

Contributing Factors to the Successful Online Learners of English

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Abstract

Distance learning has become an alternative for training institutions worldwide during the corona pandemics. With its advantages, online learning is likely to become a mainstream in the coming years. With the purpose of identifying the contributing factors to the success of English online learners, a combination of qualitative research and quantitative research has been carried out through an online survey among 301 internet-based learners from 3 different universities in the North of Vietnam. The findings show that technology assistance, learners' characteristics, and teachers' roles are the three major parameters generating the success of an English online learner.

Keywords: Contributing Factors, Online Learners, Successful Online Learners Of English, Self-Discipline, Technology Assistance, Teachers' Roles

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Introduction

“A world of technology-driven innovation is continuously and rapidly growing”. (Pradit et al., 2016). The phenomenon has rendered various changes in other aspects including online learning, which has been expanded and developed since the appearance of the Internet. Online education is defined as a distance education form which takes advantages of computer and the internet as the transfer means with minimum 80% of the course content delivered online (Allen & Seaman, 2008). Rudestam & Schoenholtz-Read (2002) emphasized the use of computer-based programs in the newly-employed staff training programs in the 1980s. It was not until 1989 that online educational programs was initiated through CompuServe by the University of Phoenix. The event made a variety of reputable training institutions to follow suit (Carlson & Carnevale, 2001).

Parallel with offline educational environment, distance learning has been step by step experienced since mid-1990 and officially started in 1998 (Arenson, 1998) with the emergence of a numerous online courses designed by well-known universities across America including New York University, Western Governors University... (Arenson, 1998; Allen & Seaman, 2008), an estimate of over 1.6 million students made enrollment in online courses offered by the University of Phoenix, and 6 years later the number witnessed a tripled increase.

Despite the fluctuations in the development, distance learning has become a mainstream in recent context (Hope Kentnor, 2015). With contemporary version, online education utilizes computers and the Internet as the correspondence mechanism with minimum 80% of the course contents taught online (Allen & Seaman, 2011; Shelton & Saltsman, 2005). Today, the advancement in communication technology and the availability of internet connection, distance learning has become much easier and more widespread. As stated by Hope Kentnor (2015), distance education continues to perform its critical educational roles in the United States due to its capability of creating greater access, and “in some respects, an affordable option.”. It can be said that high-end communication technology has sparked the flourishing of online education and “has led to the changing landscape of education and the proliferation of the distance education” (Hope Kentnor, 2015). Growing with the same increasing pattern with the information technology, online education has been the fastest revolving form of distance education and widely-accepted.

With the assistance of the Internet, online education offers huge advantages which cannot be found in other educational forms. Just as financial aid and scholarships make education possible for those who are unable to afford the cost, distance education makes education attainable for those who are unable to sit in the traditional classroom (Hope Kentnor, 2015).

In the context of the corona virus pandemics, online learning has become an alternative for almost global tertiary training institutions. The number of the higher educational institutions which have opted to choose this learning mode has been growing each day. Charles Hodges et al. (2020) emphasized “moving instruction online can enable the flexibility of teaching and learning anywhere, anytime.” As mentioned by Dennis Kira and Raafat Saddle (2006), online learning presents new

opportunities to engage more with the students and student-centered learning, thereby enhancing the learning experience.

Like traditional learning, to become a successful online learner is dependent on various factors. As examined by Boyd (2004), four decisive factors affecting the online learning process includes the technical factors, the environmental factors, the personal factors, and various learning characteristics, which successful online students tend to exhibit and possess. Sun (2014) also concluded that self-motivation, self-directed learning, and self-regulation of learning were the keys to the success of online learners.

With the purposes of examining the main factors contributing the success of online learners, the research is designed to find the compatible answers to the research questions:

1. To what extent do personal characteristics contribute to the success of online learners?
2. To what extent do technical factors contribute to the success of online learners?
3. What are the teachers' roles in online learning?

Literature Review

Distance Learning

Numerous factors related to distance learning have been researched. Charles Hodges et al (2020) emphasized, "researchers in educational technology, specifically in the sub discipline of online and distance learning, have carefully defined terms over the years to distinguish between the highly variable design solutions that have been developed and implemented: distance learning, distributed learning, blended learning, online learning, mobile learning, and others". Roffe (2004) defined distance education as a method of teaching where students and teachers are physically separated. Distance education can be conducted through combining technologies ranging from correspondence, audio, video, computer, and the Internet. As mentioned by Allen & Seaman (2011) and Shelton & Saltsman (2005), today's version of distance education is online education which utilizes computers and the Internet as the main channel to implement the teaching-learning process in which 80% of the course content is carried out online. These possibly leads to the conclusion that online education is the process of delivering knowledge through the assistance of computers and the internet. In online education, majority of interaction is via online methods.

Characteristics of successful online learners

The cornerstones possessed by successful online learners have been researched and summarized in multiple contemporary researches. Palloff and Pratt (2001) declared the voluntariness, self-discipline, and high expectation in the process of discovering knowledge are the four cornerstones of the specific properties on successful online learners. Correspondingly, Boyd (2004) has concluded the mainstream characteristics of successful online learners including mastering technology, which means online

students are supposed to be capable of using technology effectively. The second factor mentioned by the author is the learning environment, which is made up of “time and space”, and other significant supports. The next property to create a successful online learner is “certain personal characteristics, including a healthy balance between autonomy and interactivity, self-motivation and self-discipline, and a high level of integrity”. The final factor possessed by an internet-based learner is the student’s active style of learning that requires “a more self-directed learning orientation”. Vu Phu et al (2014) made parallel conclusions on the online characteristics. Accordingly, “self-discipline”, “school administrators’ expectation”, “course login frequency” made great contributions to the success of the online course takers.

Factors affecting online learners’ success

Numerous factors influenced the success of online learners. This claim is proved by various researches. Barbar Lockee et al. (2002) states, “distance education systems consist of a complex array of infrastructures and personnel. As emphasized by the authors the instructional, technological, implementation, and organizational are the driving forces leading to the success of online training. Marcus (2004) emphasized the significance of pedagogy in online training when the author demonstrated “the lack of understanding of online pedagogy and online learning styles” is the main cause leading to “the demise” of “online institutions”. In the same way, Bernard et al. (2004) conceded that online education is a different teaching medium requiring a different pedagogy. Arenson (1998) also appreciated the role of educators in online education by mentioning that certain educators’ failure in recognizing the differences between online and offline teaching was the cause resulting in the closure of certain training institutions. The results from a survey conducted by Pei-Chen Sun et al. (2008) show that learner computer anxiety, instructor attitude, e-Learning course flexibility, e-Learning course quality... are the critical factors affecting e-learners’ satisfaction. In the same way, Pauline (2019) identified four main factors contributing to the online learning success of which students’ facilitation of learning is emphasized. Shubham (2018) listed technical difficulties in the top 3 factors affecting learners’ motivation.

Boyd (2004) have summarized the four set of factors contributing to the success of online learning process. Accordingly, the first factor is the capability of using technology effectively. The second driving force of online learning success is the environmental factors. As stated by the author, environmental factors affecting the success of learners are made up of time, place, and other significant supports. As much time as possible, as he maintained, must be spent accomplishing required assignments as well as participating in weekly “asynchronous discussion”. Also related to the environmental factors, the author indicated that online students are also required to be free from their work or family distractions during the time contributed to learning process. With regard to the personal characteristics, the author has summarized the main properties possessed by an online learner including being confident and competent in class discussion, being capable of cooperating in learning process (seeking help from instructing, raising questions, joining teamwork...; being highly self-motivated and self-discipline; being responsible. For this category, the author concluded “successful online students are highly motivated by their goals and their ability to shape their learning experience”. In addition, the author affirmed

“honesty, integrity, and authenticity” are other qualities required from an online learner. Having synthesized from multiple sources, the author mentioned 4 integral components generating learning characteristics of online learners which are “learning styles, reading and writing skills, and self-direction”.

H. Lu et al (2019) identified the critical factors driving the success of distance learning systems from learners’ perspectives. The findings are allocated in different categories including students’ competence and demand, instructors’ impacts; characteristics of online learning contents, technological factors, system support and institutional management support.

The aforementioned sets the basis for the hypothesis that technical factor is the main factor resulting in the failure of success of online learners. Kentnor (2015) also acknowledged “technology and innovations should be used to “motivate, inspire, and educate the students of the 21st century”. Tesone et al. (2002) clarified the possibility of adding presentation with streaming video/audio to lecture and forums designed for the courses.

The second driving factor is the learner-him/herself. Successful online learners are capable of exhibiting competence in self-directed learning, self-motivation, generating comfort in their own learning (Cahoon, 1998b). In addition to the technical and personal factors, teachers- their pedagogy- also the decisive factors to create a successful learner.

One more essential contributing factor forming a successful online learner is the environmental factors shaped by time, space, and other supports from family, peers, or organizations, school. One more factor acting as the self-motivator for online learners is school expectation.

Methodology

The context

Due to the wide spread and uncertainties of the corona virus, in Vietnam as well as in majority of other countries worldwide lockdowns, travel limitations, and school closure are common place. To maintain the training process, moving education online is a must. Charles Hodges et al (2020) emphasizes, “Moving instruction online can enable the flexibility of teaching and learning anywhere, anytime”. Accordingly, the list of institutions of higher education making this decision has been growing each day. (Charles Hodges et al., 2020). Becoming a mainstream at least during the covid time, numerous institutions of higher education in Vietnam have implemented online training since the beginning of February, 2020, which means it has been nearly 2 months until the time of the research implementation. On the day when the research survey has been launched the participants have already finished minimum one online course.

The participants

Having participated in the survey are 301 online learners selected among 322 respondents from 3 different universities in Hanoi. No specific criteria are set for

selecting students to participate in the survey. All of these students have accomplished minimum one online course during the outbreak of the Corona virus outbreak in Vietnam from 17 February to the first week of April, 2020.

Data collection

The research instrument applied by the study is a survey which employs both qualitative and quantitative methods for data collection. The survey is designed in the form of a 30- itemed questionnaire developed by the author based on the literature and adapted for fully online learning.

In the questionnaire, the researcher used the five-point Likert scale (1=strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree, 5 = strongly agree) for the questions asking participants to indicate to what extent they agreed or disagreed. The questions focus on three specific areas of online learning.

Items 1-7 focuses on accessing the impacts of personal characteristics on online learning. Items 8-18 focuses on technological factors. Items 19-24 aims at identifying the impacts of pedagogy on successful online learning. Items 25-28 refers to the individual and school expectation. Item 29 aims at identifying the key factors driving the students' success in online learning. Item 30 is an open-ended question investigating other factors affecting online learners' success in English learning. The results were analyzed using SPSS, which provided means and deviation for each item.

Reliability analyses were also conducted to measure the internal consistency of items in the questionnaire by using Cronbach's alpha. With the alpha value of .914 which according to George and Mallery (2009) declares excellent internal consistency.

Reliability Statistics

Cronbach's Alpha	N of Items
.914	29

The second source of the data is from the interviews with 10 online students who had participated in the questionnaire. The interview was designed with 5 different questions related to the driving factors creating students' success in online learning.

Results & Discussion

The results from the questionnaires and interviews are arranged into three separate sections in correspondence to the three research questions.

Research Question 1: To what extent do personal characteristics contribute to the success of online learners?

Questions 1-7:

The first seven questions of the questionnaire listed the personal characteristics of online learners which make great contributions to the learning success. Those characteristics exposing learners' efforts in the process of learning include self-preparation before joining the class; accomplishment of assignments, integration in the interaction between students and students, between students and teachers; expenditure of extra time with peers and professors; impacts from background knowledge and environmental factors.

Table 1. Impacts of online learners' characteristics on learning success

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	301	1.0	5.0	4.133	1.0078
Q2	301	1.0	5.0	3.947	.9222
Q3	301	1.0	5.0	3.801	1.1255
Q4	301	1.0	5.0	4.249	.8333
Q5	301	1.0	5.0	3.917	.9397
Q6	301	1.0	5.0	3.900	1.0848
Q7	301	1.0	5.0	3.106	1.2995
Valid N (listwise)	301				

From the table 1, it can be seen that most of the respondents confirmed their agreement on the facts that students' efforts have great impacts on their failure or success of the learning process. All students' responses generated the means of over the average values above 3.8 except for question seven recorded at the mean value of 3.1.

For the question 1, "The self-preparation before joining online classes make me better understand the lecture", a majority of the respondents (means:4.133). In details, nearly half of the participants (44.85%) conceded that students' discipline in preparing the lesson before taking part in online class made great contributions to their understanding of the lesson. Specially, another 40.20% of the respondents showed their firm agreement on this discipline.

Question 4 also received overwhelming favor from the participants (means: 4.249) of which over a half (51.5%) of the students agreed that the learning process requires intensive interaction between students and teachers, and the correspondence among the students. The supportive percentage recorded from this question was 40.2%. The data collection (means:3.9 for both) from the response to the other questions 2,5 showed that in addition to the official time of online class participation, students are required to spend much extra time for accomplishing assignments as well as consulting teachers and peers.

Questions 3,6 investigated the negative impacts affecting students' learning concentration. With the means of 3.8 and 3.9 respectively, high percentages of the respondents agreed that the noise, the attractions from other websites, and also the background knowledge negatively affect the students' learning focus.

Question 7 investigated the students' agreement on the positive impact of online learning on speaking skills. With the mean of 3.1, a lower percentage of online learners was in favor of the fact that online learning is able to encourage speaking skills.

The analysis of the data reveals that students' personal characteristics were the main factors contributing to the success or failure of the online learners. The conclusion is in line with the results of the survey question 29. With nearly two thirds (mean: 3.8) of the survey respondents were supportive of the view that students are the major factors deciding the failure or success of the online learning process.

Table 2: Key factor driving students' success in online learning

	N	Minimum	Maximum	Mean	Std. Deviation
Q29	301	1.0	5.0	3.860	.9935
Valid N (listwise)	301				

Questions 25-28

Table 3. Impacts of individual and school expectations' on online learners' success

	N	Minimum	Maximum	Mean	Std. Deviation
Q25	301	1.0	5.0	3.455	1.1841
Q26	301	1.0	5.0	3.764	1.0300
Q27	301	1.0	5.0	3.409	1.0112
Q28	301	1.0	5.0	3.289	1.1043
Valid N (listwise)	301				

The questions 25-28 investigated the influence of individual expectations and school expectations on the success of online learners' students. The individual expectations examined included possibility of passing the final exams, possibility of being granted with scholarship (Questions 25 and 27). The results (Means 3.4 for both) clarified that individual expectations determined their success or failure in the process of learning.

With the aims of determining whether the school created any pressure on online learners' efforts to achieve the success, the questions 26 and 28 examined the impacts from the schools' expectations (pressure from teachers, requirements from the courses...). The table 4 revealed that most of the participants gave supportive responses to the fact that expectations from individuals and from the school were the decisive factors resulted in the success of online learners.

To support the discussion drawn out from the survey data, an interview was conducted to examine other contributing factors to the success of online learners.

With the question: “How important is the individual effort to the success of online learners”, most of the interviewees recognized its pivotal function in generating a successful online learner.

“Personally, I think individual efforts play a significant role. The reason is that online learning is implemented with the assistance of the online application like Google Hangout or ZOOM, which makes students have their microphones and cameras off to ensure the concentration. Those things create difficulties for teachers in controlling the class. Therefore, it is the student that decides the success or failure of themselves in the online learning process”. (ST1)

Other participants in the interview also strongly agreed with this statement by remarking: “Whether it is online or offline, individuals’ efforts become dominant factors compared with other factors determining the online learners’ success” (ST2) or “Self-discipline in online learning is vital due to the strict requirement of self-awareness from online learners” (ST3). Specially, an interviewee also wondered the external factors may have affected the online learning success, therefore individual efforts is a must “(ST4)

The discussions based on the data survey and the interview leads to the possible conclusion that students’ personal characteristics made considerable contributions to the success of online learners. The finding is in agreement with the conclusion drawn out by various studies. As emphasized by Boyd (2004) emphasized, “student must possess a more independent learning style that tends toward a more self-directed learning orientation, as well as better-than-average reading and writing skills. Similarly, Cahoo (1998b) admitted the successful online learners possessed the tendency of showing the properties which are associated with self-study capabilities made up of motivation, active participation in variety of activities. As also stated by the author, online courses provide students with “sufficient freedom”, therefore they are required to be a greater controller of the learning process.

Research question 2: To what extent do technical factors contribute to the success of online learners?

Questions 8-18:

Questions 8-18 aim at findings students’ responses on the impacts of technical factors, especially the assistance of online tools on the failure or success of online learners. With the overwhelming positive results of 3.2 and above (see the table 2) most of the participants agreed that online tools played a vital role in deciding the success of students in their online learning process.

Table 4. Impacts of online learners' characteristics on learning success

	N	Minimum	Maximum	Mean	Std. Deviation
Q8	301	1.0	5.0	3.462	1.2067
Q9	301	1.0	5.0	3.442	1.2114
Q10	301	1.0	5.0	3.203	1.3350
Q11	301	1.0	5.0	4.209	.8161
Q12	301	1.0	5.0	3.578	1.1452
Q13	301	1.0	5.0	3.648	.9809
Q14	301	1.0	5.0	3.654	1.0615
Q15	301	1.0	5.0	4.136	.8434
Q16	301	1.0	5.0	4.060	.8620
Q17	301	1.0	5.0	4.153	.8850
Q18	301	1.0	5.0	3.791	.9448
Valid N (listwise)	301				

The set of 3 questions 8,9,10 investigated whether the online tools acted as an active assistant in improving English skills including writing, reading, and listening of online learners or not. The figure 1 gives an illustration on how students agreed on the assistance of technical factors in their learning. In details, over 48.17%, 44.85%, and 39.53% respectively conceded that online tools have improved their writing, reading, and listening skills respectively. The percentages of respective 14.29%; 14.95%; and 12.96% strongly supported the ideas that technical factors are of great importance to students' improvement in the aforementioned skills.

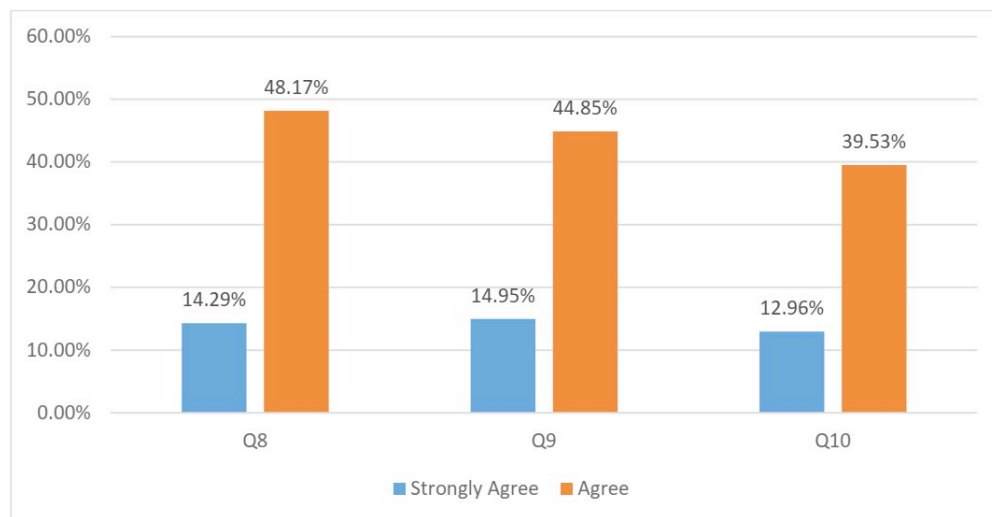


Figure 1: Impacts of online tools on students' English skills of Reading, Writing, Listening

The findings from the table 2 and the figure 1 is consistent with remarks given by the interviewees. With the question, "What do you think about the impacts of technological factors on your success in online learning?", most of the respondents strongly agreed on the positive side of the technological factors.

“With the assistance of technology, I myself could use the internet to conduct my own research based on the contents given by the lecturers” (ST1)

“Personally, I gave the online semester 8/10 points. Although this was the first time we have experienced an online semester for such a long time, I was able to take part in the lessons actively with fully understanding of all the contents and fulfilling all the lecturers’ requirements of homework and assignment. My writing skill has much improved through online learning because I could be able to use certain online tools in my preparation for writing” (ST2).

“I find the online learning semester quite effective. Specially, my writing skill has much improved because I myself was able to update new vocabulary, structure, as well as ideas for my writing from certain websites”. (ST3)

A summary from other students’ feedback on the technology impacts show that the technology is an essential agent for the online learning to be conducted.

The aforementioned analysis from the data and the interview leads to the conclusion that the technological factors acted a contributing factors to the success of online learnings. This conclusion is in accordance with the findings of various other researches related to the technological factors. (Howard Community College, 2001; Cahoon, 1998a, pp. 5-13; White, 2000). Specially, Boyd (2004) stated the possess of “appropriate technology” and competence in using that technology is a must from every online learner.

The questions 11-18 emphasized the significance of such online platforms as google classroom.com, quizlet.com, quizzi.com, peardeck.com, the software triptico, flipgrid.com, google sites, kahoot.it..., and even google translation in accelerating the online classroom atmosphere, assisting students in reviewing vocabulary and reviewing the lesson contents.

Particularly, the questions 11, ,15,16,17 received 100% agreement from the respondents (Means: 4.2, 4.1, 4.0,4.1 respectively). The other results of 3.5-3.6 were the reactions for the question 12,13,1,4.

The question 18 aimed at determining whether “e-books act as an effective assistant in online learning”. A large percentage (mean: 3.7) of the positive responses were recorded. Details can be observed from the figure 2 with 27% of the respondents strongly agreed, and another 49% agreed.

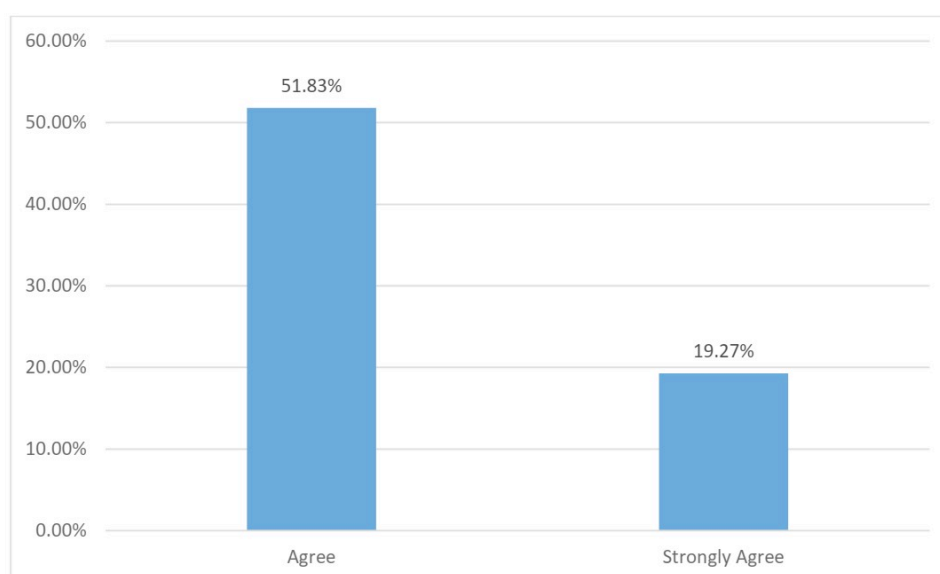


Figure 2. The decisive roles of e-books in assisting online learners

The findings were in accordance with the results from various related studies. As indicated by Jose (2017), the games are possible to be considered an “effective stand-alone learning tools” in case “learning objectives are properly integrated into the game dynamics”. Abrams & Wash, 2014; share the parallels from their studies that the games act as “an effective tool” in learning vocabulary.

Research Question 3: What are the teachers’ roles in the success of English online learners?

The questions 19-24: Teachers’ roles in the success of English online learners

The questions 19-24 were designed to seek the support for or against the positive impacts of teachers on online students’ success. The questions focused on students’ feedback on the teaching activities (teamwork, individual work.); teachers’ enthusiasm; teachers’ rigor; requirements of progress tests and final tests...The overall results (means of 3.5 and above) demonstrates that a quite high number of students agreed on the roles of teachers in their ways to online learning success.

Table 5: Teachers’ roles in online students’ learning success

	N	Minimum	Maximum	Mean	Std. Deviation
Q19	301	1.0	5.0	3.887	1.0491
Q20	301	1.0	5.0	3.538	1.0752
Q21	301	1.0	5.0	4.017	.8811
Q22	301	1.0	5.0	3.605	1.0984
Q23	301	1.0	5.0	3.831	.9099
Q24	301	1.0	5.0	3.771	.9886
Valid N (listwise)	301				

With the purpose of determining whether teachers take the decisive roles in their online learning, the question 19 got a high percentage of supportive response (Means: 3.887) from the participants. Similarly, other factors from teachers’ including

teaching activities like team work, individual work; teachers' strictness in class management and in teaching process... were the decisive things that the online course takers confirmed (means: 3.538, 3.605 respectively). In addition, the progress tests as well as the rigorous requirements of the final examination performed the accelerating function to the lead online learners to the success. This has been classified by the results of the questions 23 and 24:

Question 23: The progress tests help me review the knowledge content effectively

Question 24: The requirements from the rigorous final exam force me to take efforts in online courses

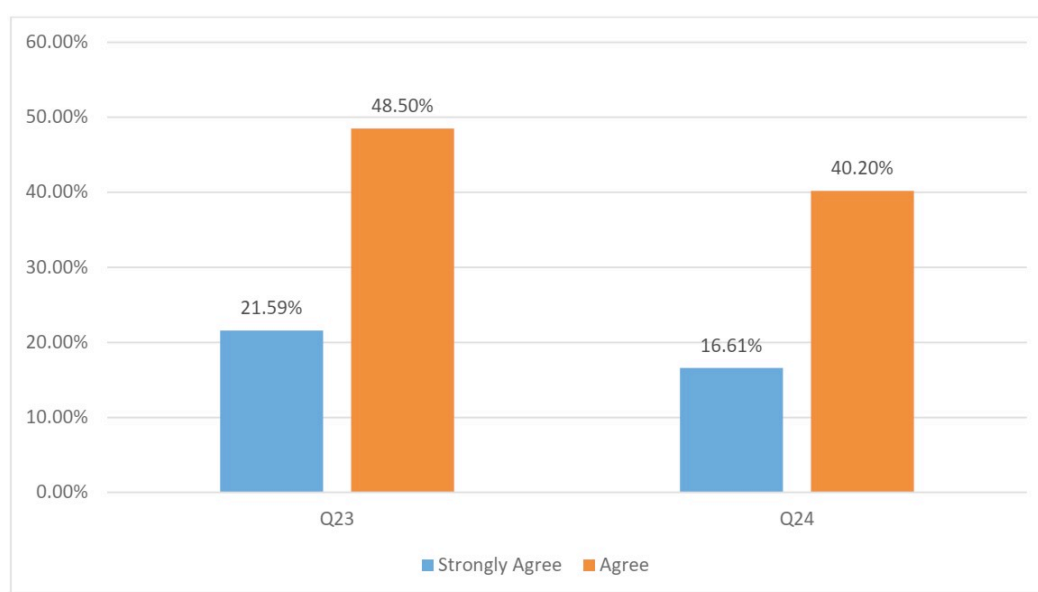


Figure 3. Impacts of progress tests and final exam on online learners' success

From the figure 3, it can be observed that over two thirds of the respondents (means: 3.8) agreed that the progress tests took effects in promoting their learning process, particularly 21.59% strongly agreed with this view. With a lower proportion of agreement, 56.81% of the respondents agreed the final examination with its rigorousness was the factor encourage online learners.

With the question 21, most of the respondents admitted that teachers' strictness played a significant role in ensuring online learners' success. (Means: 4.107)

From the results, it can be concluded that teachers' roles in online education is essential. Despite offline or online teaching, teachers play the roles of the instructor and the inspirer who is capable of instructing and inspiring their students to work actively. In addition to the online activities employed to implement the teaching effectively, teachers with their strictness and with the application of progress tests and final exams, online students are much motivated in their learning process. The findings are likely in accordance with the replies to the interview question 1 "What are your expectations from lecturers in online classes?. ST1 stated that the teachers-with their enthusiasm and creative teaching methods inspired us and helped use achieve the learning goals. Some students expected enthusiasm, more frequent

interaction from teachers. “Teachers need to give more specific explanation, more mini games to create the class atmosphere” (ST5). To put it in a nutshell, it can be said that contributing to the success of online learners’ teachers’ roles are unavoidable.

Those conclusions are in accordance with the findings from various other studies. As declared by S. Om (2006), individual attention from instructors to students and “responsiveness to students’ concerns is the most influential factor to significantly increase the satisfaction of students taking online classes”. Palloff and Pratt (2003) have summarize the major factors affecting the online learning of which they emphasized the effective role of “online facilitator”. Giving the amicable findings with the aforementioned authors, Raven (2010) declared:

“Teachers in online courses take on multiple roles. They facilitate of moderate discussions, they respond to individual students and to the class as a whole, and they manage the flow of content through assignments and responses. Their presence and immediacy seem to impact student satisfaction and learning.”

From a study of 3800 students who joined 73 courses selected among 264 web-based courses provided by State University of New York, Swan (2001) summarized the major factors making significant contribution to success of online learners including transparent and logical course structure, course instructor’s frequent and constructive interaction, and the final factor is “dynamic discussion”.

Conclusion

This study examined three sets of factors contributing to the success of online learners in English learning: (1) impacts of personal characteristics, (2) impacts of technical factors, (3) impacts of teachers.

The first set of factors focuses on e-learners’ personal characteristics. The findings demonstrate that personal characteristics of online learners, which are made up of self-discipline in preparation for the lesson, willingness in accomplishment of assignments, readiness in integration in the interaction, ...have made critical contributions to the online learners’ success.

In addition, student’s success in e-learning much depends on technical factors. This conclusion is drawn upon the research question 2, which emphasizes not only the competence of learners in using the technology effectively but also the capability of actively joining in the online games as well as the online platforms.

For the final set of factors examined, teaching activities (teamwork, individual work.); teachers’ enthusiasm; teachers’ rigor; requirements of progress tests and final tests...are critical to the success of online learners.

Based on the aforementioned, it can be concluded that the findings are generally in consistent with the online learning literature. These can be considered to be new in the corona virus outbreak since based on the findings, online instructors will be able to identify to what extent their students’ efforts may achieve the success in online learning. In the same way online learners will be capable of how to adjust themselves

on the path to the achievement. Additionally, the online platforms, which previously became the dominant factors in facilitating students in traditional classrooms, now have taken the opportunity to be an effective tool in virtual classrooms.

The study has made certain novel discoveries (based on the open-ended question in the questionnaire).

(1). Online learning makes the internet abuse in google translation possible, which have made e-learners lazy in learning vocabulary.

(2) Besides teachers' attitudes, students' devices, teachers' physical appearance contributes to the success of online learners.

(3) Online examinations have caused pressure for e-learners

(4) Unexpected factors coming from the noise, the personal chores, or the distance class management possibly lead to the neglect or inattention of online learners.

(5) Quizlet, Kahoot, Google Classroom, and some other online platforms virtually become integral parts of each online lesson.

(6). Unlike the traditional classroom, the online classroom with the assistance of online platforms have made the lesson much more appealing.

(7) Assignments have become an effective tool in online learning.

Limitations

The study focused on certain critical factors contributing to the success of online learners as examined. Other factors including demographic characteristics, e-learning contents, culture perspectives... have not been considered.

Recommendation for Further Research

A further research which combine more multiple factors are likely taken into consideration in the future. Besides, a correlation between the variables contributing to the success of e-learners and their actual outcomes measured in grades suggests a new way of future research.

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