ENGLISH MAJOR STUDENTS' INTEREST IN ONLINE LEARNING AT DONG NAI TECHNOLOGY UNIVERSITY

Trinh Vu Thanh Tuyen[1*]

[1]*Dong Nai Technology University*

Corresponding author: Trinh Vu Thanh Tuyen, trinhvuthanhtuyen@dntu.edu.vn*

GENERAL INFORMATION

Received date: 01/4/2025

Revised date: 25/4/2025

Accepted date: 23/6/2025

KEYWORD

English major students;

Online learning;

Online learning course;

Online learning environment;

Suggestions.

ABSTRACT

The advancement of the Internet has provided an opportunity for online learning. Traditional educational models are being supplanted by innovative online learning systems, particularly in an era that emphasizes "learning anywhere, anytime." A number of universities around the world have started offering online learning or online courses through various digital methods. Indeed, the current online learning frameworks are transforming the way instructional content is delivered, how learning activities are conducted, and how social interactions occur. Consequently, students at Dong Nai Technology University have numerous chances to engage in online learning. Despite the growing popularity of online learning environments, there is limited research on students' attitudes toward these platforms. This study aims to investigate learners' interest in online education. To collect both quantitative and qualitative data, two instruments were used: a questionnaire administered to 87 English majors and interviews with 11 students. The results of this study on students' perceptions and attitudes toward online learning were positive, so it will not only aid in evaluating pedagogical strategies but also assist university administrators in preparing for Internet-based education delivery.

1. INTRODUCTION

1.1. Background to the study

Nowadays, learning and acquiring knowledge frequently take place outside traditional educational environments. Numerous methods exist for educating individuals, making education more accessible for learners. According to Cha, Kim and Kim (2022), online learning enables students to review online lessons repeatedly at their convenience. Among these various approaches, online learning is the most prevalent and accepted method for advancing education in esteemed institutions worldwide.

Asabere and Enguah (2012) suggested that online learning aims to transform the overall structure of the academic process. This form of learning is known by several terms, including computer-assisted training, and online learning. The definitions of online learning vary depending on the context and environment in which it is implemented. According to Bertea (2009), some experts view online learning as a teaching method that integrates multiple technologies, while others see it as an alternative to distance education, facilitated by the internet as an effective means of rapid communication. Nichols (2003) described online learning as a collection of technological integrations primarily for educational purposes. The term "online learning" is broad and includes all forms of learning that utilize modern information and communication technologies (ICT).

A crucial aspect of the learning environment that online learning technologies support is students' attitudes toward online learning. Attitudes are related to individuals' thoughts, feelings, and behaviors toward an attitude object (Fiedler et al., 1971). According to a UNESCO report in 2006, online learning has become a significant mode of instruction in many developing countries, resulting in a decrease in the proportion of teachers with formal education. The use of online learning has rapidly increased in many developing nations due to technological advancements and accessibility (LAN, WLAN, internet connection, and IT support) (Williams et al. 2011:1–20). Despite this growth, these countries still face certain challenges. While traditional teaching and learning opportunities are abundant in developing nations, the number of engaged and active students suitable for interactive learning remains small (Andersson and Grönlund, 2009). Similarly, underdeveloped countries are the least prepared to adopt modern teaching methods.

1.2. Literature Review

1.2.1. Online learning course

In an online course, all materials are delivered through a course website, eliminating the need for face-to-face sessions. A survey by Allen and Seaman (2009) revealed that online enrolments in higher education are growing at a rate of 17 percent, which is much faster than the overall 1.5 percent growth rate of higher education in 2008. In the fall of 2008, more than 4.6 million students enrolled in at least one online course, indicating that over one in four higher education students in the U.S. participated in online learning (Allen and Seaman, 2009). During the same period, there were 845,461 students engaged in distance education, making up about 27% of all higher education students. Online courses are crafted based on the student-centred learning approach, where the instructor acts as a facilitator and coach rather than a traditional lecturer. The course website, which includes teaching and learning materials, is hosted on an accessible virtual learning platform, which might be called Learning Management Systems (LMS), Local Area Networks (LAN), Learning Management Content Systems (LMCS), or Virtual Learning Environments. To keep up with technological advancements, educational institutions worldwide have adopted online courses across various learning platforms such as Alphastudy, Moodle, Blackboard, Democrasoft, CyberExtension, BlackBoard, and WebCT (Finger, Sun, and Jamieson-Proctor, 2010).

1.2.2. Previous studies

A comprehensive examination of existing studies highlighted a notable and positive correlation between students' interest in online education and the user-friendliness and accessibility of computers. Most prior research has pinpointed obstacles to online learning and factors affecting students' enthusiasm for it.

A study by Nhan (2024) showed that although students enjoyed the flexibility and accessibility of online learning, they also faced significant challenges like decreased professor engagement, technological issues, and trouble maintaining motivation and self-discipline. Additionally, the study highlighted the value of improved student digital literacy, effective communication, and teacher support.

On the other hand, Cha, Kim and Kim (2022) expressed that viewed about online learning and student participation were significantly influenced by competency levels. Finally, students noted that one benefit of online learning is that they can review the content at their own pace. However, they also noted that there are drawbacks, such as delayed feedback, technical issues, and fewer communication chances.

In a similar vein, Al-Fahad (2009) found that students largely embraced mobile learning (m-learning) because wireless networks enable them to swiftly search for, obtain, and independently engage with educational materials and resources. Woo and Kimmick's research (2000) indicated that discussions about implementing online learning were both time-consuming and challenging.

Likewise, Warnet et al. (2000) conducted a study on students frequently using Web CT in a social work course and found that most participants considered the online learning materials beneficial to their overall educational experience.

Within the same context, Sanders (2002) evaluated students' perceptions of delivering learning components via the Web in a tertiary biology course. The results showed a positive impact on students' learning, particularly in problem-solving and critical thinking skills development.

Additionally, Paris (2004) assessed cognitive, affective, and behavioral domains among 52 public school students in Australia, focusing on their perspectives on online learning. His findings indicated that students generally supported online learning programs, though there were differences in attitudes based on gender.

Yang (2006) conducted a quantitative study at the University of Taiwan, School of Nursing, using a structured questionnaire to assess attitudes toward web-based distance learning and found that students had a favorable view of online learning due to its practicality and innovative learning methods.

Nevertheless, previous studies have also reported negative perceptions among students toward online learning. These negative attitudes were linked to a lack of computer skills, technological anxiety, hardware issues, poor study habits, low motivation, and an inability to work independently (Smith et al., 2000, Govindasamy, 2001; Rosenberg, 2001).

Another drawback of online learning is the absence of personal interaction with teachers or peers. Several studies found that many students felt isolated and lonely when required to focus on a computer screen.

They lacked the opportunity for direct interaction with the teacher, which is typical in conventional classroom settings (Ponzurick et al., 2000). Additionally, Furlong et al. (2000) utilized a mixed-method approach to examine the computer usage and perceptions of 800 students from primary and secondary schools in the United Kingdom. The study revealed that while children have a positive outlook on computer use at home, their attitude is more negative when it comes to school.

2. METHODOLOGY

2.1. Research questions

In order to achieve the aforementioned objectives, the study attempted to address the following research question:

"What is English majors' interest towards online learning?"

2.2. Research Design

This research utilized a mixed-methods strategy, combining both quantitative and qualitative data collection techniques to thoroughly understand students' attitudes toward online education. By integrating surveys with interviews, the study offered a more detailed examination of students' views, enhancing statistical findings with comprehensive insights.

2.3. Participants

The study was conducted at Dong Nai Technology University, involving 87 English major students selected randomly through a purposive sampling method. These participants came from various academic backgrounds and had different levels of experience with online learning. Furthermore, a group of 11 students was specifically chosen for qualitative interviews to gain a deeper understanding of their views and attitudes. Although this sampling method may not entirely represent the entire student population, it provided a practical means of gathering initial insights into students' attitudes toward online learning.

2.4. Research instruments

In order to collect both quantitative and qualitative data, two research instruments were utilized: a questionnaire and semi-structured interviews. These instruments were crafted to gather detailed insights into students' perspectives on online learning.

2.4.1. Survey Questionnaire

The questionnaire was designed to gather quantitative data on students' perceptions of and attitudes toward online learning. It comprised **20 items**, organized into the following thematic sections:

- **Accessibility and Convenience** (e.g. "I find online learning more flexible than traditional classroom learning").

- **Effectiveness of Instruction** (e.g. "I understand lessons better in online classes compared to face-to-face ones").

- **Technological Confidence** (e.g. "I feel confident using digital tools required for online learning").

- **Interaction and Engagement** (e.g., "I can easily communicate with my peers and instructors in online classes").

- **Motivation and Self-Discipline** (e.g., "I stay motivated and manage my time well in online learning environments").

Responses were rated on a **five-point Likert scale** ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

The questionnaire was distributed electronically to facilitate easy access and increase response rates. It was validated through a pilot study with a small group of students, and its reliability was measured using Cronbach's alpha.

2.4.2. Semi-Structured Interview

In order to gain a more comprehensive understanding of students' experiences with online learning, semi-structured interviews were carried out with 11 participants. The questions posed during these interviews centred on several key areas:

- The students' motivations for participating in online learning.

- The perceived benefits and drawbacks of online courses.

- The obstacles faced during online learning.

- Suggestions for enhancing the effectiveness of online education.

Depending on the preferences of the participants, interviews were conducted either via video conferencing or in person. Each session lasted around 10 to 15 minutes and was recorded to ensure precise transcription. A thematic

analysis was utilized to uncover common themes and insights from the participants' responses.

2.5. Data Collection Procedures

Data collection was executed in two stages over a span of four weeks to ensure comprehensive participation and precise responses.

Phase 1: Questionnaire Distribution

- The questionnaire was developed and pre-tested with a small group of students to confirm its clarity and dependability.

- It was subsequently distributed electronically through university email and online platforms like Google Forms to encourage maximum participation.

- Participants were given a one-week period to complete the questionnaire, with periodic reminders sent to boost response rates.

- Once the deadline passed, responses were compiled and verified for completeness before proceeding on to data analysis.

Phase 2: Conducting Interviews

- Interview participants were chosen based on their questionnaire responses, ensuring a range of perspectives.

- Each selected student was contacted via email and invited to take part in an online or face-to-face interview.

- Informed consent was obtained from all interviewees prior to the sessions.

- Interviews were conducted in a semi-structured manner, allowing participants the flexibility to elaborate on their experiences.

- Each session lasted about 10–15 minutes and was audio-recorded with the participant's consent.

- Interview transcripts were reviewed, coded, and thematically analysed to extract key insights.

2.6. Data Analysis Procedures

To ensure a comprehensive understanding of students' attitudes toward online learning, both quantitative and qualitative data analysis methods were employed.

Quantitative Data Analysis

- Data Cleaning and Preparation: The responses gathered from the questionnaire were checked for both completeness and consistency. Any responses that were incomplete or inconsistent were excluded from the analysis.

- Descriptive Statistics: Descriptive statistics, including frequencies and percentages were used to summarize students' overall attitudes toward online learning.

- Inferential Statistics: Statistical analyses, including t-tests, was performed to detect significant differences in perceptions based on demographic factors like academic year and previous online learning experience.

- Reliability Testing: The internal consistency of the Likert-scale items was evaluated using Cronbach’s alpha to ensure the questionnaire's reliability.

Qualitative Data Analysis

- Transcription and Coding: Interview recordings were transcribed word for word. A coding framework was established to classify responses into themes and subthemes.

- Thematic Analysis: The transcribed data underwent systematic analysis to identify recurring patterns, common perceptions, and major challenges associated with online learning.

2.7. Ethical Considerations

Ethical approval was obtained before data collection. Participants were informed about the study’s aims and assured of their confidentiality and anonymity. Participation was voluntary, and students provided informed consent prior to completing the questionnaire or engaging in interviews.

2.8. Reliability and Validity

To ensure the questionnaire's reliability, a pilot test was conducted with a small student group. The internal consistency of the Likert-scale items was assessed using Cronbach's alpha. For validity, expert opinions from faculty members specializing in educational research were sought to refine the questionnaire and interview questions.

3. RESULTS AND DISCUSSIONS

3.1. Results from the Student questionnaire

Descriptive statistics are discussed first, followed by the responses of designed themes. The table below showed that 39(43%) of sample respondents were male, while 48(57%) were female students. This indicated that undergraduate level study was predominantly populated by female students compared to their male counterpart.

Table 1. Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	39	43
Female	48	57
Total	87	100

Students' interest toward the online English course

STT	Phát biểu	Phản hồi	N	Marginal %
1	Students are always supported and answered directly during class time and outside of school hours through forums, social networks, email	SDA	20	23,0%
		DA	12	13,8%
		N	6	6,8%
		A	28	32,2%
		SA	21	24,2%
2	The experiences in online classroom make the learning course interesting	SDA	23	26,5%
		DA	12	13,7%
		N	16	18,4%
		A	27	31,0%
		SA	9	10,4%
3	Students are tested and assessed on their understanding of the lesson weekly.SDA2124.1%	SDA	21	24,1%
		DA	9	10,4%
		N	12	13,8%
		A	33	37,9%
		SA	12	13,8%
4	Lecturers can deploy active teaching methods towards students in the direction of competency approach.	SDA	19	21,8%
		DA	10	11,5%
		N	16	18,4%
		A	31	35,7%
		SA	11	12,6%
5	Universities invest in modern technical facilities: computers, high-speed Internet, software for e-learning	SDA	16	18,4%
		DA	14	16,0%
		N	10	11,6%
		A	28	32,2%
		SA	19	21,8%
6	Students develop soft skills (communication, critical thinking, teamwork) when learning by e-learning method	SDA	19	21,8%
		DA	10	11,5%
		N	6	6,9%
		A	36	41,4%
		SA	16	18,4%
7	Using online learning makes learning interesting	SDA	20	23,1%
		DA	10	11,4%
		N	13	14,9%
		A	35	40,3%
		SA	9	10,3%

The table above indicates that 20 respondents (23%) strongly disagreed, 12 (13.8%) disagreed, 28 (32.2%) agreed, and 21 (24.2%) strongly agreed with the statement "Students are always supported and answered directly during class time and outside of school hours through forums, social networks, email". Among the total sample respondents, 6 (6.8%) of the respondents remained neutral.

In addition, the table shows that 23 (26.5%) of the respondents were strongly disagreed, 12 (13.7%) respondents were disagreed, 27 (31%) were agreed and 9(10.4%) of the respondents were strongly agreed with the statement" The experiences in online classroom make the learning course interesting". As 16 (18.4%) respondents were impartial to the statement.

The Table further reveals that 21 (24.1%) of the total sample respondents were strongly disagreed, 9 (10.4%) of the total respondents were disagreed, 33 (37.9%) were agreed and majority i.e. 12 (13.8%) of the respondents were strongly agreed with the statement "Students are tested and assessed on their understanding of the lesson weekly". Only 12(13.8%) of the total sample respondents were neutral with the given statement.

Similarly, the above Table also shows that 19 (21.8%) of the total respondents were strongly disagreed, 10 (11.5%) were disagreed, majority i.e. 31 (35.7%) were agreed and 11 (12.6%) of the respondents were strongly agreed with the statement "Lecturers can deploy active teaching methods towards students in the direction of competency approach." Only 16 (18.4%) of the total sample respondents were neutral with the given statement.

The Table shows that 16 (18.4%) respondents were strongly disagreed, 14 (16%) were disagreed, 28 (32.2%) were agreed and 19 (21.8%) of the respondents were strongly agreed with the statement "Universities invest in modern technical facilities: computers, high-speed Internet, software for online learning." Among

the total respondent, only 10 (11.6%) of the respondents were neutral with the given statement.

The Table shows that 19 (21,8%) of the respondents were strongly disagreed, 10 (11.5%) were disagreed, majority i.e. 36 (41.4%) were agreed and 16 (18.4%) were strongly agreed with the statement "Students develop soft skills (communication, critical thinking, teamwork) when learning by online learning method." while 6 (6.9%) of the total respondents were neutral with the assertion.

Furthermore, the Table reveals that only 20 (23.1%) respondents were strongly disagreed, 10 (11.4%) were disagreed, majority i.e. 35 (40.3%) were agreed and only 9 (10.3%) were strongly endorsed the statement "Using online learning makes learning interesting" while 13 (14.9%) of the respondents showed neutrality regarding the given statement.

The effectiveness of online learning

No.	Statements	Responses	N	Marginal %
1	Student's ability and skills improved a lot through the online English course	SDA	19	21.8%
		DA	13	14,9%
		N	5	5,7%
		A	29	33,4%
		SA	21	24,2%
2	Using online English course enabled students to control their learning effectively.	SDA	20	23%
		DA	15	17,2%
		N	13	15%
		A	30	34,5%
		SA	9	10,3%
3	Students found the activities on online English course quite effective.	SDA	18	20,7%
		DA	12	13,8%
		N	13	15%
		A	32	36,7%
		SA	12	13,8%
4	Using activities on online English course made learning time easier.	SDA	18	20.7%
		DA	11	12,6%
		N	15	17.3%
		A	32	36.8%
		SA	11	12.6%
5	The effectiveness of training with practical modules through E-learning is relatively high, students can practice skills through video tutorials of lecturers.	SDA	17	19.5%
		DA	13	15%
		N	10	11.4%
		A	27	31,03%
		SA	20	23%
6	Doing the online assignments are better than traditional assignments.	SDA	25	28.7%
		DA	15	17.3%
		N	10	11.4%
		A	27	31,04%
		SA	10	11,4%
7	The quality of teaching and learning can be increased through online learning because it integrates the different types of media.	SDA	21	24.2%
		DA	9	10,3%
		N	10	11.4%
		A	35	40,3%
		SA	12	13,8%
8	Online learning is economic in terms of time for students and teachers.	SDA	8	9,2%
		DA	11	12,6%
		N	7	8%
		A	38	43,7%
		SA	23	26,5%

The Table depicts that 19 (21.8%) of the sample respondents were strongly disagreed, 13 (14.9%) respondents do not support the statement, 29 (33.4%) were agreed and 21 (24.2%) of the respondents were strongly agreed that student's ability and skills improved a lot through the online English course. Among the total respondents, only 5 (5.7%) respondents were neutral with the statement.

The Table above shows that 20 (23%) of the respondents were strongly disagreed, 15 (17.2%) of those were disagreed, majority i.e. 30 (34.5%) were agreed and 9 (10.3%) of the total respondents were strongly agreed about the statement "Using online English course enabled students to control their learning effectively." Among the total sample respondents, 13 (15%) of the respondents were neutral with the statement.

The Table further reveals that 18 (20.7%) of the sample respondents were strongly disagreed 12 (13.8%) respondents were disagreed, majority 32 (36.7%) were agreed and 12 (13.8%) of the total sample respondents were strongly agreed with the statement "Students found the activities on online English course quite effective." Only 13 (15%) of the total sample respondents were neutral with the given statement.

Similarly, the above Table also indicates that 18 (20.7%) of the total sample respondents were strongly disagreed, 11 (12.6%) were disagreed, majority i.e. 32 (36.8%) were agreed and 11 (12.6%) of the total respondents were strongly agreed with the statement "Using activities on online English course made learning time easier." Only 15 (17.3%) of the total sample respondents were neutral with the given statement.

The Table highlights that only 17 (19.5%) respondents were strongly disagreed, 13 (15%) were disagreed, 27 (31.03%) were agreed and 20 (23%) respondents strongly support the statement "The effectiveness of training with practical modules through Online learning is relatively high, students can practice skills through video tutorials of lecturers." Among the

total respondents, 10 (11.4%) of the respondents were neutral with the given statement.

According to the table above, only 25 (28.7%) of the respondents were strongly agreed, 15 (17.3%) were disagreed, 27 (31.04%) were agreed and 10 (11.4%) of the total respondents were strongly agreed with the statement "Doing the online assignments are better than traditional assignments." while majority 10 (11.4%) of the total sample respondents were neutral with the given assertion.

Furthermore, the table also shows that only 21 (24.2%) respondents were strongly disagreed, 9 (10.3%) were disagreed, majority i.e. 35 (40.3%) were agreed and 12 (13.8%) were strongly endorsed the statement "The quality of teaching and learning can be increased through online learning because it integrates the different types of media." Among all the respondents, 10 (11.4%) of the respondents showed neutrality regarding the given statement.

Finally, the Table highlights that 8 (9,2%) of the sample respondents were strongly disagreed, 11 (12,6%) of were disagreed, majority i.e. 38 (43.7%) were agreed and 23 (26,5%) of the sample respondents were strongly agreed with the statement "Online learning is economic in terms of time for students and teachers." Among the total respondents, only 7 (8%) of the total selected respondents were neutral with the statement.

3.2. Results from the student interview

The thematic analysis of the student interviews revealed several key insights into their online learning experiences:

Flexibility *and Convenience:* Most students appreciated the flexibility of online learning, allowing them to manage their schedules effectively. However, some mentioned difficulty in maintaining discipline without a structured classroom environment.

Engagement *and Interaction:* Many students expressed concerns about the lack of real-time interaction with instructors and peers, which affected their motivation and learning experience.

Technical Challenges: Internet connectivity issues and unfamiliarity with online platforms were commonly cited problems, particularly among students in rural areas.

Preferred *Learning Modes:* A majority of interviewees preferred a hybrid learning model, combining online instruction with periodic face-to-face interactions to enhance engagement and understanding.

Suggestions for Improvement: Students recommended more interactive online activities, improved instructor communication, and better technical support to enhance the online learning experience.

3.3. Discussion

Although online learning offers significant benefits in terms of flexibility and accessibility, challenges related to engagement, interaction, and technical constraints remain. The positive perception of online learning is consistent with previous studies, such as Creswell (2018), which found that students value the opportunity to learn at their own pace. Nonetheless, concerns about limited interaction echo the results of Denzin and Lincoln (2017), who emphasized the necessity for more engaging online teaching strategies. The preference towards blended learning underscores the importance of combining online and traditional classroom approaches to optimize student engagement and learning outcomes. Tackling the identified challenges—such as enhancing internet infrastructure and adding more interactive components—can greatly improve the effectiveness of online education.

Advantages and Disadvantages of Online Courses

3.3.1. Advantages

Flexibility and Accessibility

Online courses offer students the opportunity to learn at their own speed and from any location, accommodating different schedules and learning preferences (Dhawan, 2020).

Cost-Effectiveness

Many online courses are more economical than traditional classroom settings, as they eliminate expenses related to commuting, accommodation, and printed materials (Means et al., 2013).

Diverse Learning *Resources*

Online learning platforms provide access to multimedia content, interactive tasks, and recorded lectures, enriching the educational experience (Sun & Rueda, 2012).

Personalized *Learning Experience*

Students can customize their learning journeys through adaptive technologies, quizzes, and on-demand assistance, enhancing engagement and retention (Bonk & Graham, 2012).

Encourages *Technological Skills*

Online education equips students with digital literacy and technological skills, which are crucial in today's job market (Coman et al., 2020).

3.3.2. Disadvantages

Lack of Face-to-Face Interaction

The lack of direct communication with instructors and classmates may result in decreased motivation, engagement and non-immediate feedback. (Richardson et al., 2017) and (Cha, Kim and Kim (2022),

Technical Issues and Internet Dependency

Unstable Internet connections and limited access to digital devices can impede participation, especially for students in remote areas (Bakia et al., 2012).

Self-Discipline and Time Management Challenges

Without structured schedules, students might struggle with procrastination and lack the discipline necessary to complete courses effectively (Kauffman, 2015).

Limited Hands-On Learning

Subjects that require practical or lab-based learning, such as engineering and healthcare, may not be as effective in an online format (Berge & Clark, 2005).

Assessment *and Academic Integrity Issues*

Online exams may be susceptible to cheating, and ensuring academic honesty can be challenging without proper monitoring tools (Harmon & Lambrinos, 2008).

While online courses provide flexibility, accessibility, and cost-effective learning solutions, they also pose challenges such as reduced interaction and technical limitations. Universities must address these issues by incorporating blended learning models and offering additional support to students for a more effective online education experience.

3.4. Recommendations for Improving the Effectiveness of Online Education

To improve the quality and impact of online education, the universities should implement the following strategies:

Enhancing Student Engagement and Interaction

Implement Interactive Learning Techniques: Use discussion boards, live Q&A sessions, and collaborative projects to encourage student involvement (Richardson et al., 2017).

Gamification and Multimedia Use: Incorporating quizzes, simulations, and gamified components can make learning more engaging and interactive (Hew et al., 2020).

Enhancing Technological Infrastructure

Ensure Stable and Accessible Learning Platforms: Institutions should invest in strong Learning Management Systems (LMS) that provide a smooth user experience and are compatible with mobile devices (Sun & Rueda, 2012).

Improve Internet Access for Students: Offering financial support or collaborating with service providers can help students in remote areas overcome connectivity issues (Dhawan, 2020).

Offering Comprehensive Student Support

Provide Online Academic Support Services: Virtual tutoring, academic counseling, and digital libraries should be available to support students (Means et al., 2013).

Develop Time Management and Self-Regulation Resources: Online workshops or modules on self-discipline and effective study habits can aid student success (Kauffman, 2015).

Enhancing Instructor Training and Teaching Methods

Provide Faculty Development Programs: Training instructors in online teaching techniques, digital tools, and student engagement strategies is essential (Coman et al., 2020).

Adopt a Blended Learning Approach: Combining online and in-person instruction can optimize learning outcomes and address the limitations of fully online education (Bonk & Graham, 2012).

Improving Online Assessment and Academic Integrity

Use Proctoring and AI-Based Monitoring Tools: To uphold academic integrity, institutions can use AI-driven proctoring solutions during exams (Harmon & Lambrinos, 2008).

Encourage Alternative Assessments: Implementing open-book exams, project-based assessments, and peer evaluations can reduce cheating and promote deeper learning (Bakia et al., 2012).

By incorporating interactive learning strategies, enhancing infrastructure, providing student support, training instructors, and refining assessment methods, universities can develop a more effective and engaging online education system. Addressing these areas will help institutions overcome common challenges and enhance learning outcomes in digital environments.

4. CONCLUSION

4.1. Conclusion

The investigation into the interest of students majoring in English towards online learning at Dong Nai Technology University offers valuable insights into the changing dynamics of higher education. The results indicate a varied reaction among students; some appreciate the flexibility and accessibility of online learning, while others encounter difficulties in adjusting to this new instructional format. Factors such as technological proficiency, course design, and prior online learning experiences play a significant role in shaping students' engagement and interest. The comparison between online and traditional educational methods highlights both the advantages and drawbacks of digital education for students majoring in English. It is essential for Dong Nai Technology University to tackle the identified challenges and capitalize on the benefits of online learning to improve the educational experience for these students. By continuously enhancing online learning strategies, offering sufficient support, and promoting a positive outlook towards digital education, the university can better meet the needs of the students and equip them for a more digitalized future. Further research and evaluation will be crucial to ensure that online learning remains an effective and engaging option for English majored students at Dong Nai Technology University.

4.2. Limitations of the study

While this study offers valuable insights into students' attitudes toward online learning, several limitations should be acknowledged.

Firstly, the sample was selected randomly, which may restrict the generalizability of the findings. The participants may not represent the overall population of students at Dong Nai Technology University or other institutions.

Secondly, although this study concentrated on learners' perspectives, it did not adequately account for external factors that may significantly influence those attitudes. For example, how instructors teach has a significant impact on how students learn online. Effective teaching techniques, such incorporating multimedia, providing prompt feedback, and maintaining a clear structure, have been demonstrated to improve student satisfaction and engagement in online learning environments (Martin, Wang, & Sadaf, 2018; Bernard et al., 2009). Conversely, a poorly designed course or a lack of instructor presence might cause dissatisfaction and disengagement.

Additionally, students' perceptions of online learning can be significantly influenced by the technological infrastructure at their disposal. Negative experiences could be caused by unequal access to dependable equipment, user-friendly platforms, or high-speed internet (Dhawan, 2020). Students with limited bandwidth, for example, would find it difficult to participate in interactive content or video conferences, which could reduce their motivation and perception of the value of online learning.

Although they were not accounted for in this study, these outside factors probably had an impact on the participants' stated attitudes. Future studies should take a more comprehensive approach, including institutional preparedness and technology support systems, and integrating viewpoints from administrators and instructors.

REFERENCES

Allen, E. I., & Seaman, J. (2009). Learning on Demand: Online Education in the United States. Needham, MA: Sloan-C.

Al-Fahad, F. N. (2009). Students' attitudes and perceptions towards the effectiveness of mobile learning in King Saud University, Saudi Arabia. Online Submission, 8(2).

Anderson, A., & Grönlund, A. (2009). A conceptual framework for Online learning in developing countries: A critical review of research challenges. The Electronic Journal on Information Systems in Developing Countries. 38(2), 1-16.

Asabere, N.Y. and Enguah, S.E., (2012). "Use of Information & Communication Technology (ICT) in Tertiary Education in Ghana: A Case Study of Electronic Learning (Online learning)", International Journal of Information and Communication Technology Research, vol. 2, no. 9, pp. 660-671.

Bakia, M., Shear, L., Toyama, Y., & Lasseter, A. (2012). Understanding the Implications of Online Learning for Educational Productivity. U.S. Department of Education.

Berge, Z. L., & Clark, T. (2005). Virtual Schools: Planning for Success. Teachers College Press.

Bertea, P. (2009). Measuring Students' Attitude towards Online learning. A Case Study. A paper presented in the 5th International Scientific conference on online learning and software of Education, Bucharist.

Bonk, C. J., & Graham, C. R. (2012). The Handbook of Blended Learning. John Wiley & Sons.

Cha, Y., Kim, N. Y., & Kim, H. S. (2022). Effects of EFL learners' perspectives on online English classes: Gender, major, and proficiency. Journal of English Teaching through Movies and Media, 23(1), 42-57.

Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online Teaching and Learning in Higher Education during the Coronavirus Pandemic. Sustainability, 12(24), 10367.

Creswell, J. W., & Creswell, J. D. (2018). Research design: *Qualitative, quantitative, and mixed* methods *approaches* (5th ed.). Sage publications.

Denzin, N. K., & Lincoln, Y. S. (2017). The Sage handbook of qualitative research. Sage.

Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. Journal of Educational Technology Systems, 49(1), 5-22.

Fiedler, F. E., Mitchell, T., & Triandis, H. C. (1971). The culture assimilator: An approach to cross-cultural training. Journal of applied psychology, 55(2), 95.

Finger, G., Sun, P.-C., & Jamieson-Proctor, R. (2010). Emerging Frontiers of Learning Online:Digital Ecosystems, Blended Learning and Implications for Adult Learning. In T. T. Kidd, & J. Keengwe, Adult learning in the digital age : perspectives on online technologies and pedagogies (pp. 1-13). New York: Hershey.

Furlong, J., Sutherland, R. & Furlong, R. (2000). Screenplay: An exploratory study of children in 'techno-popular' culture. E.A.S.R. Council. Bristol, England: University of Bristol.

Govindasamy, T. (2001). Successful Implementation of online learning: Pedagogical Considerations. The Internet and Higher Education. 4(3-4), 287-299.

Harmon, O. R., & Lambrinos, J. (2008). Are Online Exams an Invitation to Cheat? Journal of Economic Education, 39(2), 116-125.

Hew, K. F., Huang, B., Chu, K. W. S., & Chiu, D. K. (2020). Engaging Asian Students through Game Mechanics: Findings from Two Experiment Studies. Computers & Education, 149, 103815.

Kauffman, H. (2015). A Review of Predictive Factors of Student Success in and Satisfaction with Online Learning. Research in Learning Technology, 23, 26507.

Maio, G. R & Haddock, G. 2009. The Psychology of Attitude Change. Sage Publication.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2013). The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. Teachers College Record, 115(3), 1-47.

Nhan, L. K. (2024). Investigating EFL English-Majored Students' Perceptions Towards Online Learning: The Case of a University in Vietnam. International Journal of Science and Management Studies (IJSMS), 7(3), 318.

Nichols, M. (2003). A theory for online learning. Retrieved November 04, 2015 fromhttp://www.ifets.inf/journals/6_2/1.pdf

Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS (7th ed.). Routledge.

Paris, P. G. (2004) Online learning: A Study on Secondary Students' Attitudes towards Online Web-Assisted Learning, International Education Journal. 5(1), 98-112.

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. Journal of Applied Psychology, 88(5), 879-903.

Ponzurick, T. G., France, K., Russo, L., & Cyril, M. (2000). Delivering graduate marketing education: An analysis of face-to-face versus distance education. Journal of Marketing Education. 22(3), 180-187.

Rosenberg, M. J. (2001). Online learning, strategies for delivering knowledge in the digital age. New York: McGraw-Hill.

Richardson, J. C., Maeda, Y., & Swan, K. (2017). Social Presence in Relation to Students' Satisfaction and Learning in Online Environments: A Meta-Analysis. Computers in Human Behavior, 71, 402-417.

Sanders, D. W. and Morrison-Shetlar, A. I. (2002). Student Attitudes toward WebEnhanced Instruction in an Introductory Biology Course. Journal of Research on Computing in Education, 33(3), 251-262.

Smith, B., Caputi, P., &Rawstorne, P. (2000). Differentiating computer experience and attitudes toward computers: an empirical investigation. Computers in Human Behavior, 16, 59–81.

Sun, J. C., & Rueda, R. (2012). Situational Interest, Computer Self-Efficacy and Self-Regulation: Their Impact on Student Engagement in Distance Education. British Journal of Educational Technology, 43(2), 191-204.

Sun, P. C., Tsai, R. J., Finger, G., Chen, Y. Y., & Yeh, D. (2008). What drives a successful online learning? An empirical investigation of the critical factors influencing learner satisfaction. Computers & Education, 50(4), 1183-1202.

UNESCO. (2006). Teachers and educational quality: Monitoring global needs for 2015. Retrieved November 1, 2015 from http://www.uis.unesco.org/template/pdf/Teachers2006/TeachersReport.

Warnet, S., Olliges, R., and Delicath, T. (2000). "Post course Evaluations of WebCT Classes by Social Work Students", Research on Social Work Practice, 10(4), 487- 504

Woo, M.A., and Kimmick, J.V. (2000). Comparison of Internet versus lecture instructional methods for teaching nursing research. Journal of Professional Nursing. 16, 132–139.

Williams, M. J., Mayer, R., & Minges, M. (2011). Africa's ICT infrastructure building on the mobile revolution. The World Bank. Retrieved November 1, 2015 from http://siteresources.worldbank.org/Information And Communication and Technologies/Resources/AfricasICTInfrastructure_Building_on_MobileRevolution_201.pdf.

Yang, K.F. Yu, S., (2006). Attitude toward web based distance learning amongst public health nurses in Taiwan: A questionnaire survey. International Journal of Nursing Studies, 43(6), 767-74.

Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). Sage publications.

SỰ QUAN TÂM CỦA SINH VIÊN CHUYÊN NGỮ ĐỐI VỚI VIỆC HỌC TRỰC TUYẾN TẠI TRƯỜNG ĐẠI HỌC CÔNG NGHỆ ĐỒNG NAI

Trịnh Vũ Thanh Tuyền[1*]

[1]*Trường Đại học Công nghệ Đồng Nai*

*Tác giả liên hệ: *Trịnh Vũ Thanh Tuyền, trinhvuthanhtuyen@dntu.edu.vn*

THÔNG TIN CHUNG

Ngày nhận bài: 01/4/2025

Ngày nhận bài sửa: 25/4/2025

Ngày duyệt đăng: 23/6/2025

TỪ KHOÁ

Sinh viên chuyên ngữ;

Học trực tuyến;

Khóa học trực tuyến;

Môi trường học trực tuyến;

Đề xuất.

TÓM TẮT

Sự phát triển của Internet đã tạo ra cơ hội cho việc học trực tuyến. Các mô hình giáo dục truyền thống đang được thay thế bằng các hình thức học trực tuyến đổi mới, đặc biệt là trong thời đại nhấn mạnh vào việc "học mọi lúc, mọi nơi". Một số trường đại học trên thế giới đã bắt đầu cung cấp các khóa học trực tuyến hoặc học trực tuyến thông qua nhiều phương pháp kỹ thuật số khác nhau. Thật vậy, các hình thức học trực tuyến hiện tại đang chuyển đổi cách truyền tải nội dung hướng dẫn, cách tiến hành các hoạt động học tập và cách diễn ra các tương tác xã hội. Do đó, sinh viên tại trường Đại học Công nghệ Đồng Nai có nhiều cơ hội để học trực tuyến. Mặc dù môi trường học trực tuyến ngày càng phổ biến, nhưng vẫn còn một số ít nghiên cứu tìm hiểu về thái độ của sinh viên đối với vấn đề này. Nghiên cứu này nhằm mục đích tìm hiểu mối quan tâm của người học đối với giáo dục trực tuyến. Để thu thập cả dữ liệu định lượng và định tính, hai công cụ đã được sử dụng: một bảng câu hỏi được đưa ra cho 87 sinh viên ngành tiếng Anh và phỏng vấn 11 sinh viên. Kết quả tích cực của nghiên cứu này về nhận thức và thái độ của sinh viên đối với việc học trực tuyến sẽ không chỉ hỗ trợ đánh giá các chiến lược sư phạm mà còn hỗ trợ các nhà quản lý trường học trong việc chuẩn bị cho việc cung cấp giáo dục dựa trên Internet.