

The Effectiveness of Online Teaching Activities: A Case at UFLS – UD, Vietnam

Tran Thi Thuy Oanh, University of Foreign Language Studies - The University of Da Nang,
Viet Nam

The Asian Conference on Education 2023
Official Conference Proceedings

Abstract

Universities have been very interested in implementing online teaching activities, which is the optimal choice in a modern society. University of Foreign Language Studies (UFLS) belonging to the University of Danang (UD), Viet Nam have focused on implementing this activity in many recent years through a variety of work such as investing in information technology infrastructure and software, organizing training courses for teachers to use them, encouraging teachers in being conscious of implementing online teaching, spending time to invest in drafting lectures, applying teaching methods suitable to the online teaching model in order to integrate maximize the learning activities of learners. However, all these things have not really met the demand at all for bringing the effectiveness of online teaching due to a lot of reasons. There were still cases where teachers have not mastered online teaching equipment, especially supporting software as well as responding to students' questions about lessons in the teaching process. The paper used qualitative and quantitative as well surveying methods with 373 students of UFLS-UD to find out the current situations and proposed appropriate and feasible solutions to improve the activities of online teaching to ensure the quality of high education at UFLS–UD, Viet Nam in personal and universities in general.

Keywords: E-Teaching, Effectiveness, E-Learning, UFLS, High Education

iafor

The International Academic Forum
www.iafor.org

Introduction

Online teaching and learning activities have become popular for all educational levels in general and at the university level in particular, especially for universities in the context of the Covid 19 epidemic out worldwide. In particular, during the complicated Covid 19 epidemic in Vietnam, it was the interactive teaching activities that helped the training process of universities take place without interruption, thereby not affecting the training process training the country's human resources. However, like any other teaching activities, interactive teaching activities also have certain limitations such as: interactive teaching activities are deployed on the Internet platform, so they greatly affect the ability to interact between teachers and students, between students and students; The quality of the internet connection is a major issue that needs attention when implementing interactive teaching because the quality of interactive teaching activities is seriously affected by the quality of the internet connection, especially for classes with a large number of students or for students in remote areas; Teachers' online teaching methods and skills as well as online learning methods and skills are issues affecting the quality of interactive teaching. Therefore, to achieve quality in interactive teaching requires the attention and investment of universities, teachers and students. In recent times, universities in Vietnam have paid great attention to implementing interactive teaching activities, especially in the context of epidemics like Covid 19, interactive teaching is the optimal choice. For the University of Danang (UD) and its member universities, including the University of Foreign Languages Studies - University of Danang (UFLS-UD), they have focused on implementing interactive teaching, especially during the epidemic Covid 19 disease to ensure the implementation of the training program according to the school year plan while ensuring health safety issues against the epidemic for teachers and students.

Aims of the Study

Based on the theoretical basis of interactive teaching activities at universities and the results of evaluating the effectiveness of interactive teaching activities at UFLS - UD, this study aims to propose solutions to improve the effectiveness of interactive teaching activities at UFLS - UD, contributing part of improving the training quality of the School.

Main Concepts in Online Teaching Activities at University

At universities, teaching activities are the most typical and main activities of the school. Teaching activities are the organization and optimal control of the process of students acquiring knowledge, forming and developing their personality. Learning activities are the process by which students optimally control their mastery of scientific concepts, thereby forming a new psychological structure and developing a comprehensive personality. The two activities of teaching and learning have a close relationship with each other, exist in parallel and develop in the same unified and complementary process. The results of students' learning activities cannot be separated from the results of teachers' teaching activities and vice versa. With the approach to the teaching process, the author Nguyen Duc Chinh defined: "Teaching is an active process in which the teacher shares information with learners, in order to provide and help them process information to achieve the goal of changing their behavior" and "Learning is the process of assimilating information to change behavior in a comprehensive way" (Nguyen Duc Chinh, 2009). Teaching activities at universities are understood as a common and unified process of activities between teachers and students, in which teachers organize, control, guide, test and evaluate the learning process; Students are self-aware and

actively self-organize and self-control their cognitive activities to perform well on learning tasks.

Methodology

Access to Teaching Activities

Using the teaching activities approach to the research topic, we consider the interactive relationship between teachers' teaching activities and students' learning activities to achieve teaching goals. Specifically, based on the requirements of teaching activities in general and interactive teaching activities in particular, we survey the interaction of teachers and students through teachers' teaching activities and students' learning activities in the interactive teaching process. and achieving the goals of interactive teaching activities. On that basis, we propose solutions to improve the efficiency of interactive teaching activities.

Access to the System

Using a systematic approach to the research topic, we consider the factors affecting the effectiveness of interactive teaching activities as well as the relationship between factors affecting the effectiveness of interactive teaching activities. From there, we propose the solutions to improve the effectiveness of interactive teaching activities, in which the solutions to improve the effectiveness of interactive teaching activities are considered in the relationship between interactions and establish the priority of each solution to ensure the feasibility of the solution in the current period to propose recommendations for the School to have a basis for application.

Approach to Assessment and Measurement in Education

Using the assessment and measurement approach in education for the research topic, we establish the contents to evaluate the effectiveness of interactive teaching activities, on that basis, we survey the current status of the effectiveness of interactive teaching activities in the study area. In addition, using the assessment and measurement approach in education for the research topic, we test the urgency and feasibility of solutions to improve the effectiveness of interactive teaching activities and then propose recommendations for schools with priority basis for application.

Questionnaire Survey Method

Using the questionnaire survey method to collect information on a wide spectrum, with a large number of subjects, can allow researchers to draw highly reliable conclusions. Using this method, we surveyed the opinions of 373 full-time students (2nd to 4th year of the 2022-2023 school year) of the Faculty of English (FA), Faculty of English for Specific Purposes (FESP), and Faculty of International Studies (FIS) of UFLS - UD on the effectiveness of interactive teaching activities.

Product Research Methods Work

Conduct research on documents governing interactive teaching activities and interactive teaching plans at UFLS - UD to explain the current state of effectiveness of the school's interactive teaching activities.

Interview Method

Discuss with students information about the advantages and disadvantages of the interactive teaching process at UFLS - UD, especially in the context of the Covid 19 epidemic to have

more basis to explain the current state of effectiveness of the school's interactive teaching activities.

Observation Method

Observe interactive teaching activities at UFLS - UD to have an overview of the current status of interactive teaching activities and from there have more assessments on the current state of effectiveness of interactive teaching activities at UFLS - UD.

Research Methods

The following methods used in the study: descriptive method for describing the data collected, analytic and synthetic methods.

Findings

1. Current Status of Students' Awareness of the Necessity of Interactive Teaching Activities at UFLS – UD

In order to analyze and evaluate the current state of students' awareness of the necessity of interactive teaching activities at universities, we polled the opinions of 373 full-time students (2nd to 4th year of the 2022-2023 school year) of FA, FESP and FIS of UFLS - UD. The survey results show that most of the students surveyed at UFLS -UD highly appreciated the necessity of interactive teaching activities at the university, with survey results showing that up to 89% of surveyed students evaluated this. level of necessity or higher (42.4% of surveyed student opinions rated it as very necessary, 46.6% of surveyed student opinions rated it as necessary). This has important significance, contributing to the effective implementation of interactive teaching activities at UFLS - UD. However, the survey results show that there are still some students who are not really aware of the necessity of interactive teaching activities at universities, of which 9.9% of surveyed students think that these activities are Interactive teaching at university is relatively necessary. In addition, 0.8% of surveyed students thought that interactive teaching activities at university were not necessary and 0.3% of surveyed students thought that interactive teaching activities at university were completely unnecessary.

2. Current Status of Students' Assessment of the Advantages of Online Teaching Activities at UFLS – UD

To have an overall view of students' assessments of the advantages of interactive teaching activities at universities, we surveyed students' opinions on choosing the advantages of interactive teaching activities at universities with the following contents: Training for all students. anytime, anywhere; Save on study costs; Save study time; Teachers and students are proactive and flexible in teaching; Optimize teaching content; Use a variety of images, sounds and videos in the teaching process. Survey results of 373 full-time students (2nd to 4th year of the 2022-2023 school year) of FA, FESP and FIS of UFLS - UD. The scores of interactive teaching activities at universities show the advantages of interactive teaching activities at universities ranked by students in order from high to low as: Training anytime, anywhere (60.9% of opinions rated price); Teachers and students are proactive and flexible in teaching (59.8% of reviews); Use a variety of images, sounds and videos in the teaching process (49.6% of reviews); Save study time (39.1% of reviews); Save learning costs (37.9% of reviews); Optimize teaching content (24.9% of reviews).

3. Current Status of Students' Assessment of Limitations of Online Teaching Activities at UFLS – UD

In order to summarize the current situation of students' assessment of the limitations of interactive teaching activities at universities, we surveyed students' opinions on choosing limitations of interactive teaching activities at universities with the following contents: Difficulties in communication information between students; Requires teachers and students to proficiently use interactive teaching tools; The learning environment does not stimulate students' initiative and creativity; Requires students to be self-aware and active in learning; The quality of interactive teaching depends heavily on physical facilities (machinery, software, Internet system).

Results of the opinion survey of 373 full-time students (2nd to 4th year of the 2022-2023 school year) of FA, FESP and FIS of UFLS - UD. The quality of interactive teaching depends heavily on physical facilities (machinery, software, Internet system) (85.5% of reviews); Requires students to be self-aware and active in learning (49.3% of reviews); Difficulty in exchanging information between students (46.4% of reviews); Requires teachers and students to proficiently use interactive teaching tools (46.1% of reviews); The learning environment does not stimulate students' initiative and creativity (31.6% of reviews).

The assessment results of the surveyed students show that students identify the limitations of interactive teaching activities at universities. This is an advantage for applying solutions to improve the effectiveness of interactive teaching activities at UFLS - UD because when students clearly understand the limitations of interactive teaching activities at universities, they will actively participate in solutions. The school's solutions to improve the effectiveness of e-teaching activities, in which students are the main beneficiaries.

4. Current Status of Students' Assessment of the Difficulties of Interactive Teaching Activities at University

In order to find out the assessment of students of UFLS - UD about the difficulties of interactive teaching activities at the university, we surveyed the opinions of 373 full-time students (2nd to 4th year of the 2022-2023 school year) of FA, FESP and FIS of UFLS - UD.. The survey results after processing the data show that surveyed students' opinions focus on difficulties in IT infrastructure "Limitations in technology infrastructure (equipment, network speed...)" with the score is 4.17%; "Limitations in appropriate interactive teaching support platform" with the score of 3.55% and difficulties in interactive teaching skills "Limitations in interactive teaching skills (concentration, time management...)" with the score of 4.01%.

Difficulties at other educational levels often arise from learning habits or mastery of information system equipment. Surveyed students' opinions rated the difficulties as only at an average level, specifically: "Because "Familiar with learning using traditional methods" with the score of 3.25% and "Limited skills in using technology for information systems" with the score of 3.17%.

Discussing with students about the most common difficulties students encounter when using the information system, we received comments focusing on difficulties due to unstable network connections and internet connections, especially for students in remote areas. Being far from difficult areas, the quality and efficiency of students' information system activities are affected or even interrupted. Through direct exchange and listening to the opinions

presented by students, currently for students in mountainous areas, in the afternoons when there is often thunderstorms, students cannot participate in the information system due to the electricity and internet systems not working. dynamic. Besides, the information system environment is a difficult factor for students. Most students study at home but are affected by family activities or going to shops outside. Although the internet connection is better, it is affected by the noise of the surrounding environment. In addition, due to the lack of information system skills along with the large amount of knowledge that must be received, students cannot absorb the teacher's lectures smoothly. Especially, in cases where knowledge is not understood, it is very difficult for the teacher to guide and explain carefully when interactive teaching is impossible, so it is very difficult for students with interactive learning. This makes students bored or participate in information systems with the main purpose of taking attendance.

5. Current Status of Students' Assessment of Factors Affecting the Effectiveness of Interactive Teaching Activities at UFLS – UD

In order to find out the assessment of students of UFLS - UD on factors affecting the effectiveness of interactive teaching activities at the university, we surveyed the opinions of 373 full-time students (2nd to 4th year of the 2021-2022 school year) of FA, FESP and FIS, UFLS-UD.

The survey results after processing the data show that surveyed students' opinions focused on evaluating factors affecting the effectiveness of interactive teaching activities at universities ranked in order of priority including: "Skills of teachers (technological capabilities, pedagogical methods in interactive teaching)" with score the of 4.47%; "Student learning culture (level of learner cooperation, habits of using technology in learning,...)" with the score of 4.38%; "Facilities (machinery, software, Internet system)" with the score of 4.28%; "Class size" with the score of 4.05%; "Policy on interactive teaching (support and encouragement of the University and UD)" with an average score of 3.95%; "Training management activities of the School" with the score of 3.76%.

6. Student Evaluation of Activities That University of Foreign Language Studies - UD Needs to Organize to Improve the Effectiveness of Interactive Teaching Activities

In order to find out the assessment of students of UFLS-UD on the activities that UFLS -UD needs to organize to improve the effectiveness of the University's interactive teaching activities in the coming time, we surveyed the opinions of 373 full-time students (2nd to 4th year of the 2022-2023 school year) of FA, FESP and FIS of UFLS - UD. The results of the survey of students' opinions on the activities that the UFLS - UD needs to organize to improve the effectiveness of the University's interactive teaching activities in the coming time.

The survey results after processing the data show that surveyed students' opinions focused on evaluating the activities the school needs to organize to improve the effectiveness of interactive teaching activities in the coming time, ranked in order of priority. Priorities include: "Organizing training on information system methods" with a score of 4.07%; "Implement support information channels and answer questions during the information system process" with the score of 4.03%; "Organize training courses on using IT tools/applications in information systems" with the score of 3.99%; "Organize training

courses on how to use the information system” with a score of 3.94%; “Compilation of Information System Handbook” with score of 3.92%; “Organizing information system forum” with score of 3.86%.

Surveyed students' opinions on the activities that UFLS - UD needs to organize to improve the effectiveness of the University's interactive teaching activities in the coming time are the basis for considering and proposing solutions to solve the problem. students' wishes, thereby improving the effectiveness of the School's interactive teaching activities.

Conclusion

Describing the survey process, especially surveying, analyzing, and evaluating the current state of effectiveness of interactive teaching activities at UFLS - UD through Surveying the opinions of 373 full-time students (2nd to 4th year of the 2022-2023 school year) of FA, FESP and FIS of UFLS – UD. Based on the survey results, the strengths and limitations of interactive teaching activities at UFLS - UD were evaluated as well as the opportunities and challenges of online teaching activities at the university in the coming time.

The school is interested in investing in physical facilities and IT infrastructure to serve interactive teaching activities and organizes training courses for teachers and students on using interactive teaching software:

- The school's interactive teaching activities have been implemented for all students right during the Covid 19 epidemic to ensure uninterrupted training activities.
- Faculties have made efforts to implement interactive teaching activities and overcome initial difficulties due to the occurrence and complicated developments of the Covid 19 epidemic.

However:

- There is still a group of students who are not fully aware of the necessity of interactive teaching activities at university.
- The skills and methods of interactive teaching of some teachers are not suitable for the form of interactive teaching.
- Many students are not proficient in information system skills and methods, so they encounter difficulties in the information system process.
- Documents managing the school's interactive teaching activities were issued late in the early stages of the Covid 19 epidemic, so teachers and students were confused in implementation.
- The school's IT infrastructure system is not synchronized and the internet connection is clogged at some times, affecting the effectiveness of interactive teaching activities.
- The school has not implemented many support services, guidance, and timely answers to students' difficulties and problems in information system activities, especially in online assessment and evaluation.

References

- Bui Hien (1999). *Modern methods of teaching and learning foreign languages*, Hanoi National University Publishing House, Hanoi.
- Dhawan, S. (2020). *Online Learning: A Panacea in the Time of COVID-19 Crisis*. *Journal of Educational Technology Systems*, 49(1), 5-22.
<https://doi.org/10.1177/0047239520934018>
- Hayashi, R., Garcia, M., & Maddawin, A. (2020). *Online Learning in Sri Lanka's Higher Education Institutions during the COVID-19 Pandemic*. Retrieved on June 19, 2021 from <https://www.adb.org/sites/default/files/publication/635911/online-learning-sri-lanka-during-covid-19.pdf>
- Jacobs, H. L. (1981). *Testing ESL Composition: A Practical Approach*. English Composition Program. Newbury House Publishers, Inc., Rowley, MA 01969.
- Kazanidis, I., Pellas, N., Fotaris, P., & Tsinakos, A. (2018). Facebook and Moodle integration into instructional media design courses: A comparative analysis of students' learning experiences using the Community of Inquiry (CoI) model. *International Journal of Human-Computer Interaction*, 34(10), 932-942.
<https://doi.org/10.1080/10447318.2018.1471574>
- Le, T. V. (2018). *Social media in learning English in Vietnam. Doctoral thesis of University of Canterbury*. Retrieved on June 19, 2022. <http://dx.doi.org/10.26021/9441>
- Lyons, J. F. (2008). *Teaching history online*. Routledge.15.
- Ministry of Education and Training (2020). *Official Dispatch No. 795/BGDĐT-GDDH on implementing distance learning to respond to the Covid-19 epidemic*, Hanoi.
- Ministry of Education and Training (2020). *Official Dispatch No. 4003/BGDĐT-CNTT on instructions for implementing IT tasks in the 2020 - 2021 school year*, Hanoi.
- Nguyen Duc Chinh (1997). *Strategies for teaching and learning foreign languages throughout all levels of education*, Hanoi National University Publishing House, Hanoi.
- Nguyen Duc Chinh (2009). *Professional skills training materials for high school teachers*, University of Education, Hanoi National University.
- Nguyen Duc Chinh, Dao Thi Hoa Mai, Pham Thi Nga, Tran Xuan Bach (2017). *Evaluation and management of evaluation activities in education*, Vietnam Education Publishing House.
- Nguyen Quang Giao (2012). *Quality assurance system for the teaching process at universities*, Da Nang Publishing House.

Oanh, T. T. T., & Ho, P. V. P. (2021). *Experiences of the e-learning environment of students at the University of Danang-University of Foreign Language Studies*. Journal of Science and Technology – Da Nang University, 19(12.2), 41-46. <https://doi.org/10.31130/ud-jst2021-017E>

Petrovic, N., Jeremic, V., Cirovic, M., Radojicic, Z., & Milenkovic, N. (2014). *Facebook versus Moodle in practice*. American Journal of Distance Education, 28(2), 117-125. DOI: <https://doi.org/10.1080/08923647.2014.896581>

Rifai, N. A. (2010). *Attitude, motivation, and difficulties involved in learning the English language and factors that affect motivation in learning it*. Procedia-Social and Behavioral Sciences, 2(2), 5216-5227. <https://doi.org/10.1016/j.sbspro.2010.03.849>

Tawfik, M. (2022). *Complexity and Interaction across Oral, Written and Online Discourse*. International Journal of TESOL & Education, 2(1), 272–295. <https://doi.org/10.54855/ijte.222117>

Contact email: ttoanh@ufl.udn.vn