

# Online Language Learning via Moodle and Microsoft Teams: Students' Challenges and Suggestions for Improvement

Tu Phung Ngoc<sup>1,2</sup>, Luong Thi Kim Phung<sup>3,\*</sup>

<sup>1</sup> School of Chinese Language and Literature, Nanjing Normal University, Jiangsu, China

<sup>2</sup> Faculty of Pedagogy, Dalat University, Lamdong, Vietnam

<sup>3</sup> Faculty of Foreign Languages, Van Lang University, Hochiminh City, Vietnam

\*Corresponding author. Email: [phung.ltk@vlu.edu.vn](mailto:phung.ltk@vlu.edu.vn)

## ABSTRACT

Although technology has long been integrated into EFL classes and blended learning has achieved immense popularity, fully online language learning is still a novel approach in the Vietnamese context. Besides its obvious benefits, this learning mode also poses considerable challenges. This study explores EFL students' perceptions in respect of challenges faced by English majors during their online language learning via Moodle and Microsoft Teams and to provide teachers some practical suggestions for tackling these challenges. Quantitative data was collected from a questionnaire, and qualitative one was collected from a semi-structured interview. Quantitative results showed that students generally had negative attitudes towards many aspects of online education and confronted serious challenges such as technical problems, distractions, and lack of social interaction. Additionally, several factors associated with a high level of supportive attitude towards online education and some suggestions for improvement were found. The results of this research help EFL teachers justify their teaching methods to tackle their students' problems and help school administrators to develop long-term strategies to achieve their goal of providing effective total online language courses.

**Keywords:** *online learning, Moodle, Microsoft Teams, English learning, and teaching.*

## 1. INTRODUCTION

### 1.1. Online learning versus distance learning

The two terms online learning and distance learning are usually used interchangeably since both terms refer to the forms of learning in which teachers and students are separated geographically. Like distance learning, learning materials in online learning are delivered via electrical platforms. However, the difference between the two forms lies in the learners' needs. Distance learning is mainly for those who cannot afford the money and/or time to attend traditional courses but desire to pursue a degree in order to achieve their educational or professional goals, whereas online learning is for both who are able and who are unable to attend a traditional course [1]. Also, in online learning, teaching and learning can occur online, or there is a mix of face-to-face interaction and online interaction. Typically, online courses are defined as courses where at least 80% of the content is delivered online without face-to-face interaction; blended courses mean that 30-79% of the

course content is delivered online, and web-facilitated courses denote that 1-29% of the course content is delivered online [2].

### 1.2 Online learning versus other learning forms involving the use of computer and the Internet

Online learning is also distinguished from other forms of learning involving the use of computers the Internet; for example, e-learning, computer-based learning, and internet-based learning. E-learning is utilized to refer to all forms of learning in which information and communication technologies are exploited to enable face-to-face and online interactions. Internet-based learning is a form of learning supported by a teaching program implemented via a local or global internet network. Computer-based learning is a form of learning occurring on personal computers without the Internet. Online learning is a form of learning undertaken through

a specific learning management system with or without face-to-face instruction [3].

**Table 1.** Learning activities of some learning forms involving the use of computer and the Internet

Learning activities	1	2	3	4
participating in discussion forums		√		√
watching videos of tutorials or lectures	√			√
reading materials posted by lecturers	√			√
submitting coursework				√
taking tests		√	√	√
doing language practice		√	√	√

**Notes:** 1 - e-learning; 2 - internet-based learning; 3 - computer-based learning; 4 - online learning

### ***1.3 Online learning in Vietnam educational context***

Most research on this issue has focused on pedagogical script design in online-learning [4], benefits and drawbacks of online learning based on teachers and students' perceptions [5], the use and effectiveness of online learning systems in universities [6-8], perceptions of students in regard to online courses versus face to face classes [5], students and teachers' online learning and teaching activities and challenges [9], factors shaping the effectiveness of online modes of education [10], factors impacting online learning adoption behaviors [11], factors influencing learners' interactions with the content, peers, and instructors [12].

Though online learning has appeared in Vietnam for a long time, little attention has been paid to foreign language learning in general and English language learning in particular. In fact, technology has been increasingly employed in English language teaching and learning in Vietnam educational context since the last decade. Many English language teachers have been searching for effective tools (e.g., websites, wikis, blogs, and so on) to promote classroom interaction to motivate their students to learn English and improve their academic performance. Among various tools facilitating English teaching and learning, Moodle, a learning management system, is widely used in Vietnam's English courses.

### ***1.4 The use of Moodle in online language learning in Vietnam educational context***

Moodle is an acronym for Modular Object-Oriented Dynamic Learning Environment [13]. It is a software package created in 1999 and released in 2009 to help many educators, teachers, and practitioners make online courses to support their traditional classroom instruction. Although Moodle has been used in many tertiary institutions for a long time, research on this issue has only started recently. A few studies have tended to focus on

learning styles in online learning. It is found that participants learning English online via Moodle show their interest in online learning and find it effective to learn the English language by watching videos and listening to voice recordings. However, they fail to adapt to this new learning mode because of their poor computer skills [3].

In addition, Moodle includes a social constructionist approach to education emphasizing that learners can contribute to the educational experiences in alternative ways; for example, posting their comments on journal entries, interact with each other synchronously on an online discussion board, engaging in asynchronous discussions in Wikis and Forums, and so on. However, a recent study finds that Moodle's features are not user-friendly, especially to new users, because of having many functions. Another study on applying Moodle to teaching English indicates that few teachers and students use Moodle as an official platform for discussion and interaction. Instead, they resort to familiar social networking sites such as Facebook, Zalo, and Twitter [14]. As a result, Moodle is considered suitable for blended or web-facilitated course preparation instead of for fully online learning ones. This is why when completely online courses are required amid the COVID-19 outbreak, several universities in Vietnam have been combining Moodle with other platforms (e.g., Microsoft Teams, Google Meeting, Zoom Meeting, etc.) to create more effective online courses [8, 14]. Nonetheless, to the best of our knowledge, this combination's effectiveness based on teachers' and students' perceptions has been overlooked. In this context, we try to focus more on, this innovation which is based on students' responses on the use of Moodle and Microsoft Teams (MS Teams).

Since the beginning of February 2020, approximately 22 million students in Vietnam have been mandated not to attend school in an attempt to reduce the spread of COVID-19 [11]. In order not to let this temporary closure disrupt their students' education, many schools, and educational organizations have initiated online learning programs via different platforms to enable their students to study at home. Fully online learning is an attractive option during the recurrent COVID-19 epidemic. However, Vietnamese learners hold relatively negative attitudes towards fully online learning as the technology available is still basic, the online environment is not conducive to learning, and students find it hard to concentrate when studying online [11, 15]. As a result, there is a need to explore factors associated with a highly positive attitude towards online education. Recently, based on the integration of the Technology Accepted Model and Theory of Planned Behaviors, students' attitude and intention and subjective norms influence students' technology acceptance behaviors in online education [11]. It is unclear whether students' online educational experience and challenges affect their preference for learning online or not. Thus, in this paper,

we examine the correlation between students' attitudes towards online education and some factors related to online learning experience and challenges. Suppose our hypothesis that tackling some challenge-related factors can correlate with students' positive attitude towards online education comes true. In that case, we also try to explore some more practical solutions for tackling them based on the teachers or practitioners' suggestions.

Four research questions are guiding this study as follows.

1. What problems do students often encounter in their online courses via Moodle and MS Teams?
2. Do students have a positive attitude towards some aspects of online education (i.e., course achievement, curriculum design, teachers' instructions, student's self-discipline, and online learning platforms)?
3. What factors are associated with a high level of supportive attitude towards online learning?
4. What are the solutions suggested by teachers to increase students' preference for fully online learning?

This research helps teachers justify their teaching methods to suit their students' needs and help school administrators develop long-term strategies to achieve their educational goals.

## **2. METHOD**

### **2.1 Pedagogical setting**

This study was conducted at the Faculty of Foreign Languages of Van Lang University (VLU), with 2400 students. VLU has developed the website <https://hocructuyen.vanlanguni.edu.vn/> from the open-source Moodle. This website serves as an online platform for many purposes, including promoting student-teacher interaction outside class time, sharing teaching materials, and creating exercises. The research population is familiar with the learning management system - Moodle since it has been used as an online platform in many blended courses for a few semesters. Since February 17, because of the COVID-19 epidemic, students have been studying online via MS Teams and Moodle. In other words, traditional face-to-face classes have been replaced with virtual classes via MS Teams.

### **2.2 Participants**

This study's student participants were 212 English-major students who were familiar with taking blended courses at VLU. They all participated in fully online courses via Moodle and MS Teams in their second semester during the COVID-19 epidemic outbreak. Most of them were first-year students (68.9%), second-year students (9.0%), and third and final-year students (22.1%). Among the participants, 87.7% of students

never took fully online courses previously. Additionally, nine lecturers took part in our semi-structured interview.

### **2.3 Data collection instruments and procedure**

A Google-form questionnaire consisted of two parts, which were students' background information and their perceptions of online education. The first part included six questions related to participants' age, gender, years of BA education, and online educational experience. The second part included nine open-ended questions and a 5-point Likert scale with 20 items ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). The scale developed by previous studies [1, 16, 17] was used to measure attitudes towards online education and the level of students' difficulties in this learning mode. The first draft of this questionnaire was emailed to several online learning instructors at VLU and then was given to 10 students who were not included in the final administration of the survey to ascertain the validity and clarity of the instrument. Finally, our survey was carried out after at least 3-week online courses (i.e., from March 5 to March 10, 2020). Since Vietnam was restricting movement to minimize COVID-19 infection risks, using a web-based survey could be seen as the most feasible data collecting method. The survey link was shared with those who voluntarily participated in this study through Zalo and Facebook. A test of reliability showed an acceptable internal consistency among items with a Cronbach Alpha coefficient of .74.

After our data analysis of the first three questions, a semi-structured interview was conducted to elicit teachers' suggestions for improving students' technical skills, distractions, and lack of social interactions. We had to make sure that all the interviewees were familiar with teaching online courses via Moodle and MS Teams. All interviews were digitally recorded, transcribed, and translated into English for data analysis.

### **2.4 Data analysis**

For quantitative data, Microsoft Excel was used for data entry. Then, the data was analyzed using SPSS version 20. Firstly, descriptive tests were used to calculate and tabulate participants' demographic characteristics and online learning experience, as well as the frequency and proportions of responses. Secondly, a multiple linear regression test was employed to examine the extent that eight predictor variables (i.e., online learning experience, number of online learning subjects, Internet interruption, poor technical skills, limited technology infrastructure, distractions, lack of interactions between teachers and students, and lack of interactions among students) predicted the probability of having a high level of supportive attitudes towards online learning. The statistical software G\*Power 3.1.9.7 was also used to measure the statistical achieved power for the sample size of 212.

For qualitative data to analyze lecturers’ opinions and suggestions, a content analysis was conducted. Our analysis began with a line-by-line reading of their utterances. After reading and discussing the commonalities of them, the authors reviewed and coded the responses into four themes, which were suggestions for improving students’ technical skills, distractions, and lack of interactions with peers and instructors.

### 3. RESULTS AND DISCUSSION

#### 3.1. Survey results

##### 3.1.1. Problems that students often encounter in their online courses

**Table 2.** English majors’ learning challenges during their online education (N=212)

Challenges	Mean±SD
Lack of interactions among Ss	3.99 ± 1.16
Distraction	3.94 ± 1.21
Poor technical skills	3.79 ± 1.26
Lack of interactions between Ts and Ss	3.73 ± 1.21
Internet interruption	3.54 ± 1.17
Limited technology infrastructure	3.38 ± 1.43

The means of the six challenges were ranked in descending order of severity (see Table 2).

First, the data showed that the students confronted a serious **lack of interaction with their peers** (M=3.99; SD=1.16). This supports previous findings in the literature on the lack of social interaction in online learning [1, 3, 5, 12, 16, 17]. It was also found that students taking online courses via MS Teams interacted with friends only when they were required to work in pairs or groups. Most of them found MS Teams bandwidth-consuming and ineffective to interact with their classmates because of the lack of message notifications. Instead of that, they used other common social networks such as Zalo and Facebook. The fear of public speaking was also another reasonable explanation for this challenge. They are often worried that their classmates will judge them if they express something wrongly. Another reason could be that most students were unable to take advantage of collaborative learning and just appreciate learning from teachers rather than from their peers [10, 12].

Second, another major barrier to students learning online was students' distraction (M=3.94; SD=1.21). Based on our research participants' responses, the lack of an ideal learning environment is a reasonable explanation for this challenge. In fact, some had to go to cafes or net shops which are full of people and noise to take online

courses when having no internet connection at home, furthermore, despite sitting in a quiet environment with little distractions, they were frequently distracted by many other things, such as eating and drinking, texting, or surfing the Web for other purposes. This finding further supports the idea that online courses may prove especially challenging for students who do not have the skills for self-regulated learning [16]. Another possible explanation for students' distraction is their lack of learning motivation. A good example of this is found in this student's *self-regulated learning skills of stuff when taking some online courses that I do not like, but for the ones that I thought I could fail, I totally concentrate on it*".

Third, poor technical skills could be considered one of the most severe challenges (M=3.79; SD=1.261). Despite being able to use computers before entering college, very few respondents knew how to take advantage of computers for studying. Students' self-study activities were mainly internet-based learning, such as looking up new vocabulary, taking tests, listening to music, watching movies, discussing, or practicing English through websites, English online courses, or social networking sites. They also were not familiar with some office-related applications and frequently encountered some technical problems in their online courses such as forgetting passwords, having trouble with material downloading, using several new features of the online learning tools, etc. These findings confirm this conclusion that weak computer skill is one of Vietnamese students' biggest challenges when their learning activities are switched to the online format [3].

Fourth, another challenge is a lack of interactions between teachers and students (M=3.73; SD=1.21). In most online classes at VLU, Moodle was only used as a tool to help students download learning materials and submit assignments. To interact with teachers, students had to use MS Teams to express their ideas through conversations and chats. However, if not to be required, students were afraid to speak up and interact with their instructors. They stated that *“I don't raise any questions in class for fear that I might interfere with the lessons”*.

Interestingly, based on our participants' responses, students finding face-to-face interaction a big challenge to interact with their teachers were more likely to participate actively in courses in their online learning. This substantiates previous literature findings on the benefits of online education [12, 14]. The reason could be that students found it less anxious about making mistakes in online courses.

Finally, the two less serious challenges were Internet interruption (M=3.54; SD=1.17) and limited technology infrastructure (M=3.38; SD=1.43). This result is in line with previous findings of problems online learners often encountered and concurred with the statement that, *“Online learning is not always a seamless experience for*

students. Users encounter many problems including Internet interruption, system upgrade downtime, and the like.” [2:35].

### 3.1.2. Students’ attitudes towards some aspects of online education

It was indicated from the results that students had negative attitudes towards some aspects of online education (i.e., course achievement, curriculum design, teachers’ instructions, online learning tools, and even online education), with means we’re less than 3, see Table 3.

**Table 3.** English majors’ attitudes towards their online education (N=212)

Aspects of Online Learning	Mean±SD
Online learning tools	2.92 ± 1.20
Teachers’ instructions	2.60 ± 1.06
Curriculum design	2.24 ± 1.04
Course achievement	2.10 ± 0.97
Online education	2.08 ± 1.11

**Online learning tools.** The majority of students in this study felt that online learning platforms’ interfaces were user-friendly. Unfortunately, their attitudes towards these tools were not highly positive (M=2.92; SD=1.20). A satisfactory explanation for this was that students did not use all features of these learning tools. According to the data from our questionnaire and the findings of Huynh et al. (2019) [14], Vang Lang University students use Moodle primarily to download learning materials, submit assignments, and take quizzes. Another illustration was that students were only familiar with MS Teams’ features, such as Livestream, chats, and assignments. It could be concluded that the main reason for students’ dissatisfaction was their lack of experience in using these online learning platforms.

**Teachers’ instructions.** Although most students believed that online lessons were delivered at a moderate pace, their attitudes towards this aspect are fairly negative (M = 2.60; SD = 1.06). When they did not keep up with the lectures, our respondents stated that they often re-read the lecture slides, re-watched the previous lecture videos, or asked their classmates, instead of expressing their problems straightforwardly to their teachers for fear of losing their face. This result was in good agreement with some studies conducted in Vietnam [10].

**Curriculum design.** Our respondents had a low level of positivity of their teachers’ online course design since a small number of students believed that they could grasp the course information and syllabi (M=2.24; SD=1.04)

**Course achievement.** Our participants also showed negativity of their online course achievement since they believed that they had learned more in a face-to-face learning environment rather than in an online setting (M=2.10; SD=0.97) because of some distractions during their online lessons. This is completely consistent with this study [2]. However, a small number of students believed that they could gain as much knowledge when learning online as when attending traditional classes. It was easier for them to get higher grades when studying online than studying in a traditional classroom because they were provided more opportunities to do language review, research, and practices and interact with teachers online.

**Online education.** Participants showed their preference for face-to-face classes (M=2.08; SD=1.11) and considered online learning unsuitable for language learning. This concurs well with this finding [18], but the causes for this dissatisfaction found in their work and ours are different. They state that the main reason for students’ dissatisfaction is the lack of online learning experience and learning autonomy, whereas based on the responses of our students, online learning was inappropriate for learning languages, which consists of many communication-related skills because of Internet interruption, and lack of social interactions and stimulation. Interestingly, one student participant claimed that giving tests over the internet could be unfair since teachers were unable to ensure their students’ academic integrity as she stated that, “*when taking online tests, students could search for the answers on the internet or they had other people do the tests for them*”. Evidently, this finding underlined the importance of good practices for language learning assessment in online language learning. Unsurprisingly, we found that some students believed that online learning improved their academic performance. The reason for this rather contradictory result was that online learning provided them with more opportunities for self-practice and a less anxious learning environment that alleviated pressure from their friends and teachers. As a result, although the level of students’ positive attitudes towards online courses was unexpectedly high enough, we should not deny the role of online learning in language education.

### 3.1.3. Students' factors associated with a high level of supportive attitude towards online education

**Table 4.** Factors associated with a high level of positive attitude towards online education

Variables	$\beta$	SE	t	P
(Constant)	5.533	.212	.158	.000**
Online learning experience	-.002	.094	.022	.983
Number of online learning subjects	.021	.012	.744	.083
Internet interruption	-.288	.040	.214	.000**
Poor technical skills	-.013	.037	.363	.717
Limited technology infrastructure	-.044	.032	.402	.162
Distractions	-.119	.033	.629	.000**
Lack of interactions between Ts and Ss	-.198	.037	.34	.000**
Lack of interactions among students	-.203	.035	.752	.000***

**Notes:** N=212; \*\*\* p<.000

A multiple linear regression was undertaken to examine variance in students' positive attitudes towards online learning. Eight predictors were loaded into the model using the Enter method. Table 4 shows that the model was able to explain 80.5 % of the sample outcome variance (Adj.  $R^2 = .797$ ), which was found to predict the outcome significantly,  $F(8,203) = 76.252$ ,  $P < .001$ . There was a very strong effect size ( $d = 3.93$ ).

Four of the predictor variables significantly contributed to the model. Internet interruption ( $\beta = -.295$ ,  $t = 7.249$ ) and distractions ( $\beta = -.118$ ,  $t = 3.601$ ) were related to a low level of supportive attitude towards online learning. Increasing the interactions with peers and teachers was significantly associated with student preferences for online courses, with  $p < .001$ . This result is consistent with the finding of this study [19] that students' social interactions are the most important factors shaping students' satisfaction with online learning. Additionally, our other predictor variables (i.e., online learning experience, number of online learning subjects, poor technical skills, and limited technology infrastructure) did not significantly contribute to variance. As a result, we could conclude that dealing with several challenges (i.e., internet interruption, distractions, and the lack of social interactions) can positively affect students' preference for learning online.

### 3.2. Interview results

Evidently, it is important to tackle some student-related factors in order to make them more positive about online education. An interview was conducted to ask teachers who were familiar with the use of Moodle and MS Teams for some feasible suggestions, as presented below.

**Poor computer skills.** Most of our interviewees suggested that teachers should encourage peer learning when it comes to computer skills in English language classes. Some also suggested that teachers should ask students about their technology-related difficulties at the beginning of any online courses and help them solve these ones by creating tutorial videos or holding a few computer skills training sessions. This interview finding highlights teachers' important role in developing students' technical skills. Therefore, we could not agree more with this suggestion that teachers should be technologically well-trained. If they can deal with both expected and unexpected problems, their online courses also can run efficiently [10].

**Distractions.** It was suggested by the teacher interviewees that students should be requested to join real-time classes when they are in a quiet place, and they should be encouraged to participate in class activities by bonuses. One interviewee also stated that *"After lecturing for 15-20 minutes, teachers should ask students to do a quiz to check the students' understandings and concentration. If any students fail to do the quiz well, extra attention should be paid to them."*

As mentioned above, one of the main causes for students' distraction was their lack of learning motivation. Therefore, another feasible suggestion was given by an interviewee who said, *"Instead of presenting all information, teachers should let the students figure the answers out themselves in order to motivate them to participate in the lessons actively."* Furthermore, all interviewees agreed that teachers should invite random students to speak up during the lessons. It means students should be frequently required to interact during lessons. Although it is not morally wrong to randomly ask students to answer questions, this suggestion may not be effective because interaction must lead to meaning making and that in language learning producing meaningful sentences [12]. In general, it should be done in a way that students can learn to speak comfortably in front of their peers and be willing to take the risk of being wrong.

**The lack of interactions between teachers and students.** Based on the interview results, various do-and-don't strategies create meaningful interactions. For example, teachers should design many highly interactive activities such as mini-games. Another example of interactive activities is watching a video and answering the video questions. After listening to students' answers, teachers can give feedback on the answers and have

students ask the teachers some questions. Most of the teachers also strongly agreed that it is good to motivate students to participate in class activities by giving volunteering students bonuses.

Interestingly, an interviewee stated that *“Teachers should turn on the cameras to let their students see their faces during the lessons, which enables their students to feel that they are interacting with a real teacher, not a computer”*. This stimulates more interaction in an English class. However, some interviewees stated that they would rather not turn on the camera because of these two main reasons. First, they found it stressful to have to make sure that they look good all the time in front of a camera. Second, they worried that their students could snap a photo of them and then photoshopped it to make it fun and put it on their social networking sites.

**The lack of interactions among students.** In general, all of the teachers interviewed in this study stated that they try all the possible ways to get their students to work in groups. It seemed that they found it hard to help students work together in their online classes. A good example of this was found in this teacher’s statement that *“I found it impossible for me to supervise students’ interaction in online classes. Although all group assignments were completed, it was difficult for teachers to assess each student’s contribution properly”*. It is suggested that teachers encourage students’ autonomy, which is governed by their motivation, learning environment, interaction with teachers, and their peers [7].

#### 4. CONCLUSION

This study is the first step in enhancing our understanding of some problems that students often encounter in their online courses via Moodle and MS Teams and their reasons. Except for some technical problems (i.e., poor computer skills, Internet interruption, and limited technology infrastructure), students confronted some serious challenges, which include distractions and lack of social interactions. The three main reasons for the two problems are the fear of public speaking, their lack of a non-distraction learning environment, and some skills related to self-regulated learning and collaborative learning.

This work also reveals that students' attitudes towards some aspects of online education (i.e., course achievement, curriculum design, teachers' instructions, online learning tools, and even online education) are quite negative. Students' face-to-face course preference is attributed to issues involving distractions and lack of social interactions. Another possible explanation for this preference is that students do not use all Moodle and MS Teams features and lack online learning experience and learning autonomy. We have also obtained a comprehensive result demonstrating that dealing with several challenges (i.e., Internet interruption,

distractions, and lack of social interactions) can positively affect students' preference for online learning.

Taken together, we carry out an interview and find out some feasible solutions for improving students’ technical skills and tackling their difficulties in online learning. First, teachers should master IT skills so that they can successfully help students solve technology-related difficulties and make use of all features of online learning platforms. Second, developing students' learning motivation is another suggestion for improvement. Teachers can use various strategies to make students more productive such as giving bonus points, providing highly interactive classroom activities, giving immediate feedback, etc. Teachers should consider when randomly asking students to answer questions and make sure that students are willing to take risks and make mistakes. Finally, building students' skills involving self-regulated and collaborative learning is extremely necessary to help students avoid distractions and contribute to increased social interactions among students.

In summary, these findings add substantially to a growing body of literature on problems and solutions in online language education, especially in Vietnam educational context.

#### 5. LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

We are aware that our research may have several limitations. First, this study is conducted based on a convenience sample over-representative of first-year students. Future research should use a more systematic and representative method to improve the results' generalizability. Additionally, our results should be validated by larger sample size. Second, based on students’ reflection, we are surprised to find that teachers may not adequately ensure students’ academic integrity because of far-distance delivery in the online course. Therefore, there is a need for investigations into online language learning environments' assessment practices. Third, this study just focuses on the learners’ social interactions with their peers and teachers. On a wider level, their interactions with the content are vital for future research. Finally, we are in the process of investigating the innovation of using Moodle and MS Teams. To further our research on this issue, we intend to examine its effectiveness by evaluating online learning outcomes. We hope that our research will serve as a base for future studies on this issue.

## AUTHORS' CONTRIBUTIONS

Phung Luong contributed to the conceptualization and conducted the data collection. Ngoc Tu contributed to this study's design and the data curation, analysis, and interpretation and wrote the manuscript in consultation with Phung Luong. Both authors substantially discussed the results and contributed to the final manuscript.

## ACKNOWLEDGMENTS

The authors gratefully acknowledge all participants for their valuable comments on online learning and teaching activities, without whose help this work would never have been possible. We are grateful to Mr. Nguyen Van Chuc for his assistance in reference resources.

## REFERENCES

- [1] V. Tran, & Q. M. Nguyen, Motivations and barriers of Vietnamese students towards distance education, *Journal of Science Ho Chi Minh City Open University*. 3(15) (2015) pp. 54-66.
- [2] F. M. Alsaaty, E. Carter, D. Abrahams, F. Alshameri, Traditional Versus Online Learning in Institutions of Higher Education: Minority Business Students' Perceptions, *Business and Management Research*. 5(2) (2016) pp. 31-41.
- [3] V. Nguyen, An investigation of Vietnamese students' learning styles in online language learning, *Journal of Science, HCMC University of Education*, 1(79) (2016) pp. 25-34.
- [4] D. L. Le, D. N. Vo, Designing a pedagogical script: challenges need to be resolved in e-learning, *Ho Chi Minh City University of Education Journal of Science*. 16(12) (2019) pp. 947-960.
- [5] T. A. D. Pham, T. T. A. Nguyen, V. C. Pham, Students' perspectives in COVID-19 outbreak's time to learning English in the online class and in face-to-face class, *TNU Journal of Science and Technology*, 225 (10), (2020) pp. 54-60.
- [6] C. T. Pham, V. P. Le, K. L. Nguyen, T. T. Quan, J. Suhonen, E. Sutinen, Applying Edmodo to Serve an Online Distance Learning System for Undergraduate Students in Ho Chi Minh City - Nong Lam University - Vietnam, *Proceedings of the IETEC ' 13 Conference*. (2013), pp. 1-15.
- [7] N. T. Pham, Learner-content interaction in an online English learning course at a Vietnamese university, *VNU Journal of Foreign Studies*. 34(5) (2018) pp. 137-148.
- [8] T. T. T. Tran, T. H. P. Le, An investigation into the students' reflection about the use of Schoology in formative assessment: a case study in a Vietnamese university, *Journal of Inquiry into Languages and Cultures*. 3(3) (2019) pp. 1-13.
- [9] T. M. B. Than, A pilot model for Japanese online teaching with Japanese teachers - problems and solutions, *VNU Journal of Foreign Studies*. 35(6) (2020) pp. 106-121.
- [10] T. T. H. Nguyen, Factors affecting students' learning success in blended courses in tertiary education - a literature review, *2018 International conference proceedings graduate research symposium proceedings*. (2018) pp.193-208.
- [11] D. L. T. Hoang, T. T. Hoang, Integrating Theory of Planned Behavior (TPB) and Technology Accepted Model (TAM) in proposing analytical framework of learner behavior towards e-learning during the COVID-19 epidemic in Vietnam, *TNU Journal of Science and Technology*. 225 (7) (2020) pp. 549-556.
- [12] N. T. Pham, Factors influencing interaction in an online English course in Vietnam, *VNU Journal of Foreign Studies*. 36(3) (2020) pp. 149-163.
- [13] K. Brandl, Are you ready to Moodle?, *Language Learning & Technology*. 9 (2005) pp.16-23.
- [14] T. N. D. Huynh, N. T. Huynh, T. S. T. Pham, D, V. Ho, Applying Moodle in teaching English: From theory to practice, *Scientific Journal of VLU*. (2019) pp. 112-118.
- [15] M. Pham, A. T. N. Bui, Analysis of factors affecting the intention to participate in the E-Learning from the lecturer's viewpoints: A case study of Vietnam, *Science Journal of Ho Chi Minh City Open University*. 15 (1) (2020) pp. 54-64.
- [16] L. Y. Muilenburg, Z. L. Berge, Student barriers to online learning: A factor analytic study, *Distance Education*. 26(1) (2005) pp. 29-48.
- [17] L. P. Tichavsky, A. N. Hunt, A. Driscoll, K. Jicha, "It' s Just Nice Having a Real Teacher" : Student Perceptions of Online versus Face-to-Face Instruction, *International Journal for the Scholarship of Teaching and Learning*. 9(2) (2015) pp. 1-8.
- [18] S. Kumar, U. Intharaksa, Is Online Learning Suitable for All English?, *PASAA*. 52 (2016) pp. 54-81.
- [19] F. Li, F. Jhang, The relationship between Interaction and Student Satisfaction with Online Learning in Social Work Undergraduates in China, *6<sup>th</sup> International Conference on Social Science and Higher Education*. 505 (2020) pp. 23- 27.