



**THE CHALLENGES AND SOLUTIONS TOWARDS
HIGH-QUALIFIED ENGLISH STUDIES PROGRAM STUDENTS
EXPERIENCED ONLINE LEARNING AMIDST CORONAVIRUS
PANDEMIC - A CASE AT CAN THO UNIVERSITY, VIETNAMⁱ**

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Abstract:

The pandemic of the COVID-19 forced the Vietnamese government to adjust its policies for the entire educational institution from conventional classrooms to virtual learning against the contagious pandemic. The study aims at examining the challenges faced by students and proposing several solutions from a High-Qualified English studies program during online learning amid Coronavirus. The researcher used quantitative and qualitative methods by using a questionnaire and conducting an interview via the Zoom application. Participants consist of one hundred sixty students from a High-Qualified English studies program, and ten interviewees who are fourth-year students at the School of Foreign Languages, Can Tho University. Findings show that the percentage of participants disclosed desirable viewpoints of the conventional classrooms compared to the virtual classrooms. In addition, students were highly contended with feedback and the clarity of teachers for tough questions and using sufficient resources. In contrast, participants claimed that they witnessed the considerable challenges and assumed that Zoom and Microsoft Teams were the two applications hindering students' access. Noticeably, students encountered several five main challenges. Specifically, the difficulties in technology and connectivity students using incompatible devices and weak internet coverage. In terms of the economic problems, they had to buy high degree of data packages. Also,

ⁱ THÁCH THỨC VÀ GIẢI PHÁP ĐỐI VỚI VIỆC HỌC ONLINE GIỮA ĐẠI DỊCH VI RÚT CORONA CỦA SINH VIÊN HỌC CHƯƠNG TRÌNH CHẤT LƯỢNG CAO BẰNG TIẾNG ANH, TRƯỜNG HỢP Ở TRƯỜNG ĐẠI HỌC CẦN THƠ, VIỆT NAM

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the psychological issues related to the considerable decrease in motivation, interaction, distractions, or shying of turning on their camera, and health issues in terms of eye strains and headaches while implementing online learning in the long run. However, participants revealed a positive learning attitude towards their online learning process by proposing diverse solutions regarding enhancing the interaction among teachers and students, being fully equipped in literacy skills, and using diverse video conferencing platforms. Also, teachers can reduce learning time by giving break time to avoid several physical issues such as eyes training, and headaches. Also, teachers can create tremendous workshops or seminars sharing where students can share their virtual learning experiences and manipulate diverse digital applications. Moreover, teachers can design vivid videos and diverse content materials which attract learners' attention. This study hopes to help students gain a positive outlook on the importance of online learning, and help teachers understand students' perceptions during their online learning process. Finally, the researcher gives several recommendations for further research.

Keywords: challenges, suggestions, a High-Qualified English studies program, the School of Foreign Languages, Can Tho University, the Zoom application

1. Introduction

1.1 Background of the study

The COVID-19 pandemic adversely affected tremendous sectors around the world. Vietnam is not an exceptional country in which the government enforces people to lockdown, shelter in place, and practice social distancing against contagious transmission.

The original coronavirus outbreak occurred at the end of 2019 when the first case was positive by a market vendor in Wuhan city, China. According to the World Health Organization (WHO), the research hypothesis was that this infectious pandemic infected humans inherently via the wildlife trade. In addition, to the massive prohibition, those educational institutions began to shift the face-to-face classroom into digital learning. Thus, the educational constitution had adapted to the new environment that entire schools swiftly changed their teaching methods from face-to-face classrooms into online learning classrooms through several video conferencing applications regarding Zoom, Google Meet, or Microsoft Teams.

Pham & Vo (2021) stated that most universities and schools in Vietnam duly performed e-learning programs to sustain the education movement. Because of the immediate transformation from face-to-face classrooms to online platforms, which both the educational systems did not perfectly prepare for, there are some advantages and disadvantages of online learning platforms which have a considerable impact on the entire learning system. In line with that Mahyoob (2020) examined the obstacles of e-

learning amidst the contagious disease of EFL learners and indicated the merits of online learning regarding the accessibility of virtual learning environments irrespective of physical locations, time-saving, and money. For the teaching method, recordings would be an advantage for teachers to do a well-prepared review for recording, which enhances their teaching approach. Thus, learners can easily watch and manipulate the lessons again. However, online learning brings several demerits related to internet connection instability, want of social interaction, and lacking appropriate technology learning tools, the high expense for data packages. The study conducted by Akhter (2020) examined the challenges of e-learning from EFL students of Saudi Arabia during the COVID-19 pandemic. The researcher indicated that one of the obstacles was the deficit in literacy skills that students might hesitate to adapt to the online learning platforms. Armstrong (2013) stated that online learning classrooms could not provide real-time interaction, which was not equivalent to conventional classrooms where students had a chance to make new friends, work in groups, be perseverant, and compete for academic achievement. A study done by Nartiningrum & Nugroho (2020) found that students who encountered a weak internet connection EFL students faced signals of inequality or electricity blackouts while taking online classes.

These previous studies have focused on students, teachers, or both regarding challenges, obstacles, and perceptions towards online learning platforms. The context educational constitution of digital learning in those researches happened inherently accompanied by the development of technology and the internet. In contrast, the setting of online learning platforms in Vietnam was quite limited due to unstable internet connections in remote areas, and the deficit in literacy skills. Thus, the crucial decision to alter the conventional classes into online classes which protect people against contagious diseases caused by the COVID-19 pandemic affected the entire educational system in Vietnam. The current study investigates the challenges faced by EFL students from A High-Qualified English studies program in learning through virtual classrooms at Can Tho University. Also, the present study wants to explore EFL students' suggestions regarding the unanticipated online learning setting.

1.2 Research aims

The purpose of this research is to examine the challenges encountered and propose optimum solutions to enhance the proficiency of EFL students in terms of online learning during the COVID-19 pandemic.

1.3 Research questions and hypotheses

From the previous study, many researchers indicated a correlation in terms of the setting of the virtual learning platforms that students faced several challenges while taking online learning platforms (Nartiningrum & Nugroho, 2020). Based on these researches, the researcher makes a research hypothesis that EFL students (A High-Qualified English studies program) do encounter some challenges and look for ultimate solutions to

enhance their academic achievement through online learning platforms using several video conferencing applications such as Zoom, and Google Meet during the COVID-19 pandemic in real-time online learning classrooms. Thus, to meet the main objectives of the quantitative method, this study consists of two main questions:

- 1) What are the challenges that students face in online learning?
- 2) What are the solutions to enhance the academic achievement of students in online learning classrooms?

In addition, to get detailed insights into several challenges from students of the High-Qualified English studies program witnessed, the researchers interviewed via Zoom applications consisting of six questions related to students' perceptions of their experience in online learning classrooms.

- 1) Do you prefer online learning or traditional learning? Why?
- 2) Which video conferencing platforms did you find difficult to use? Why?
- 3) What were your challenges during online learning amid the COVID-19 pandemic?
- 4) Did the present social situation and staying at home in the long run amid the pandemic discourage learners from participating in the online sessions?
- 5) Comment on your ability to enhance your performance and participate effectively in online sessions?

1.4 Significance of the study

In current days, the coronavirus is becoming a more and more hazardous disease, mutations such as Delta, and Omicron, which rapidly spread and hinder the development of entire society in several sectors. For example, students from lower education to higher education witnessed various technical and main challenges while online learning classrooms. Hence, an online learning platform is hoped to be a contemporary approach to confront this dilemma. This study will promptly help the management units of Can Tho University, teachers to evaluate their challenges with online learning platforms and come up with practical suggestions for the High-qualified English studies students to have the opportunity.

1.5 Scope of the study

This study examines the current situation of 160 EFL students from the School of Foreign Languages in the first-year student, second-year students, third-year students, and fourth-year students in the High-Qualified English studies program.

2. Literature review

2.1 The difficulties in technology in online learning amidst COVID-19 pandemic

Octaberlina & Muslimin (2020) investigated the perceptions of EFL students of UIN Malang witnessed challenges of online learning amid COVID-19. Researchers used a mixed-method survey and collected data from 25 students from the English Education

Department. According to the findings of this study, EFL students had difficulties in want of technology and internet connection for both students and teachers that needs a decent internet connection to access Google classrooms.

Farra & Bakry (2020) investigated the perceptions of EFL students of online learning advantages, problems, and solutions in Palestinian universities during the pandemic. The researcher used questionnaires to examine the situation of the virtual learning that the participants consisted of 191 students. The findings of this study revealed the difficulties of implementing e-learning at Palestinian universities. For example, universities dedicated technical support, technical abilities from teachers, the assessment system, and technological infrastructure.

Heng & Sol (2021) investigated the perspectives in higher educational institutions in Ghana. Researchers used quantitative research by implementing online questionnaires to collect the data from 467 students. Results showed that students expressed a positive response toward online learning. However, they were not ready for online learning platforms due to a lack of technical training and inappropriately constant internet connections.

Mahfouz & Salam (2021) conducted a thorough analysis of the study regarding the obstacles students at the University of Jordan encountered in their online learning. Researchers used quantitative methods by using questionnaires to collect the data from 195 students. The result of the study indicated that students faced interruptions in using the internet during peak time when students at school and university levels having classes online poses another problem for e-Learning.

2.2 The difficulties in social interaction toward online learning amidst the COVID-19 pandemic

Adnan & Anwar (2020) investigated the viewpoint of Pakistan students in online learning amid the COVID-19 pandemic. Researchers collected the data from 126 students who currently participated in virtual classrooms or those who completed their final online learning semester via questionnaire. The resulting study revealed that online learning platforms produce ineffective results regarding classroom interaction. Pakistan students found limited physical interaction in discussions with their teachers and classmates. Also, the absence of traditional classrooms for a long time hinders their learning performance during the contagious disease.

Kamble et al. (2021) undertook a study related to the viewpoints of Indian learners whose field in business administration in India at Savitribai Phule Pune University towards virtual learning platforms amid the contagious disease. A total of 35 students engaged in this study who had completed the second semester, and researchers used a qualitative method by conducting an open-question interview. Indian students met interactions between students and instructors, and classrooms presented one-sided conversations with teachers, which dispersed their concentration for distractions.

Nambiar (2020) examined the perspective and experience of both teachers and students while implementing learning online amidst COVID-19. There were 76 teachers and 412 students coming from Bangalore colleges and universities. The research used quantitative research by using google forms. The result claimed that a shortage of face-to-face interaction among teachers and students hindered tremendous enthusiasm, an unpleasant atmosphere, and classroom interaction.

2.3 Difficulties in economic issues in online learning amidst COVID-19 pandemic

Simamora (2020) conducted a study to examine the viewpoints regarding the challenges of virtual classrooms amidst the COVID-19 pandemic. Participants consisted of fifteen students who experienced online learning activities in the Fundamentals of Education I course. The researcher used a qualitative method by conducting an interview. One of the main problems faced by the students had to do with economic conditions. Participants could not have affordability in data packages and use incompatible technological devices for online learning.

Al-Salman et al., (2021) conducted a study to investigate the impact of virtual learning on Jordanian students regarding their attitudes towards online learning amidst the contagious disease. Participants included 4037 undergraduate students from the Schools of Humanities and Sciences. The researcher used quantitative research by using a questionnaire via WhatsApp. The result of the study indicated that participants encountered economic tension in that virtual learning classrooms required them to purchase new novel technological devices and Internet connections for the online learning process. Also, the conditional economy weakened its budget to secure e-learning instruments during the COVID-19 pandemic.

Krishnapatria (2020) conducted a study to examine students' perspectives on online learning during the contagious pandemic. Researchers used a quantitative research method by using questionnaires to collect data from students of International Business of Padjadjaran University. Participants stated that they had to spend a considerable amount of money buying an internet data package for watching video streaming lectures. Also, their parents' income could be influenced tremendously by the COVID-19 pandemic.

2.4 Difficulties in psychological issues in online learning amidst COVID-19 pandemic

Irawan et al., (2020) examined a study related to the noticeable effects on the psychological health of students in higher institutions while online learning amidst the COVID-19 pandemic. A total of 30 students engaged in an interview through telephone at Mulawarman University. The results revealed that participants were dull and frustrated after experiencing themselves in the initial two weeks of a virtual online learning classroom. In addition, students had to handle anxiety buying a considerable quota package which was the main problem for their families in economic difficulties and being tense when completing several assignments.

Nambiar (2020) investigated the effect of students in psychology related to online learning issues amidst the COVID-19 pandemic. The researcher surveyed to collect data from 70 teachers and 407 students from colleges and universities in Bangalore city and used a quantitative approach. The results of the study indicated that students get bored with online classes. The primary anxiety rose from the prohibition of leaving the house and the practice of social distance, which alleviated the opportunities for social communication. Also, another major cause was that boredom exhibited a low level of discipline that students were unable to manage, regulate and organize their behavior in a positive direction.

Simamora (2020) conducted a study to examine students' perspectives on the challenges of online learning amidst contagious diseases. The respondents consisted of fifteen students who engaged in the Fundamentals of Education I course while online learning. The researcher collected the data by conducting an interview. Results indicated that students suffered from acute anxiety, which diverted their attention towards the virtual classroom while online learning. Also, participants stated that they got somewhat tedious and frustrated in learning from videos uploaded on YouTube, or video conference platforms compared to the face-to-face classroom.

2.5 Difficulties in environmental issues in online learning amidst COVID-19 pandemic

Prabawangi et al., (2021) conducted a study to investigate the benefits and drawbacks of virtual learning platforms. Participants included 226 Indonesian undergraduate students from seven universities. Researchers used descriptive statistical analysis to examine the perspective of students. Researchers stated that participants admitted that they multitasked while online learning at home. Also, there was a high level of distractions at home that they did tremendous daily activities or watched films.

Dahmash (2020) investigated the merits and demerits of EFL students in blended learning amidst the contagious pandemic. The researcher utilized a qualitative research method for six weeks. The result indicated that participants hindering the online learning did not possess compatible technology devices for online learning, and were compelled not to get out of their house due to the lockdown.

Mishra et al., (2020) examined the viewpoints of teachers and students regarding the online teaching and learning framework. Participants were 260 undergraduate students and 75 faculty members. Researchers used quantitative and qualitative research methods. The study indicated that participants were not provided a pleasant atmosphere and had to do household chores helping their families during the lockdown stage, leading to a considerable effect on their academic performance.

2.6 Difficulties in physical and health issues in online learning amidst COVID-19 pandemic

Simamora (2020) examined research regarding the challenges of online learning amid the Covid-19 pandemic. Participants were fifteen students who engaged in the Fundamentals of Education I course. The researcher used a qualitative approach by collecting the data by conducting an interview. The results indicated that students experienced both physical and psychological conditions suffering from severe headaches and were less empowered due to tremendous assignments completed simultaneously.

Nartiningrum & Nugroho (2020) did a study regarding the challenges of EFL students on online learning amidst the COVID-19 pandemic. Participants were 45 EFL students sharing their perspectives related to the challenges of the online learning process. Researchers collected the data from written responses and semi-interviewed. The results indicated that using technological devices and computers in virtual classrooms triggered eye fatigue, poor posture, and other physical problems which could affect the learning process.

Dutta (2020) investigated the viewpoint's students regarding the impact of the contagious pandemic on tertiary education in Bangladesh. The researcher used a qualitative method. Specifically, participants encountered a shortage of sleep, loss of appetite, obesity, and fatigue. Regarding the mental health problem, participants stated that they countered with stress. Participants indicated that they withstand higher pressure, felt a lot of anxiety-like demotivation, and could not adapt to the new academic habitual environment.

2.7 Solutions for enhancing the quality of the virtual learning platforms in online learning amidst COVID-19 pandemic

Prabawangi et al., (2021) examined participants in merits and demerits of online learning virtual learning platforms. Participants included 226 Indonesian undergraduate students from seven universities. Researchers used descriptive statistical analysis to examine the perspective of students. Regarding reducing the number of assignments, several researchers stated that the faculty and lecturers should alter the curriculum and alleviate the academic workload in the learning process. Also, participants claimed that teachers should reduce meeting sessions. In addition, it is beneficial to combine several categories of learning materials related to their demand and learning styles.

Octaberlina et al., (2020) conducted a study to investigate EFL students' perceptions regarding barriers and using Google classroom as an alternative method. Researchers utilized mixed methods to collect the data from 25 students from the English Education Department. The result showed that eye strain could affect students' physical health due to spending time on online learning. The suggestion was that teachers should give break time during the online class to lower the time to access digital devices. Also, students had to think up solutions and make a reflection to eliminate barriers, namely maintaining good communication and understanding of their suitable learning styles.

3. Research methodology

3.1. Research design

This study examines the challenges and solutions to online learning during the COVID-19 pandemic of EFL students majoring in English studies (high-qualified English studies program) at Can Tho University, which was conducted using a mixed-methods approach. Accordingly, a mixed-method gains a deeper and broader understanding of the phenomenon than the study that is taken only with a qualitative or quantitative approach. These correlations boost readers to be confident in their research. In connection, a mixed-method is a research design that formulates philosophical assumptions which take the path of the collection and examination, which is a correlation of two methods, qualitative and quantitative data in a series of studies. The use of quantitative and qualitative research methods provides a detailed insight into the research situations.

The purpose is to gain insights from EFL students regarding the challenges and propose solutions faced during their online learning amidst the contagious disease. Conducting solely in a quantitative method would make it harder to examine the subjective participants' perspectives, and cannot avoid biasing the viewpoints of the researcher towards the research theme. However, adopting a qualitative research method would lead to a lack of statistical data from a large enough pool of students to support the findings. Thus, a mixed-methods was suitable to leverage the strengths of both methods while negating their weaknesses.

3.2. Research instruments

3.2.1 Questionnaire

The researcher utilizes questionnaires to collect data from EFL students regarding the current challenges and solutions through the virtual learning platforms. These reasons are why I will use it in this research. It was a questionnaire that formulates three main sections, namely Parts A, B, and C. In these parts B and C, questions were designed based on the five-point Likert scale with 1 as strongly disagree and 5 as strongly agree.

Part A consists of questions aiming to examine the personal information of participants regarding their name, email address, course, and major. Moreover, participants were required to answer two minor questions "Did you face any challenges amidst the online learning process?" and "Which video conferencing platforms that you found difficult to use for online learning?" Participants were allowed to answer "Yes" or "No" following their online learning experience and choose optional multi-choices for several online learning instruments that hindered them during their virtual learning process.

Part B participants were required to answer 25 close-ended questions as the challenges that hinder EFL students from A High-Qualified English Studies Program, implementing learning online. Those questions were numbers and divided into five main

clusters: (1) the technical issues, (2) the economic issues, (3) the psychological issues, (4) the environmental issues (5) the health issues.

Part C regarding the suggestions for enhancing their online learning performance. In this part, there are 12 suggestions for students and the School of Foreign Languages to improve their online learning process. Each participant answered following their viewpoints based on these suggestions.

Participants indicated the extent to which they felt towards each item on a 5-point Likert scale. The scoring system of 1, 2, 3, 4, and 5 corresponds to:

1. Strongly agree;
2. Agree;
3. Neutral;
4. Disagree;
5. Strongly disagree.

Quantitative data was gathered from 160 EFL students from A High-Qualified English studies program by using the Statistical Package for the Social Science (SPSS) version 26.0 software to reconfirm, compare and contrast the viewpoints from the interviews. The reliability of quantitative data obtained from the questionnaire was tested using the Statistical Package for the Social Science (SPSS) version 26.0. The result from the Scale Test indicates that the reliability coefficient of the questionnaire (Cronbach's Alpha= 0.927; Cronbach's Alpha Based on Standardized Items= 0.93) was sufficient for this study to be carried out. Quantitative data was analyzed using descriptive statistical analysis. Using this method, I found out the percentage of responses corresponding to each of the five options in the questionnaire. As for the five questions, I manually counted responses before shifting them into excel for coding for the overall data.

Table 3.1: Reliability of the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.927	0.930	42

This portion of the study was piloted once before being officially carried out. Trivial participants were 25 university students. All of them were four-year students majoring in the High-qualified English studies program. The data from this pilot experiment found a minor flaw in the questionnaires. The wording and format caused the respondents to contemplate whether they could choose multi-optional or just one for the video conferencing platforms that hindered them during the online learning process. After the first trivial, which had created errors and misunderstanding questions, I decided to modify the wordy words of the question and socialize verbally with participants related to questions of the questionnaire.

3.2.2 Interview

Teherani et al., (2015) stated that qualitative research is the systematic query related to social phenomena in natural background. Towards the qualitative research process, the researchers play a vital data collection tool who investigate what happens, why events occur, and what those events mean to the participants studied. This research is in line with that of Hill (2004) claimed that the qualitative method provides a more detailed insight into comprehension of social phenomena, which means that depth viewpoints are experienced by individual participants, compared to the quantitative method, such as a questionnaire.

The interview process consisted of five main questions:

- 1) Do you prefer online learning or traditional learning? Why?
- 2) Which video conferencing platforms did you find difficult to use? Why?
- 3) What were your challenges during online learning amid the COVID-19 pandemic?
- 4) Did the present social situation and staying at home in the long run amid the pandemic discourage learners from participating in the online sessions?
- 5) Comment on your ability to enhance your performance effectively in online sessions?

Preventative measures from contagious diseases by not keeping close contact with interviewees and facilitating their time, I directed via email for invitations to interviewees to engage in the meeting. Following their acceptance and setting a suitable day and time for each interviewee, I interviewed the Zoom application, and the duration of one interviewee lasted 15 minutes. Also, I asked them permission to make a recording before interviewing during the meeting to record their viewpoints and perspectives for five questions. Fortunately, interviewees are dedicated, willing to spend their time, and shared their viewpoints and experience during the online learning process.

After each question, participants were then asked additional questions based on the context of their previous answers. For example, in response to the question “Do you prefer online learning or traditional learning?” one of the participants (referred to as VNKN for this study) answered the following:

“I prefer to study traditionally rather than online because I am easily distracted by many obstacles such as mobile phones. Honestly, I often use my phone to text with friends or surf Facebook while taking online classes. In addition, online learning is also affected by the internet connection, and sometimes it makes me lose interest in studying.”

This method involved manually transcribing and translating recordings from the interviewees and then dividing each recording into many paragraphs relating to a specific theme. The letters stand for the abbreviation of the interviewee’s name. For example, the following is an excerpt from the interview with Trinh Hieu Minh, one of the participants:

“From my perspective, Zoom is difficult for me. First and foremost, I don’t understand why, when I use Zoom, the connection is weak and the lesson is missed. Second, the meeting deadline was only 40 minutes, and it took me a long time to reopen or join another meeting.” (The second appearance of the theme)

- THM stands for the name of the interviewee “Trinh Hieu Minh”.
- It is the second appearance of the theme: The video conference platforms hinder students from online learning.

Using the qualitative method, I efficiently categorized the data and found the main features in the interviewees’ answers. While these findings do contribute to the research results, I did not examine them in isolation. We also compared and contrasted them with the data from the quantitative portion of our study to identify any potential correlations or contradictions.

3.3. Participants

In the quantitative research method, participants consist of 160 EFL students from a High-Quality English studies program, namely the first-year student, the second-year student, the third-year student, and the fourth-year student from the School of Foreign Languages. Those participants will be suitable for the research because they witnessed themselves using diverse video conference applications such as Zoom, Meet, and Microsoft Teams in the virtual learning process over several semesters. Specifically, the second-year, third-year, and fourth-year students who got a tremendous experience with online learning platforms for over two years encountered several problems during real-time online learning. Thus, these participants will be appropriate for the subject of the research.

Concerning the interviews, the researchers intentionally chose the four-year students who witnessed more experience with the online learning process. Specifically, they experienced several semesters spending their online learning time at home from the initial of the contagious pandemic in 2019. Those can help me gain deep insights into the pros and cons of online learning, find out their wants, and propose solutions for enhancing their academic performance during the COVID-19 pandemic.

3.4. Procedure of data collection

There were two main stages consisting of the interview session and questionnaires. I conducted a quantitative method before the qualitative research. Firstly, the reliability of the questionnaire was over 0.9, which shows that the questionnaire was qualified for use to collect data. Secondly, the researcher contacted English teachers to ask for admission via email and made a schedule to come directly to many classes. After getting the detailed information from teachers, the researcher went to each class and waited after their learning completion of lessons. After that, I introduced myself and guidelines clearly

about questionnaires. Participants were willing to do and ask misunderstood questions within 10-15 minutes despite the limit of close contact.

Regarding qualitative research methods, the researcher accidentally invited students who chose to engage in an interview and the four-year students who got experience in online learning for several semesters staying at home due to the contagious pandemic. I invited ten chosen EFL students from a High-Qualified English studies program to participate in an interview via Zoom. The researcher actively got in touch with those participants in advance by five days to make the appointment and asked participants for admission to make a recording following their viewpoints. Each student had 15 to 20 minutes to answer five questions during the online learning process.

3.5 Data analysis

3.5.1 Analysis questionnaire about EFL students' perceptions

After receiving 160 responses from participants via Google form, the researcher examined the number of participants, downloaded the data, and then coded it in Excel following 5 degrees of Likert scales. For inputting the data 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, and 5 means strongly agree. The researcher used the software SPSS version 26 and carefully run for each theme before getting the final results for analysis.

3.5.2 Analysis of EFL students' practices and interview questions

Regarding interview analysis, the major way of answering the five questions is by answering it orally through the Zoom application. So, the researcher manually summarized, analyzed, and discussed the participant's opinions and ideas in a suitable part of the thesis. Finally, the researcher classified it into each theme and compared it to the quantitative research method.

4. Findings and Discussion

4.1 Results from the qualitative portion of the study

Analysis of interview transcripts revealed ten main themes among participants' views regarding the diverse challenges. These themes namely (1) The inclination of conventional learning platforms, (2) Video conference platforms hinder students towards online learning, (3) Several challenges amid online learning, (4) Whether the current pandemic discourages learners from engaging in the virtual learning environment?, (5) The suggestions for enhancing the academic learning performance.

Theme 1: The inclination of traditional learning over online learning platforms

The majority of participants cherished traditional classrooms over online learning classrooms. Learners indicated that they were familiar with being taught following

learning conventional style from their childhood, and it is easy for them to absorb their learning lessons.

"I cherish face-to-face learning classrooms because I can connect with my friends and teachers in real-time classrooms, which is always easier for me to work in a group and more focus on the subject." (MA)

"I prefer face-to-face learning over online learning because I can talk directly with the teacher when I do not understand lessons, or less tedious to study with friends than when I study alone that I can not sleep." (LTKH)

There were 6 out of 10 people claimed that they like face-to-face classrooms. In contrast, some participants highlighted the benefits of online learning facilitating their movement, fuel-saving, and time-saving, and the recording can help both students and learners to review it.

"I prefer online learning. At first, it took some getting used to. But over time, I appreciate all the benefits online learning had over traditional learning...during online classes." (THM)

In the interviews, the majority of interviewees (VHM, MA, VNKN, LTKK, DTM, KKN) claim that traditional classrooms can attract the interviewers' attention as well as increase the interaction among people. Also, 4 out of 10 interviewees (LDTL, HKA, PTXH, THM) assert that online learning saves their time commuting and saving fuel, reviewing, and note-taking for lessons.

Theme 2: The video conference platforms hinder students from online learning
The percentage of students indicated that Zoom and Microsoft Teams were the most learning instruments hindering their real-time online learning process.

"I would say it is the Zoom application because its features are annoying. Moreover, the time to enter the classroom is quite long." (KKN)

"Microsoft team is the app I am not proficient in because of the lack of popularity. Particularly, its software interface is too complex for people who do not know much about technology." (VHM)

While the number of participants exerted that Microsoft Teams and Zoom were two apps for online learning. Other interviewees stated that these video conferencing apps easily to manipulate.

"I do not have problems with the platforms because it easy to use." (MA)

Whereas the majority of interviewees struggled with Zoom and Microsoft Teams applications, the minority students (VNKN, LTKK, HKA, MA) showed that these did not hinder them from accessing in real-time learning classrooms. Those can be tech-savvy people.

Theme 3: Several difficulties amid online learning

The problems hindering students are also mentioned in many aspects by the interviewees, which could affect their online learning performance.

a. The difficulties related to technology and connectivity

The first challenge regarding the technical issues that interviewees encountered weak internet connection, flaws in devices, which could not be fixed amid the contagious pandemic.

"The major problem for me was low technology use tools which took me a long time to access the video conference platforms before the online meeting." (KKN)

"Several interviewees mentioned the low degree of internet coverage and incompatible devices hindering them during the learning process". (MA, VHM, KIM, KKN)

b. The psychological issues towards online learning

Another major challenge that reached consensus viewpoints from interviewees was the motivation which discourages their effort during the online learning process.

"Motivation and distractions. Since there are a lot of entertainment websites and apps that I can easily access during online class using my phone or laptop, it was easy to get distracted from the lesson. Also, sometimes either I or the lecturer have trouble with the Internet, which can interrupt the lesson." (THM)

A number of participants affirmed that motivation was the major problem for them by 4 people out of 10 interviewees.

c. The social interaction toward online learning

The majority of interviewees indicated that social interaction is alleviated substantially while implementing online learning.

"The first difficulty is that I can hardly meet and interact with friends in the group to do group exercises. This leads to some exercises that do not perform at their best when presented." (DTM)

"The challenges are communications which I constantly stick to the screen for socialization which creates an invisible gap for me to make a conservation towards students, and teachers." (KKN)

A variety of people mentioned that social interaction decreases considerably while online learning, accounting for 5 out of 10 interviewees (PTXH, DTM, KKN, VNKN).

b. The problem related to distraction towards online learning

The main problem which reached a general commodity from interviewees was the distraction which they used social media for both entertainment and learning simultaneously. Also, they get distracted by several external factors such as household chores.

"Since there are a lot of entertainment websites and apps that I can easily access during online class using my phone or laptop, it was very easy to get distracted from the lesson. Also, sometimes either I or the lecturers have trouble with the Internet connection, which can interrupt the lesson." (THM)

Interviewees indicated they were dispersed by external factors related to do household chores and got a high degree of assignments.

"Some of the challenges I face when learning online such as frequent network outages, power-off, and some external factors that affect my studies such as helping my family, taking care of children." (LTKH)

More than half of the interviews, 7 out of 10 students (NTL, THM, NTK, VNKN, LTKK, KKN) affirmed that they got distracted by social media or external factors.

Theme 4: Whether the current pandemic discourage learners from engaging in the virtual learning environment?

There are a variety of viewpoints regarding the interest in online learning or traditional learning platforms. Some people affirm the benefits of virtual learning, which protect against contagious illness.

"In my opinion, people are motivated to study online in this situation because they are self-aware of the seriousness... time." (KKN)

Although some students prefer a conventional classroom, they participate in online learning because of the compulsory, taking attendance, or for their interest. However, they had to be familiar with virtual learning and modify their learning method for being flexible with this transformation.

To sum up, the majority of interviewees, 5 out of 10 students (DTM, NTK, KKN, VNKN) highlighted their interest in traditional learning platforms. While a few participants assume that they are inclined toward the virtual learning process (PTXH). Also, THM, HKA, VHM, the shifting into online learning did not alleviate their enthusiasm for their academic performance.

Theme 4: The suggestions for enhancing the academic learning performance

a. The perceptions of interviewees regarding the improvement of online learning amidst the pandemic

The interviewees commented on their experience while taking the virtual learning via the initial online learning semester of the pandemic in 2020.

"I consider myself having good computer and technology skills, so I have little difficulty learning online. I diligently take notes during the lessons and actively volunteer in discussions." (KKN)

To sum up, all of the interviewees experienced themselves during online learning. Though they met difficulties at first, they could adapt and modify their academic performance to the online learning process.

b. Suggestions for enhancing students' performance

However, they affirmed several plans for improving their academic performance.

"I think that students should set their objectives and sufficiently make a plan for each subject. Also, students should learn to self-control and manage their time effectively while online learning." (PTXH)

"The main solution for me is to focus 100% on the subjects compared to doing trivial activities." (MA)

Participants mentioned several flexible approaches to enhance their online learning process. They are making plans (PTXH, VNKN, NTK), improving social interaction (THM), seeking knowledgeable teachers for difficult questions (HKA), and focusing on studying (MA), modifying learning methods (NTL).

4.2 Results from the quantitative portion of the study

There was a total of 160 students who were students in the English studies High-qualified studies program engaged in the survey. The majority of participants belonging to course 44 were 65 students accounting for 41.4%. Also, 29 EFL students were in course 45, and there were 32 students and 33 students at roughly 20.4% and 21% towards course 46 and course 47 simultaneously.

Table 4.1: The proportion of participants engaged in the survey following the courses

Cohort	The number of participants	The rate (%)
Cohort 44	65	41.4
Cohort 45	29	18.2
Cohort 46	32	20.4
Cohort 47	33	21

4.3. The degree of challenges students faced towards online learning amid the COVID-19 pandemic

Before gaining considerable insights from students regarding their challenges amid the contagious pandemic. Participants were asked to undertake a general assessment of the degree of challenges faced while the virtual learning based on the Likert scale.

- 1) No challenge;
- 2) A little of challenges;
- 3) A few of the challenges;
- 4) Considerable challenges.

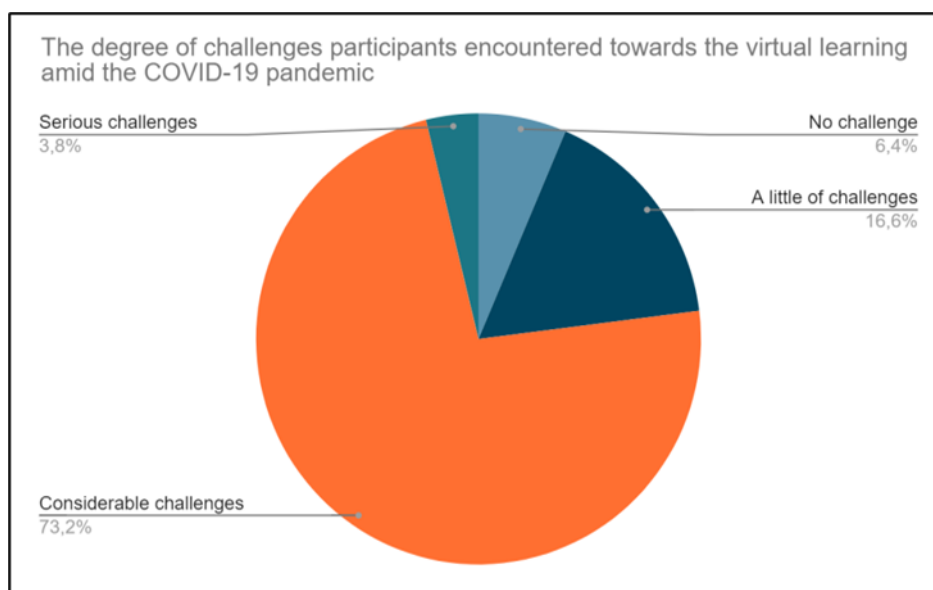


Figure 4.1: The degree of challenges that students faced towards online learning

From the Figure 4.1, it is the majority of participants that experienced considerable challenges in online learning amidst the contagious pandemic, accounting for 73.2%, while only 3.8% of participants made overall assessments facing several challenges. Also, 16.6% of participants faced the degree of meeting a little of challenges. However, around 10 students indicated that they did not find any challenges in online learning. These results show that participants were familiar with the new transformation of the virtual learning process amidst the COVID-19 pandemic.

4.4 The video conference platforms hinder students from online learning

Via the questionnaire, the result of the study indicated some virtual learning platforms which made it hard for students to access.

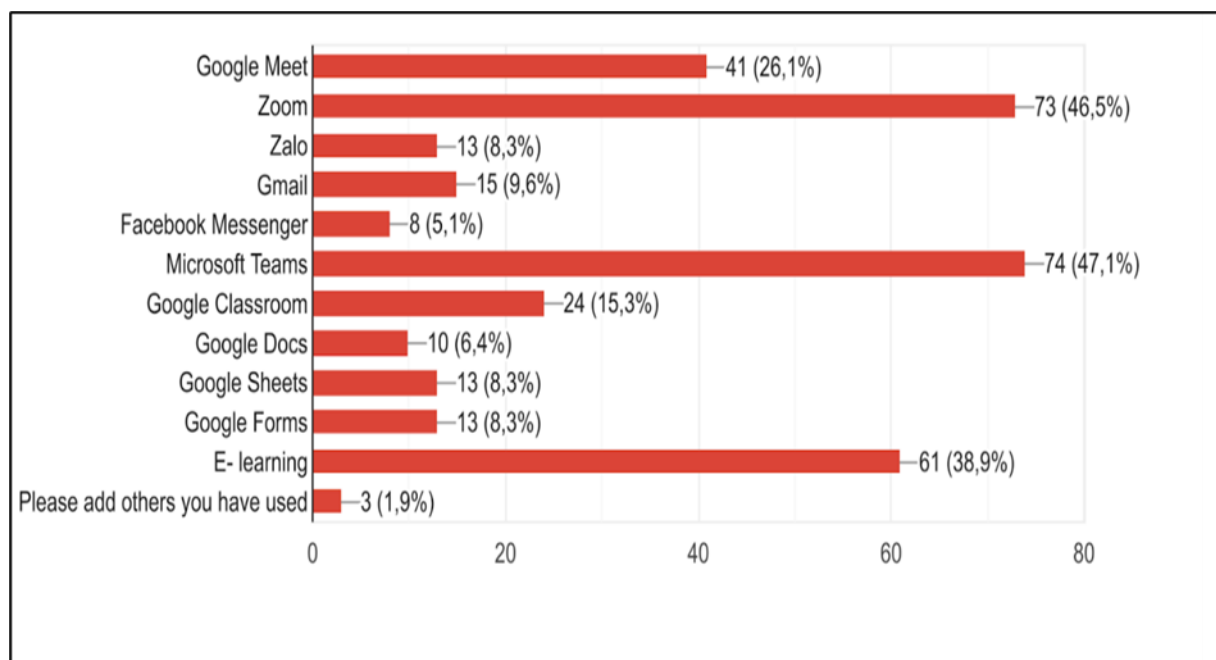


Figure 4.2: The video conference platforms cause students difficulties with online learning

The Figure 4.2 illustrates the proportion of participants who engaged in online learning via several video conferencing platforms. The majority of students indicated that Zoom and Microsoft Teams were the most difficult tools hindering them while implementing the virtual learning, at 46.2% and 46.8% simultaneously.

4.5 The challenges participants faced during online learning amidst the COVID-19 pandemic

Table 4.4: The difficulties related to technical issues students faced with online learning

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
1.1	The slow internet connection or the unstable network access.	1	5	4.12	.964
1.2	The technical devices were not sophisticated enough for me to online learning.	1	5	3.23	1.132
1.3	I was not adapting to several video conference platforms such as Zoom, Google classroom, Google Meet, and E-learning.	1	5	2.75	1.222
1.4	I met technical issues during real-time online learning.	1	5	3.62	1.124

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1.5	I met technical issues by contacting teachers and other students.	1	5	2.15	1.170
1.6	I met technical issues in doing online tests and online periodical assessments.	1	5	3.62	1.146
1.7	I met technical issues in completing and submitting assignments.	1	5	3.29	1.182
1.8	I met disconnection in electrical issues while completing online learning.	1	5	3.13	1.273

Table 4.4 provides data on participants' perceptions of their technical issues. A few people responded with "disagree" for questions in items 1.3 and 1.5. None of the response rates for either question exceeds 3. The proportions for "agree" responses in item 1.1 were quite high which was at 4.12. Also, the majority of participants responded "neutral" towards the left items.

Table 4.5: The difficulties in economic challenges towards the virtual learning

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
2.1	The high expense of the data package.	1	5	4.06	1.344
2.2	I could not afford to buy hi-tech devices serving for online learning	1	5	3.04	1.312

Table 4.5 provides data on participants' perceptions of their economic challenges. The rate of people who agreed with the amount of money for buying the data package accounted for 4.06.

Table 4.6: The difficulties in psychological related to challenges towards the virtual learning

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
3.1	I drove myself to distractions during online learning.	1	5	4.04	1.018
3.2	I could not manage my time for online learning effectively.	1	5	3.09	1.340
3.3	I used social media while implementing online learning.	1	5	4.19	1.169
3.4	I could not make a good habit and self-discipline of online learning.	1	5	3.40	1.212
3.5	I lacked motivation and was tedious while taking online learning.	1	5	4.15	1.221
3.6	I could not adapt to virtual learning due to swift change	1	5	3.19	1.230
3.7	Online learning was a temporary solution, and it was unimportant to me.	1	5	2.89	1.258
3.8	I worried about the security information personal be revealed.	1	5	3.47	1.211
3.9	I was concerned regarding the output quality of online learning.	1	5	4.06	1.095

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3.10	I could not learn in virtual learning effectively compared to the traditional learning process.	1	5	3.72	1.143
3.11	I found difficulties in using learning materials via technological devices.	1	5	3.72	1.228
3.12	The high degree of assignments rapidly increased when implementing online learning.	1	5	3.41	1.239
3.13	Online learning could not make an accurate assessment of my learning ability.	1	5	3.66	1.101
3.14	I was limited in using online learning materials.	1	5	3.65	1.222
3.15	I am scared of turning on the camera while online learning for interaction.	1	5	4.01	1.094

Table 4.6 provides data on participants' perceptions of their psychological issues regarding online learning. The percentage of participants who explicitly experienced psychological issues in 3.1, 3.3, 3.5, 3.9, and 3.15 with over 4.0. Only the questions that "online learning was a temporary solution and important" which was lower than the other questions group at 2.89.

Table 4.7: The difficulties in social interaction towards online learning amid the COVID-19 pandemic

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
4.1	The considerable decrease of interaction among teachers and students compared to the conventional classroom.	1	5	4.02	1.197
4.2	The online learning was one-sided lectures.	1	5	3.22	1.256
4.3	Teachers could not manage the online classroom effectively	1	5	3.67	1.194
4.4	Teachers lacked technological knowledge regarding using teaching instruments and video conferencing platforms.	1	5	3.21	1.159
4.5	Teachers could not respond timely to the questions from students about online learning.	1	5	2.97	1.222

Table 4.7 shows data on participants' social interaction towards online learning amid the COVID-19 pandemic. It is worth noting that the interaction via real-time online learning decreased considerably, which explicitly involved groups of people, at 4.02. There was a low "disagree" response rate, accounting for 2.97 in terms of the theme that teachers could not respond swiftly to students' questions, while the other figures had scores that were no less than 3.0.

Table 4.8: The difficulties in environmental issues towards online learning during the COVID-19 pandemic

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
5.1	The learning atmosphere was not comfortable and enjoyable.	1	5	2.58	1.319
5.2	Contingent on the level of internet connection or the electricity.	1	5	4.14	.980
5.3	I had to help my family to do household chores while online learning.	1	5	4.01	.920
5.4	I was interrupted by noise from other students who accidentally turned on their micro while online learning.	1	5	4.04	.987

Table 4.8 provides data on participants' perceptions of environmental issues regarding virtual learning. Most of the responses for "agree" included items 5.2, 5.3, and 5.4 which are over 4.0. There was only one theme rated for a lower point at 2.58 compared to the other 3 items.

Table 4.9: The difficulties in health issues towards online learning amid the COVID-19 pandemic

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
6.1	I suffered from a major headache and sore eyes when engaging in online learning.	1	5	4.13	1.062
6.2	I became physically inactive, with sluggish movement due to staying at home for a long run.	1	5	3.81	1.223

Table 4.9 provides data on participants' perceptions of health issues regarding online learning. Most of the proportions experienced "agree" for suffering from headaches and sore eyes, accounting for 4.1.

Table 4.10: The suggestions for enhancing towards teachers' performance for the School of Foreign Languages

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
6.3	To make sure that students were fully trained in digital literacy skills and using several video conference platforms while online learning.	1	5	4.21	.822
6.4	To enhance technical support for students while implementing online learning.	1	5	4.30	.808
6.5	To blend assignments with projects which encourage students to engage in the online learning lessons.	1	5	4.17	.995

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6.6	To celebrate several activities for students to enhance their technical skills for online learning.	1	5	4.19	.936
6.7	To create opportunities for sharing online learning experiences while implementing real-time online learning.	1	5	4.14	.924
6.8	To create workshops for teachers could manipulate their teaching techniques by using video conference platforms for online learning.	1	5	4.19	.931
6.9	To encourage students to adjust their learning methods for the virtual learning conditions.	1	5	4.31	.849
7.0	Teachers could record their lessons for students to watch again.	1	5	4.50	.802

Table 4.10 provides data on perceptions of participants of suggestions for enhancing student performance in the School of Foreign Languages. For most of the 8 items surveyed, the amount of “Agree” responses constituted the answers, at over 4.10.

Table 4.11: The suggestions for enhancing students' performance towards students during their online learning process

No	Item (N = 160)	Minimum	Maximum	Mean	Std. Deviation
7.1	I preferred taking face-to-face classrooms compared to online learning.	1	5	4.21	.822
7.2	I hope to alleviate the time for lessons to prevent regular contact with technical devices for a long time.	1	5	4.30	.808
7.3	I desired to create several workshops and seminars for students to manipulate learning instruments and video conferencing platforms for online learning.	1	5	4.17	.995
7.4	I want to enhance the interaction among teachers and students while online learning.	1	5	4.19	.936

Table 4.11 illustrates data on participants' perceptions of suggestions for enhancing student performance towards students. There was only one outlier from this pattern: decrease the time for lessons to prevent contacting technical devices for a long time. For these items, “neutral” responses accounted for 3.95. Respondents witnessed a high degree of agreement towards item 2.1, item 2.3, and item 2.4 at over 4.0.

5. Conclusion and Discussions

5.1 Discussions

The purpose was to examine the challenges and suggestions 160 EFL students faced during their online learning process amidst the COVID-19 pandemic. The results of the research methodology I used revealed the following findings.

From the first themes related to the inclination to traditional classroom platforms, I can surmise that most participants in this study prefer face-to-face classrooms due to the sense of social interaction among teachers and students, not being distracted, and easily manipulating lessons. This is in line with the study conducted by Adnan, et al (2020) stated that online learning could not produce desirable outcomes that participants lacked in interaction. Participants expressed satisfaction with conventional classrooms compared to virtual learning classrooms and encountered several difficulties, namely weak internet coverage, and lack of time-management skills and concentration.

The second theme, video conference platforms, revealed that Zoom and Microsoft Teams were the two most difficult tools for students to use for online learning. Zoom took them a long time for login and registration, got a weak voice, and delivered materials due to the low internet bandwidth. Moreover, Sobaih et al., (2021) stated that Microsoft Teams produced minimal flaws that participants did not recognize as a standard tool to engage in the course. Also, students had limitations on recorded limited support by their educators and classmates. Moreover, it took us a few minutes to access the meeting due to registering for their accounts.

The third theme indicated that there are considerable challenges namely (1) technical and connectivity difficulties (2) psychological difficulties (3) social interaction difficulties.

In particular, technical and connectivity difficulties were the most challenging for participants. In correlation with the quantitative data shows us that people who completed the questionnaire think that they met in the slow and unstable internet connection. Mishra et al., (2020) indicated that the main challenge was the low internet coverage which forced students to turn off their video cameras for their real-time meetings to remain a stable connection, which alleviated the teacher's motivation and interaction with online teaching.

Another problem was that students lost their motivation as they could not get swift responses and feedback during the online learning process. In addition, participants indicated that they were easily distracted by external factors. Specifically, they did not have a comfortable learning environment where they had to do household chores which adversely affected their learning process. Suprianto, et al., (2020) online learning diverted their attention to doing additional activities regarding doing household chores.

The fourth theme related to whether the current pandemic deterring students from participating in the online learning process showed us that students can adapt and be flexible with this shifting from face-to-face learning to an online learning classroom.

Despite many challenges and barriers during the learning process, Krishnapatria (2020) students were satisfied with online learning courses. In connection, Sujarwo (2020) indicated that students did not prefer to implement virtual learning before the initial outbreak of the COVID-19 pandemic. In contrast, students show their interest after experiencing online learning platforms for the latter period due to being flexible, saving time, and could be learned everywhere.

The fifth theme indicates that participants give suggestions for their online learning process. Specifically, students want to enhance interaction, sustain attention, make plans, and actively ask questions for support. Adnan et al, (2020) indicated that to be effective and productive during the online learning process, students had to be familiar with the virtual learning platforms and technology literacy skills. Moreover, Octaberlina et al., (2020) claimed that teachers should give breaks during real-time online learning, which could eliminate students' exhaustion, eye strain, and other visual Computer Visual Syndrome (CVS). Efriana (2021) showed that teachers should get hold of attractive learning materials, and capture videos to sustain the interaction. Also, teachers could encourage and motivate students to set realistic learning objectives for each subject and use professional judgment applications to assess students' academic performance amid online learning.

Data obtained from questionnaires shows us that students can manipulate using several video conferencing platforms, be satisfied with their learning atmosphere and get prompt responses from teachers. However, learners still meet tremendous difficulties while implementing the online learning period. Noticeably, the majority of students may tackle the inequality of internet coverage and high expense in data packages. Also, the psychological issue is a considerable concern. For example, distractions and the shortage of motivation can adversely affect students' performance regarding using social media and learning simultaneously, becoming tedious before engaging in online-real-time meetings. In addition, there was a considerable decrease in social interaction. Several participants did not want to turn on their cameras for interactions in the virtual classrooms. Moreover, students may face physical health difficulties in eye strain, headaches using digital devices in the long run, and suffer from external environments such as noise from peers turning on their mic or doing household chores.

5.2 Summary of the major findings

After careful consideration of data from both the qualitative and quantitative portions of the study, and making a comparison of various aspects of the data sets, I have consolidated conclusions into a list of findings. They are:

- The majority of participants encountered considerable challenges while implementing online learning (the questionnaire data).
- Noticeably, most students had an inclination toward face-to-face classrooms over virtual learning classrooms (firth interview theme and the suggestions in questionnaire data).

- There are some similarities between both data sets between the questionnaire and interview regarding the video conferencing platforms hinder students to Zoom and Microsoft Teams (the questionnaire and the second theme interview).
- The study identified four obstacles in conducting online learning for EFL students at Can Tho university: the first is the technical challenge and internet connection coverage, the second is psychological related to motivation, distraction, and interaction, the third is the economic challenges, and the last is the health problem.
- Also, participants stated that they had to spend their money on buying the internet database, which adversely affected their economic problems during the contagious pandemic.
- Regarding psychological problems, there was a shortage of motivation learners faced distractions, get bored, used social media simultaneously, and were afraid of turning their cameras while taking online learning.
- In addition, the finding discloses that interaction, between teachers and students, had a profound impact on their online classrooms, which witnessed a rapid decrease compared to face-to-face classrooms.
- In terms of environmental problems where students had to wait for the level of internet coverage and electricity, help the family with doing chores, and be diverted by other classmates while the real-time learning process.
- Concerning health problems, participants also indicated that students encountered eye strain and headaches while implementing online learning.
- For suggestions towards teachers that participants want to be trained and manipulated in using diverse learning instruments and video conferencing platforms. Also, teachers can create many workshops, seminars, and symposiums where learners share online learning experiences, adjust teaching methods and make records for learners to review lessons later (the questionnaire data).
- For suggestions towards participants who highlighted the vital role in enhancing the interaction. Learners should engage in several workshops and seminars using several videos conferencing platforms and learning instruments, and find out their suitable learning methods (the questionnaire data and fifth theme questionnaire).
- Upon comparing and contrasting the results of the qualitative and quantitative portions of the study, we found that there were both correlations between certain parts. The fourth interview theme and the first two open-ended questions from the questionnaires show that participants all dealt with the two video conferencing platforms, namely Zoom and Microsoft Teams. Both sets of data revealed that the participants did find it hard to manipulate. In addition, there were several difficulties that students encountered. The first challenge related to the technical issues that interviewees had difficulties accessing with internet connection coverage. Also, the second theme that students encountered psychological problems was mainly lower motivation and distraction. Another subject that consistently with two was social interaction, a majority of students witnessed a

considerable decrease in social interaction, which was also often mentioned in the interviews and were consistent with the data.

5.3 Conclusion

The pandemic of COVID-19 in this study has forced the Vietnamese government to conduct policies moving from the face-to-face classroom to the online classroom. The objective is to examine the challenges and suggestions from one hundred sixty students majoring in the High-Qualified English study program at the School of Foreign Languages. The researcher used qualitative and quantitative data through interviews and questionnaires to investigate students' insights from their challenges and suggestions while implementing online learning. Their perceptions were recorded through online meetings via the Zoom application. Results indicated that most of the participants encountered considerable challenges while implementing the online learning process. Also, participants show a positive response to face-to-face learning compared to virtual learning, and students assumed that Zoom and Microsoft Teams are two video conferencing platforms that hinder them from access. In addition, students were highly satisfied with feedback and the clarity of teachers for tough questions and using sufficient resources. In contrast, the researcher investigated data from the first six question groups of questionnaires to compile a list of challenges that participants encountered, namely technical, economic, psychological, social interaction, environmental, and health issues. Also, correspondents give many solutions to enhance their academic learning amidst the online learning process.

5.4. Implications

This study hopes to provide an intensive insight into students related to their challenges and solutions while implementing real-time online learning during the COVID-19 pandemic. For students, to engage in online learning effectively, they firstly manipulate several learning instruments and utilize video conferencing platforms. Also, students should modify their learning approach, make a plan for each subject, implement self-directed learning, and avoid using social media while taking online learning. In addition, to reduce students' contact with technical devices in the long term, teachers can alleviate the time for one lesson by providing a break-time amidst online classrooms or giving some lessons for self-directed learning time to avoid several health problems.

From the student's viewpoint, to facilitate the challenges students face while engaging in online learning, teachers should:

- Students should be equipped sufficiently and fully to manipulate several video conferencing platforms via a series of workshops and symposiums. To be optimum effective, solely providing videos or materials, teachers can guide how to use these learning instruments in online classrooms.
- To enhance the technical support for students while implementing the online learning process. Teachers can organize a team supporting technological problems

that students can not handle or for teachers who can not help students with technical issues.

- Teachers can add several assignments and projects motivating students to use digital tools in the online learning process. Specifically, teachers can explain the objectives of these assignments, which can help students be more creative in technology literacy skills and accomplish them appropriately.
- Teachers can establish several activities for students engaging in online learning lessons and enhance their literacy skills that teachers can create several workshops and seminars related to technological knowledge. These activities can help students share their perspectives, and learning methods based on their hands-on experiences when witnessed in several semesters in real-time learning classrooms.
- To create many seminars where teachers can use their literacy skills effectively and sufficiently towards the online learning process.
- To motivate teachers to adjust their teaching approaches following the online learning conditions. For instance, teachers can use online games which draw students' attention and engagement to sustain the interaction during online learning lessons.
- Also, teachers can get feedback from participants who share in their learning process, which can help teachers modify their teaching methods. Moreover, teachers can make recordings for each lesson which students can review later.

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Conflict of Interest Statement

Both authors strongly agreed on the publication of this paper and there was no contention or rivalry during finishing the work. In other words, the authors declare no conflicts of interest in this article. Both authors are fully and equally responsible for the benefits and

harms after this article is published. The authors, moreover, declare that the material presented by us in this paper is our original work, and does not contain any materials taken from other copyrighted sources. Wherever such materials have been included, they have been clearly indented or/and identified by quotation marks and due and proper acknowledgements given by citing the source at appropriate places.

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