

ONLINE TEACHING AND LEARNING WITH ZOOM: PROBLEMS AND SOLUTIONS - A CASE STUDY AT THE FACULTY OF ENGLISH LANGUAGE STUDIES, HANOI UNIVERSITY OF BUSINESS AND TECHNOLOGY

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Abstract: *Online teaching and learning has been adopted at Hanoi University of Business and Technology (HUBT) as a solution in the time of Covid-19 pandemic. On the one hand, it has been considered to be effective to keep teaching and learning uninterrupted; on the other hand, it shows a number of problems. This research paper reports a case study conducted at Faculty of English Language Studies, HUBT which describes experiences and views of EFL teachers and English majored students towards online teaching and learning via the use of an online tool, Zoom. The study takes a quantitative and qualitative approach to understand students' and teachers' evaluation on the online teaching and learning, factors causing challenges in the online training, and gives recommendations for effective utilization of information technology in English language teaching and learning.*

Key words: *online teaching, online learning, English majored students, Zoom.*

1. Introduction

The Covid-19 pandemic with increasing infection rates worldwide has been affecting many aspects of life including education. Many countries in the world have had to close their educational institutions as a response to the problem, and almost 70% of the world's students have not been attending school (reported by UNESCO, 2020). However, leaders in education of the countries have tried their best to keep the doors of learning open

for all. With policies of social distancing to avoid the spreading of the disease, many countries in the world have taken advantages of advances in information technology and initiated online teaching and learning in education as an emergency solution. With the world, Vietnam also caught up with the trend. The whole nation took steps related to the prevention of Covid-19 transmission by eliminating the activities on campus during the outbreak. Following the policies of Vietnam

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government, the lockdown of education institutions in the social distancing period due to Covid-19 caused interruption in students' learning, assessment and exam schedules. A solution to the problem at the time was proposed, which was utilizing information technology to continue educational activities. A large number of schools nationwide from primary, secondary to universities conducted online teaching sessions via various online tools such as Microsoft Teams, Google Meet, Zoom and other applications. This was not an exception for HUBT. HUBT instructed faculties to shift to online modes of education. The FELS carried out a timely online training program for the ESL lecturers to equip them with necessary procedures and techniques for their online teaching and launched the live online teaching and learning programs right away. The present paper aims at seeking feedbacks of students and teachers on the online training via Zoom regarding their experience about the online method, and the difficulties they had faced during the online training. From the feedbacks of the participants, apart from highlighting the positives and negatives of this online mode of learning, the study proposes solutions to future applications of online tools in education in general and in English language teaching and learning in particular. To achieve these aims, the research tries to address the following research questions: *What are the students' and teachers' views of the online training?; What problems did the teachers and students have during the online training?; What are possible solutions to overcome the challenges in teaching and learning online?*

2. Online teaching, learning and Zoom

2.1. Online teaching and learning

Online learning is the most popular form of distance education in the modern age. Over the past decades, it has had a great impact on education in general and tertiary level in particular and this trend has seen a sharp rise of application during the time when the world is fighting against Covid-19.

There are a number of various definitions of "online learning". From the earliest time, Khan (1997) defined online learning as "the delivery of institution to a remote audience using the Web as an intermediary". Later, Carliner (1999) defined that online learning is the way educational knowledge and material is presented via a computer. Both these definitions emphasize the instruction and the method of delivery. As online learning has become more popular, theories around it have also evolved. Benson (2002), Carliner (2004) and Ally (2004) shared definitions of online learning in terms of the access to learning experiences, flexibility and participant interaction. According to Donna J. Abernathy (2019), online learning or E-learning is "the acquisition of knowledge which takes place through electronic technologies and media". With this definition, online or e-learning is conducted with the use of the Internet, where students can access their learning materials online at any place and time. Joshua Stern in his "Introduction to Online Teaching and Learning" defined that online learning is "education that takes place over the internet" and "is often referred to as e-learning among other terms". However, he also pointed out the online learning is just one type

of “distance learning” that takes place across distance and not in a traditional classroom. With slight differences in the terms, online learning has been by far the most popular approach today.

Zhu, Payette & DeZure (2003) defined the term of online teaching as the delivering of instruction using various technologies that enable students to participate in learning activities from homes, workplaces or other locations without attending classes delivered on campus. Pamela A. Lemoine, Marguerite Yates, and Michael D. Richardson (2015) stated in their book that online teaching refers to the application of online techniques to provide learning to students at a distance. With this model of teaching, teachers use a computer network usually the Internet without requiring face-to-face meetings with students. With online teaching, courses or lessons can be synchronous, asynchronous, or a combination of these.

2.2. Zoom

With advanced technology and its increasing application in education, a number of online learning tools have recently been developed. For countries that have been affected by Covid-19, face-to-face educational activities have been shifted to online mode using these tools. Among these, many schools and universities worldwide have been applying Zoom so as not to make their teaching and learning interrupted. Zoom is a video conferencing program that allows multiple participants with different functions such as audio and video sharing, screen sharing, working on a whiteboard and recording (Zoom Video conferencing, 2019). With this easy-to-use platform, teachers can provide their students with synchronous online lessons when they join a Zoom meeting at a

scheduled time. With laptops, tablets, and smartphones connected to the Internet, the tool allows students to access the class session and engage in the lesson when they are remote. With numerous advanced functions, apart from creating virtual classrooms, Zoom allows teachers to make use of the technology to create effective lessons. For example, teachers can maintain the interaction with their students during their lessons, use content sharing, carry out group discussions, share files or video recording and many other functions. Zoom can help schools improve their student’s learning outcome if it is properly implemented.

3. Methodology

23 ESL teachers at the FELS and 262 first year students majoring in English participated in contributing answers to the questionnaires and interviews. All the teachers have at least finished their MA and have experience in using technologies in classrooms; 6 of them are doing their PhD. The participating students were in their first year of study (K24). During the time of online learning, K24 students only had online lessons for their English skills.

A combination of both quantitative and qualitative approaches was used in this current study. This mixed method, according to Tashakkori and Teddlie (1998), can provide the researcher with a deep understanding of research problem. Besides, a mixed method does assist the researchers to address problems in numerical and wording forms, combine inductive and deductive thinking. Because of these advantages of the mixed method, the researchers decided to choose this method to conduct the study on getting to know student’s and teacher’s views on

online teaching and learning during the time of social distancing.

Two survey questionnaires for teachers and students were generated with various question items to help researchers gain more insights into student's and teacher's experience with the online training, their attitudes, difficulties and suggestions for optimizing the effectiveness of future online study programs. The questionnaires were designed using Likert Scales, which is one of the most popular research designs in language education research. Each of the questions contains 5 response options ranging from Strongly Agree to Strongly Disagree. By this way, the researchers of the study can get a view of teachers' and students' opinions and their level of agreement. The questionnaires were compiled on Google Form and the links were sent to the participating teachers and students via 2 groups: one to Zalo teacher's group and the other to Zalo group of K24 monitors. The monitors from each class would help forward the link to their class members. All the responses from the participants were recorded and saved by the system.

Interviewing is one of the effective ways to collect qualitative data (Kvale, 1996). This instrument allows participants to explain what is important or necessary and to add more details to the questions they had in the questionnaires.

In the current study, the participating teachers were asked questions which focused on their overall views and evaluations of the online training and the factors they thought would help improve the effectiveness of online teaching and learning. The researcher asked the participating teachers questions via personal Zalo account. Another set of

questions were also designed and sent to the monitors via Zalo. All the data obtained from the interviews was used for cross-reference during analysis.

4. Findings and discussion

After collecting and analyzing the data from both the questionnaires and the interviews, a thematic analysis was employed and findings are summarized and presented as follows:

4.1. Positives of online teaching and learning from teacher's and student's views

a) Teaching online with an easy-to-use platform

Teacher's opinions on the online teaching varied from different aspects. Overall, the teachers had very positive comments on the use of Zoom in the online teaching. More than a half of the teachers agreed that Zoom is easy to use when conducting online lessons. Many of the teachers shared in the interviews that just after the training for teachers, they could use Zoom smoothly without any technical difficulties. They could also share screen of their slides, send multi-media files or texts in the chat box to their students. Some of them even used breakout room function to split their students into smaller groups for group discussion.

b) Varied online teaching resources

Regarding teaching and learning resources, a majority of teachers (61.1%) stated that with the availability of the internet connection, it was easier for them to make use of websites for games and quizzes to make their lessons more interesting apart from teaching the main content in the course books. An interviewed teacher shared that she used internet sources such as BBC Learning English videos; the series of "Britain is Great" with transcripts in her listening lessons and speak out lessons.

According to her opinion, by incorporating these supplementary sources, she could somehow stop the boredom and make the teaching activities more varied. She reasoned that if this practice was done properly and smoothly, it made the students more interested instead of just reading the course books. However, from her experience, she also added that the videos chosen should be relevant to the teaching content or the topics of her lessons and had suitable length. If the videos were too long, it might have created adverse effects and made students shift to their own activities and no longer pay attention to the lessons.

In addition, a large percentage (up to 72.2%) of the participants agreed that with easy communication with students in class groups, teachers could upload learning resources or multimedia for student's learning and reference. Just with some clicks on their computers or other smart devices using some applications such as Zalo or Gmail, they could send materials needed for the student's learning.

c) Various online teaching aids and positive student's engagement

A quite large percentage of the teachers (55%) agreed that with the availability of the internet, the teachers could make use of other utilities such as games or quizzes in their online lessons to create more motivation for their students.

Apart from using Zoom for lecturing and having direct interaction with students during the online lessons, the teachers also combined it with other online tools. As shared by the participating teachers, the preference for various online tools or applications were various, which includes Quizizz, Quizlet, Google Classroom, Microsoft Teams, Google Hangouts, Google Docs, Edmodo, Google Meet,

Canvas LMS, Padlet, and some others. Among these applications and websites, some teachers using Quizizz found it enormously useful to introduce new vocabulary with definitions, get students practice vocabulary, teach useful language and have a quick review after teaching each new content of vocabulary and grammar. One is also emphasized in the interview that the use of Quizizz made her online classes more exciting and increased the class interaction. Some using Google Classroom shared that it was convenient to send their students' assignment, to give their work more detailed feedback and still maintained the communication between students and teachers after real-time Zoom classes. Because of this, their students also had a better attitude to doing homework.

Together with a plus point of easy use when teachers conducted online lectures, the results from the survey questionnaires and the interviews revealed that another positive aspect of the online teaching was the use of some online tools which helped the teachers save time in grading their students' work and assignment. When being asked about the programs or apps that they used in grading or checking assignment, one teacher reported that she used Google Classroom and Duplichecker to check her students' work. These tools are free of charge and the teachers using these agreed that in spite of limitations, they made good use of these in their checking of students' assignment. For example, a teacher used Duplichecker to check her student's plagiarism because with this tool, she could check sources of references, the percentages of the texts that the students used. These are obviously quite useful.

d) Increased experience for teachers in preparing lessons

A majority of the surveyed teachers (52.4%) agreed that during the time of teaching online classes via Zoom, they gained much experience of conducting online lectures. Three teachers stated in the interviews that the need to compile online lectures using different text and audio-visual sources, they could now prepare their lessons quickly compared to before.

However, although a considerable percentage of the teachers agreed that the online teaching made them more creative in their lessons, there were still 23.8% of those who chose “Neutral” option and the same figure of the teachers disagreed with this.

In regards to the flexibility of creating pair work or group work, a large percentage of teachers did not have a negative view conducting online learning when it came to creating pair and group work for their students. Some shared in the interviews that they made use of the break room function in Zoom to get their students work in groups; and therefore, the group work was not affected by the online teaching and learning model.

e) An effective solution in the midst of Covid-19

A large proportion of the surveyed teachers (up to 45%) strongly agreed and 25% agreed that the implementation of online learning was a good solution in the time of school closure due to the Covid-19 pandemic. The teachers made use of facilities, online tools and resources in their teaching. In the light of internet availability, the online teaching still ensured student’s attendance in the lessons with the attendance rates in classes ranging between 83% and 94% (weekly statistics). Overall, the respondents gave a satisfaction

through the expected level of effectiveness of the online teaching program. Figure 1 shows the result from the survey question: *the online teaching and learning as an effective solution in the midst of Covid-19.*

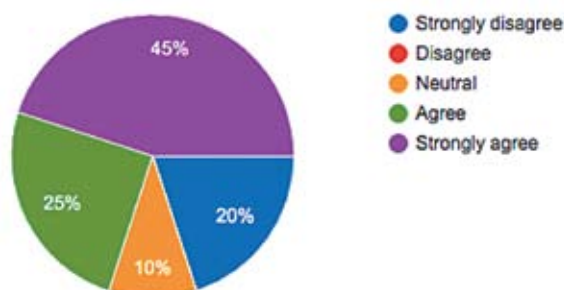


Figure 1. The online teaching and learning as an effective solution in the midst of Covid-19

f) Students’ increased participation

In the interviews, teachers expressed worries about online learning as they could not follow students’ attention during class time because many students with various reasons, they could not connect with videos and that was why teachers assigned too much homework to ensure their learning and following of the lectures. However, it was surprising that larger percentages of the students responded “Strongly Agree” and “Agree” when being asked whether the online teaching and learning made them feel more confident in participating in discussion or responding to teachers’ questions. Unlike being in face-to-face classes where students may feel shy in front of the class, they felt easier to participate in speaking activities and responding to their teachers’ questions.

g) More useful learning resources for students

Up to 68% of the respondents “Strongly Agree” and “Agree” that they were suggested by their teachers to more

websites, which they found enormously useful and relevant to their levels. However, some of the respondents commented that though the learning resources they were provided were really useful, the problem was that they lacked motivation and hard work to make good use of the sources. They are aware of their laziness but could not manage to self-study with the sources of English practice.

h) Visual and interesting lectures

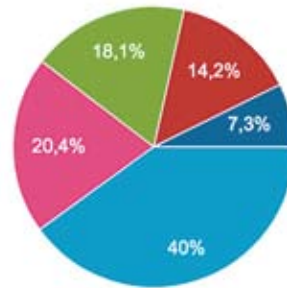
Over 70% of the surveyed students “Strongly Agree” and “Agree” that they found the online lessons more interesting as their teachers designed attractive slides with images. They could remember better without visual content instead of so much text in the lectures. Some added that their teachers also used video inputs rather than audio ones related to the lesson contents, which made the learning less stressful. They could figure out the meaning without much difficulty, and then acquire new vocabulary items or phrases from the videos. This obviously contributed a lot to creating interest for the learners. Their teacher’s use of quizzes and games also made them more motivated during the online lessons as the students wanted to try the games and compete with others.

i) Enhanced vocabulary learning

Not only did the students acquire new vocabulary knowledge from interactive activities such as games and Quizzes in the online lessons, they could review new words by accessing vocabulary practice exercises such as matching the definitions, spelling or gap filling. For vocabulary learning, many of the students said that they could easily have access to this on their smart phones and learning vocabulary by this way helped them remember better than learning from their course books.

j) Better listening skill

When being asked to self-evaluate the skills students found themselves improved in during the online learning, 40% of the respondents stated that they made more progress in listening skill; 18.1% and 14.2% of them may improve their speaking and reading skills.



40%:	Listening skill
18.1%:	Speaking skill
14.2%:	Reading skill
7.3%:	Writing skill
20.4%:	Others

Figure 2. Improvement of listening, speaking and reading skills for students

k) Improved computer literacy for students

Except for students who did not have computers but used their smart phones for the online learning, quite high percentages of students “Strongly Agree” and “Agree” that they learned a lot about using the computers. They were quicker at using the computers and became more familiar with some computer applications such as Microsoft Office, Google Docs as they were required to do their assignment and submit to their teachers. A few students shared that they could type on their computer faster than before and felt more confident with applying information technology in learning. The students’ improved computer

literacy was also an aspect that a majority of the respondents enjoyed the most during the time of online learning.

l) Online learning was a good solution during the social distancing

Although there were drawbacks in different aspects of online learning, overall, nearly 80% of the students responded that they “strongly agreed” and “agreed” that the online learning was an effective and timely solution when all the schools closed. The online learning helped students continue their learning activities instead of stopping schooling for such a long time since Tet holidays. Some students shared that they were happy to come back to their learning and to see their teachers and friends and tried to be familiar with the new model of learning.

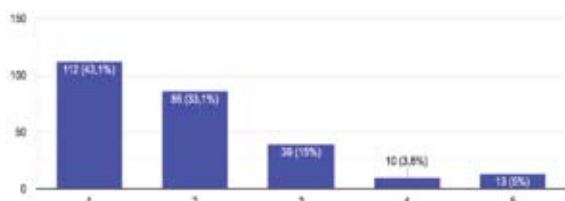


Figure 3. Online learning as an effective learning solution in the time of social distancing due to Covid-19
(1: Strongly Agree 2: Agree 3: Neutral 4: Disagree 5: Strongly Disagree)

4.2. Problems arose during the online teaching and learning

In spite of the effective aspects of the online teaching and learning mentioned above, it is not without its faults. The results from the questionnaires and interviews revealed a number of obstacles that needed to be considered for more successful implementation in the future of blended or e-learning. These challenges are summarized as follows:

a) Teachers’ time and tiredness for preparing online lessons

One of the issues that concerned nearly all the teachers was time for preparing online lectures. The respondents strongly agreed and agreed that preparing teaching materials for online lessons was far more time-consuming than that for face-to-face ones. A teacher stated in the interview via Zalo “Teachers worked harder working online. They had to cover a large amount of work which is then 100% done online”. “The online teaching means other teachers and I spent a lot of time sitting in front of the computer screen preparing slides, assigning homework, marking and getting ready to answer loads of questions from students”. She also added, “training for teachers and students took time and many of them are still not fully aware of what to do though. At the beginning of the time, they were put in a totally new working environment... It is no doubt a quite unpleasant experience for many of them.

Other interview respondents shared this opinion, too. Besides, quite large percentages of the respondents agreed that it was more difficult to track student’s progress; and therefore, to make sure student’s learning and self-study, teachers also assigned more homework and enforce deadlines for their students to submit, which further added to the teacher’s workload.

b) Too long duration of online classes

A majority of teachers shared a view that the online sessions were too long for the teaching and learning. Some teachers said in the interviews that the online classes should be shortened down to stop the boredom and tiredness for both teachers and students, one of them reasoned that the sessions that teachers

and students went online were too long, which created adverse effects on student's attention span. Too much time sitting in front of computer screen made the teachers even exhausted if they had classes in the mornings and afternoons.

c) Student's cheating

As being mentioned above, although some teachers used online tools for detecting student's plagiarism, one said in the interview: "*Many students who did their homework on the phones instead of the computers struggled to type a long essay. What's more, doing homework online makes it easier for them to copy answers from the Internet*". Another teacher said that except for checking student's responses during the real-time online interaction, she found it hard to give correct assessment on student's performance and progress because many students asked for help with homework or assignment from others or copied writing by others. This is obviously a problem in language learning. The problem can only be overcome with students' motivation and learning autonomy.

d) Interrupted lessons due to unstable Internet connection

The teachers shared the poor internet access prevented them from running the lessons smoothly. They had to log in many times in a real-time online lessons and admit students to their classrooms on Zoom. Similarly, up to 84.8% of the surveyed students responded that the poor internet connection is the most problematic for them during online learning. These students joined the online lessons but sometimes the weak signal of connectivity prevented them from listening to their teachers clearly and following the lessons properly. They

were frequently disconnected and out from the Zoom classes and struggled to be reconnected. This obviously took quite a lot of time and caused irritation for both teachers and students.

e) Technological and technical problems

While quite large percentages of the respondents stated that their computer skills were enhanced during the time of online teaching and learning, there were still a number of students who encountered difficulties in utilizing the technology in their learning. Although students were better at searching for information and using simple functions of their devices for learning, many are not good enough for typing their homework or assignment for submitting to their teachers. This takes them quite a lot of time, which is obviously a challenge. Technical problems such as compatibility issues also caused frustration for teachers and students, and interrupted lessons, which affect student's engagement in learning.

f) Large class sizes and less collaboration

In face-to-face classes, the class sizes range from 25 to 30 students, which is considered to be normal and suitable for effective classroom management. However, when students from these classes joined the real-time online classes, this presented challenges for student's participation and teacher's management of the class because online lectures were different from face-to-face learning environments. The large class sizes prevented teachers from paying attention to all individual students. Because of this, students who are not autonomous learners tend to be easily distracted during the lessons by surfing the websites and social networking sites. This very much affected their understanding of the lessons.

Interaction among students is one of the single most important elements of successful lessons both online and face-to-face. Collaborative engagement motivates learning. Unfortunately, the research revealed collaboration was one of the most difficult things to achieve when students were not physically present together.

g) Passive students

While a considerable percentage of students felt more confident raising their voice when they joined online classes, the study showed quite many students were like passive observers rather than active participants. Though these unengaged students acquired part of the lecture content, they were not able to apply their learning outside the real-time online classrooms. They submitted their assignments, completing learning activities and passed assessments, but they could not use their new knowledge to make connections with the previous material or real-world examples by making sentences in their speaking or writing lessons. For learning to be effective, students must be engaged in the quality and depth of their learning. This fact obviously revealed a problem in the online classrooms.

h) Independent learners

When being asked if the students learned to become more independent in their learning, up to 21.8%, 37.5% “Strongly Agree” and “Agree” with this. They learned to do homework by themselves and tended to be familiar with self-study during the time of social distancing. However, there were 28.4% were “Neutral” and just small numbers “Disagreed” and “Strongly Disagreed”. Some students shared in the interview via Zalo that they were distracted from learning and addicted to using their phones

and other smart devices for playing games or surfing the internet too much.

4.3. Solutions for future online teaching and learning

a) Voices from students

From the problems arising in student’s experience of the online learning, they also gave various constructive comments and opinions when being asked with open questions in the questionnaires. One of these was that teachers should continue to select suitable games, videos and other learning resources and make good use of these in their online classes. That way will make students more interested in the lessons and will make learning more effective. It also means that learning activities will take place with less stress or boredom. In addition to this, there was a suggestion that teachers should also provide students with further contents to encourage student’s self-study and independence in their learning.

A few students wrote that teachers should slow down their speed so that low-performing students can catch up with the lessons and understand the subjects, as they do not want to be lagged behind. Some shared that teachers should be strict to better manage online classes. This will help improve students’ disciplines, make them stay more focused, and the learning will be more effective.

A very small percentage of students were resistant to online teaching and learning; therefore, they stated that they preferred face-to-face classes; in general, a majority of the students (up to 70.2%) shared an opinion that online teaching and learning should be combined to teach English subjects in the school curriculum in the future. That way will keep students informed with the trend. It cannot be

denied that learning resources for English learning are always changing, updated, having certain percentages of online learning will stop the problem of learning outdated knowledge and encourage more learner's autonomy.

Online teaching and learning, blended learning and e-Learning have been now on the rise and will continue its growth not only in the time of Covid-19 outbreak but also in the future. Therefore, it is vital that we need to be ready for the trend of increased application of information technology in education. From the findings of this current study about the effectiveness and problems of the online teaching and learning, there should be a number of changes for more efficient implementation of online teaching and learning.

b) Voices from teachers

A licensed Learning Management System (LMS) and a user-friendlier online tool or application. With the rising of online learning solutions, there has been a variety of learning management systems, online tools and applications. Based on the findings of the research, to enhance effectiveness of online teaching and learning, it is vital that the university should invest in equipping the teachers with an effective LMS together with a licensed online app, which is innovative and user-friendly. This should be accompanied with sufficient professional training for teachers so that they can make the most of it in their lessons.

Professional training on ICT & on conducting effective online lessons. Apart from the training to use an online tool or application, teachers should be trained to prepare teaching materials in a more effective and time-saving way. This will reduce stress for teachers in spending

too much time preparing for their online lessons, which surely helps teachers focus on the teaching content rather than the techniques of conducting online classes and designing lectures.

A shared teaching resource for teachers. Another recommendation is in regard to creating a shared teaching resource where individual teachers can contribute their work for the lessons. This will help them save a great deal of time as the work is shared and teachers just need to adapt the teaching activities and materials according to their student's level or classes they are in charge of teaching.

Fostering lively interaction. With the praise of more interesting teaching and learning activities in online classes, it is recommended that teachers should continue to use a variety of suitable learning resources in their online lessons. Videos are a good source to be used in teaching. However, they should be utilized in a more effective way. Instead of just letting students watch the videos to change activities, teachers should be clear in their instruction before their students watch it. They should ask their students to do some tasks while listening such as taking notes of main idea, key details or learning vocabulary and phrases from these video sources.

Instructional strategy. In online learning and teaching, it is enormously important to help students engage with course material in a way that makes sense for them. Teachers should be aware of this feature because by providing students with meaningful material to reinforce their learning, teachers can help students become autonomous learners. With user-friendly learning management system, teachers can create customized materials to extend active

learning outside of class meetings. This is practical to make it happen as teachers can easily export data regarding student's grade and participation for assessment.

Adjustment of assessment. Together with the recommendations about online teaching and learning practices, how students' performance is assessed should also be adjusted. Depending on whether the course is blended learning or totally online, the university should come up with a suitable assessment, which takes into account students' participation and interaction in online classes, their individual and group assignments and the student's scores in their final exam. This will ensure fairness in evaluating the students' English proficiency and academic performance.

5. Conclusion

The study discovers the effectiveness and problems concerned with the online teaching and learning as a solution in the time of school closure due to the Covid-19 pandemic. While the online teaching and learning revealed limitations and problems related to technical and pedagogical issues in online classes for both teachers and students, generally a majority of them had a positive attitude towards the online teaching and learning experience. The findings can infer that the implementation of online teaching and learning was a practical solution in the context of Covid-19. Together with the whole nation and the world at the time of the Covid-19 outbreak,

the university had a timely measure and transformed the challenging time into an opportunity to strengthen online training capacity and to accelerate the increasing application of information technology in education. Thanks to the solution, the doors of learning were kept open during the pandemic.

From the problems raised, the study also provides feasible solutions to make online teaching and learning more effective. Education institutions in general and the Faculty of English Language Studies in particular need to have a good preparation of teaching materials, teacher training, Learning Management Systems and online teaching and learning tools. Teachers should also be updated with new pedagogical practices to deliver the most effective and meaningful lessons to their students.

Shortcomings in the study are unavoidable. One of these is that the survey questionnaires were conducted on only 23 teachers instead of all the teachers of the faculty who participated in the online teaching for first year students. Therefore, the data gained may not fully represent the views of all the teachers. Besides, this study was carried out on first-year students majoring in English only. There should be further future studies on the same issues but for different participants such as students of other majors, or students of year 2, 3, and 4./.

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DAY VÀ HỌC TRỰC TUYẾN VỚI ZOOM: VẤN ĐỀ VÀ GIẢI PHÁP - NGHIÊN CỨU TÌNH HUỐNG TẠI KHOA NGÔN NGỮ ANH, TRƯỜNG ĐẠI HỌC KINH DOANH VÀ CÔNG NGHỆ HÀ NỘI

*Phan Văn Quế
Mai Thị Lụa Oanh*

Tóm tắt: Trong bối cảnh đại dịch Covid-19 đang tác động tới mọi mặt đời sống kinh tế và xã hội trong đó có giáo dục, đứng trước thực trạng các trường học phải đóng cửa để ngăn chặn nguy cơ lây lan của dịch bệnh, giải pháp dạy học trực tuyến đã được áp dụng để giúp hoạt động dạy và học không bị gián đoạn. Đây là giải pháp kịp thời, phù hợp với xu thế toàn cầu cho hệ thống giáo dục quốc gia Việt nam. Bên cạnh việc nêu những hiệu quả của mô hình dạy học trực tuyến, bài viết này cũng bàn về những vấn đề phát sinh trong quá trình dạy học trực tuyến và đề xuất những giải pháp để nâng cao chất lượng đào tạo trực tuyến, tận dụng công nghệ để phát huy tính sáng tạo, đổi mới phương pháp giảng dạy của giáo viên và thúc đẩy sự chủ động, năng lực tự học của sinh viên. Bài viết này dựa trên kết quả của nghiên cứu tình huống về giảng dạy trực tuyến qua phần mềm Zoom được thực hiện đối với giảng viên Khoa Ngôn ngữ Anh và sinh viên năm thứ nhất ngành Ngôn ngữ Anh, Trường Đại học Kinh doanh và Công nghệ Hà Nội.

Từ khóa: Dạy học trực tuyến, sinh viên ngành ngôn ngữ Anh, ứng dụng Zoom.