n=16; 7.9%) are the platforms rated the least. The survey result of 203 students of ULSA2 about the available e-learning platform at university is the basis for the university to focus on the application of e-learning.

4.3 Challenges of e-Learning via video-conferences

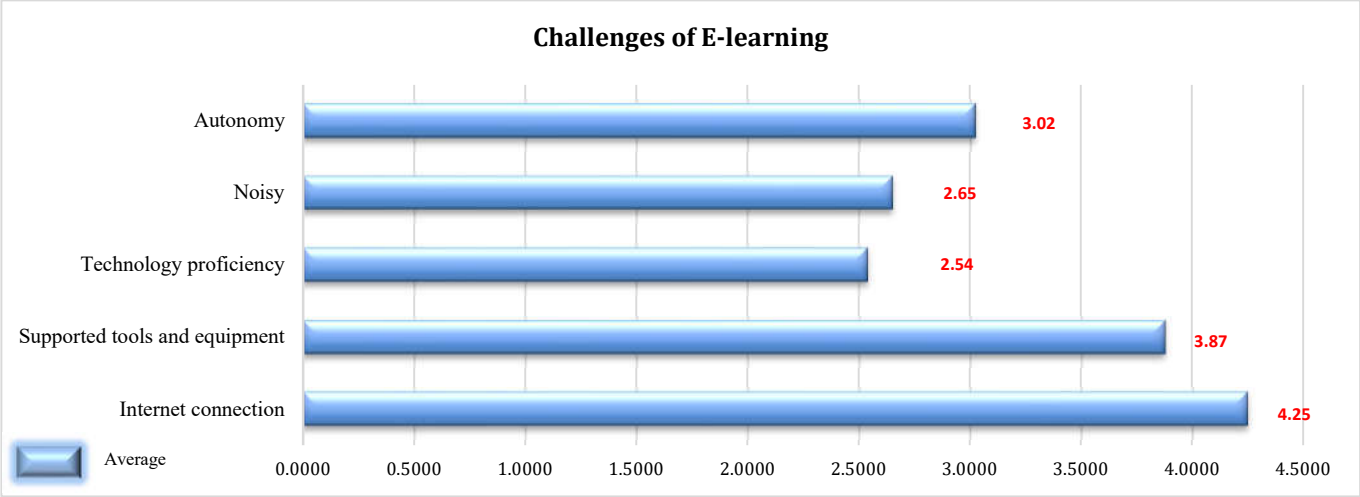

Figure 2. *Challenges of e-Learning via video-conferences*

Figure 2 shows that, with a mean score of 4.25, Internet connectivity is the greatest challenge. This demonstrated the need of an Internet connection in online classes. Actually, the majority of ULSA2 students come from remote areas where the network is under strain as a result of the COVID-19 crisis as everyone has migrated to working online, including teachers, students, and most other sectors. Students had certain issues when trying to access

online lectures, download materials, or take online examinations, etc. Supported tools and equipment (learning devices such as mobiles, laptops, and computer...) are other aspects of the content that might be viewed negatively in online classes (M= 3.87). Surprisingly, with mean scores of 2.54 and 2.65, respectively, technology proficiency and sounds are not perceived as difficult elements in online courses. This indicated that ULSA2 students know how to have good classroom technical skills to incorporate the content and activities with the technical tools and equipment in learning activities via video-conferences.

4.4 Students' perceptions and experiences of e-learning

	Mean	**SD**
E-learning improves my interaction in English online class	2.5074	.81672
E-learning enhances my motivation and interest to learn English	2.7734	.58689
E-learning has improved my communication competence in English	2.7734	.58689
E-learning helps me save time	3.9261	.80804
Due to e-learning, I now approach learning with greater initiative.	2.7734	.58689
E-learning creates learning environment more comfortable and enjoyable to me	3.6502	.83301
E-Learning via video conferencing is an efficient learning method in the future	3.8768	.88977
I intend to take part in e-learning courses via video conferencing in the future, if available	3.8325	.85105

Table 2. *Students' perceptions and experiences of e-learning*

As can be seen from Table 2, learning via video conferencing helps students save time with a mean score of 4.14. This indicates that online learning allows students to save time and become more engaged in their learning activities. The contents are rated at a fairly high level when learning via video conferencing are Students to take the initiative in their studies (M=3.71); Most of the students feel comfortable and enjoyable towards learning via video conferencing (M=3.67); They intend to enroll in an online course in the future (M=3.46), and they agree that Learning via video conferencing is an efficient learning method in the future (M=3.46). This indicates that students have a positive attitude towards learning via video conferencing. However, their English grades, communication competence, and interaction are not improved via video conferencing class with the scores is M=2.97, M=2.90, and M= 2.94, respectively. This shows that students are excited about using video conferencing to learn. On the other hand, learning results have remained unchanged. In this situation, universities must figure out how to assist their students in improving their learning outcomes

5. DISCUSSION AND CONCLUSION

The current study set out to look into the difficulties ULSA2 students were having with their online education throughout the epidemic. Some of these problems include the efficiency with which the teachers use the facilities at their disposal, problems with online learning, available learning platforms, and students' perceptions and experiences with online learning.

The findings demonstrate that throughout the crisis, teachers and students were compelled to confront this issue and use other online learning environments to provide uninterrupted instruction. For the purpose of holding certain lectures, quizzes, and doing their tasks, they utilized platforms like Google Classrooms and Zalo. Additionally, the Facebook platform was used for online education. Since most students used their mobile phones in this situation, the availability of mobile phones contributed to the success of online learning. The findings of this study are consistent with (Kaid & Bin-Hady 2019) observation, which backed up the positive effects of using social media programs for learning and suggested turning them on for English language instruction.

Challenges and related online concerns in online English language learning demonstrated the highest scores of all the statistical measures, as seen in the findings section above. Despite government assistance for network connections for students during the Covid 19 pandemic, the majority of the students are from isolated towns where the network is under strain as a result of the COVID-19 crisis as all of the students, teachers, and most other sectors shifted to working online. The study addressed these problems that the majority of ULSA2 students ran through when taking COVID-19 online courses. Students said that the most difficult problems they encountered were accessing online lectures, downloading materials, and taking online tests. Due to latest features that was not supported by their devices, several other students were unable to access online exams on their mobile devices. Other problems that the students encountered included their lack of interaction, the dearth of opportunities for them to practice their English with their classmates and teachers, etc. The results of the current article support those of earlier research on the same topics related to online learning during COVID-19, and they revealed that students are not satisfied with distant education and that numerous challenges have been faced (Bataineh, Atoum, Alsmadi & Shikhali 2020; Rajab et al., 2020).

The examination of e-learning perceptions and experiences during the COVID-19 crisis is the topic of the final discussion. After the start of this epidemic, providing certain online courses has helped, facilitated, and given students and institutions a great opportunity to move to online learning. But initially, most ULSA2 students were experiencing the internet-based courses for the first time. They lacked the expertise and self-assurance necessary to pursue online learning in a novel medium. Most students could resolve the majority of the technological problems with online learning platforms over time. However, the difficulties with learning English are still an issue for online learning via video-conferences

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