

Non-English Major Students' Perceptions Towards TOEIC Online Learning and Testing

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Abstract

Due to the pandemic, schools in Vietnam are currently closed, resulting in a substantial shift from face-to-face to e-learning, as well as significant educational modifications. Correspondingly, both learning and testing must be modified to fit the current COVID-19 outbreak, emerging the need to address students' perceptions on the usage of the aforementioned issues. This study was carried out to evaluate how students perceived online learning and testing in TOEIC preparation courses at a university in HCMC, as this issue has grown increasingly impossible to ignore. The data for this study, which involved 55 students, was collected using a case study with the employment of interviews and surveys. The findings revealed that while online learning aided students during the COVID-19 epidemic, students still encountered some obstacles due to diminished teacher-student interaction and technological challenges. Besides the advantages of TOEIC online testing during this outbreak, the complicated manipulation, cheating, and unstable internet connection were considered as the disadvantages of students. This paper is intended to serve as a resource for teachers who are in charge of TOEIC online courses as well as a vehicle for further studies.

Keywords: TOEIC preparation courses, online learning, online testing

1. Introduction

The COVID-19 pandemic has had a significant impact on many parts of life around the world, including schooling. Over 1,6 billion students, 100 million instructors, and educational institutions in over 190 countries were affected by school closures last year (UNESCO, 2020). To date, the pandemic has caused considerable educational disruptions, with complete or partial school cancellations. As a result, today's educational system has undergone major modifications. Not only institutions but also each and every learner must change in order to adapt to current conditions.

The unexpected closure of schools and universities in Vietnam has resulted in a significant movement from traditional to virtual classrooms. The change requires teachers to use technology in conjunction with interaction to fit the teaching and learning process and meet students' needs. According to Bhatti (2021), technology in education is a critical step that aids teachers and students throughout the teaching and learning time. In addition, technology is an important element in e-learning because it may assist students in enhancing their English proficiency (Nguyen, 2021).

In fact, implementing an e-learning platform is thought to be a good solution to meet the Covid-19 pandemic. With the abrupt move from traditional classrooms to online ones, a number of concerns have arisen that need to be investigated in terms of the benefits and challenges that both teachers and students face. Students' perceptions of performance, pleasure, and preference for the new learning platform, in particular, should be considered. In addition to online learning, the testing procedure has been altered, which significantly impacts students' learning methods and outcomes. As a result, teachers must place a strong emphasis on online assessment.

In light of the current situation, students have signed up for a variety of e-learning courses. In many institutions, English is one of the required courses. To achieve graduation requirements, university students must obtain an English certificate. As a result, during the pandemic, a high number of students enroll in TOEIC online courses. Learners face numerous challenges when participating in virtual classrooms using new learning technology. Furthermore, they must take online examinations rather than paper tests, which is considered difficult exam. Hence, the study's main goal was to see how non-majored students felt about TOEIC online learning and testing. English teachers can then strengthen their teaching methods to assist students in dealing with the inevitable COVID-19 pandemic.

2. Literature review

2.1. *An overview of the TOEIC course*

TOEIC is a fair and valid evaluation of English-language listening and reading skills for the workplace widely used worldwide. Because of its significance, the TOEIC Listening and Reading Test is one of the standardized English proficiency examinations that most institutions and colleges in Vietnam utilize to determine graduation requirements.

The main purpose of the Test of English for International Communication (TOEIC) is to evaluate people who work in an international setting who speak a language other than English as their first language's everyday English skills (ETS, 2015a, 2016a; Powers & Powers, 2015). As a result, TOEIC courses at the university under scrutiny are meant to help students understand and respond to issues in real-world circumstances. Lesson content intentionally focuses on grammar and words that are utilized in real-life situations. Teachers give students with grammar points and vocabulary linked to TOEIC topics in each lesson. Teachers also teach students various test-taking tactics so that they can maximize their time and achieve higher results.

2.2. *Online learning in education*

Almost all institutions and colleges in Vietnam have chosen to convert to online learning in order to assure learning continuity. According to Douglas & Van Der Vyver (2004), online learning has gotten a lot of attention as a way to provide alternatives to traditional face-to-face, instructor-led education.

“E-learning,” sometimes referred to as online learning, Web-based learning, distance learning, and technology-based learning, is a concept that has garnered significant global attention; the importance of e-learning is therefore universal (Waight et al., 2004). According to Karatza et al. (2007), online learning refers to the use of any kind of electronic forms of information, which delivers knowledge and courses, as well as to the use of a network's advantages.

Long (2004) classified two types of e-learning which are asynchronous and synchronous modes. These two modes of e-learning are characterized by the nature of learner-facilitator interaction. Asynchronous mode provides learners with information that the learner can interact

with thereafter; meanwhile, the use of chat rooms, online dialogue among learners, and between learners and the facilitator are typical of the synchronous mode. Teachers and students participate in scheduled classes that they can register for on their own at the institution under investigation, which uses synchronous interactive settings. Cantoni, Cellario, and Porta (2004, as cited in Hassan et al., 2012) listed various advantages of E-learning such as being less expensive to deliver, self-paced (e-learning courses can be taken when needed), faster (learners can skip material they already know), provide consistent content (while traditional learning different teachers may teach different material about the same subject), work (e-learners can take training sessions when they want), easily and quickly updated (online e-learning sessions are especially easy to keep up to date because updated materials are simply uploaded to a server), lead to increased retention and a stronger grasp on the subject (due to many elements that are combined in e-learning to reinforce the message such as video, audio, quizzes, and interaction), easily managed for learning. Long (2004) mentioned a variety of advantages of E-learning regarding institutions and learners. In terms of personal learner advantages, seven advantages often mentioned were reduced travel time and costs for learners, self-paced learning whereby learners can control their schedules, convenience of any time and any place, opportunity for repeated practice, ease of review, self-responsibility, and freedom.

On the contrary, several challenges of online learning have been explored by researchers. In their case study, Barrot et al. (2021) found out that the learning environment was the greatest challenge, specifically distractions at home and limitations in learning space and facilities. Furthermore, online learning restricted students' learning experience (e.g., internship and laboratory experiments), limited their interaction with peers and teachers, caused depression, stress, and anxiety among students, and depleted the financial resources of those who belong to lower-income groups. Nguyen (2021) discussed four disadvantages of online learning: the overmuch amount of work, technical problems, no self-discipline, limited interactions, and anxiety overusing technology.

Obviously, there are not only advantages but also disadvantages to this new approach to learning; thus, students' experiences and opinions should be considered. Specifically, students at the university under study have been coping with this learning approach for a while, so it is a must for educators to look into their current circumstances in order to make any adjustments if possible.

2.3. Online testing

The TOEIC Listening and Reading test was a paper-and-pencil, multiple-choice evaluation in the years leading up to the pandemic. In the event of an outbreak, however, universities and colleges will need to change their approach to learning and testing. Online assessments are intended to be used as an alternative to face-to-face tests; as a result, adopting an assessment procedure that relies on electronic versions of exams necessitates extensive planning (Sarrayrih & Ilyas, 2013). Quizzes and tests are the most popular types of testing, with students synchronously answering multiple-choice questions. Students access a link provided by teachers during the allotted time and then take 15-minute quizzes. When the timer runs out, teachers close the link. In the same vein, the final tests, which last 90 minutes, are carried out. Because this type of assessment adjustment is new to Vietnamese students, they may have different perspectives on the subject. As a result, investigating students' attitudes about online learning and testing is critical.

2.4. Research questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What advantages and disadvantages do students have during the use of online learning?
2. How do students perceive the implementation of online testing?

Research design

3.1. Research participants

The participants in this study were 55 non-English major students who had completed TOEIC preparation course three at a private university in Ho Chi Minh City. They were all Vietnamese at different English levels and had passed the Ministry of Education and Training's National College Entrance Exam. These participants were chosen based on the convenience of the researchers.

3.2. Research design

In order to meet the aims of the study, the research approach used in this paper would be a mixed-methods design. According to Creswell and Plano Clark (2011), A mixed methods research design is a way for gathering, analyzing, and "mixing" quantitative and qualitative methodologies in a single study or a series of studies to better understand a research subject. The TOEIC program was a nine-week training course comprising a five-period class per week for the first five weeks of TOEIC virtual lessons. Then for the rest of the course, the number of classes for each week was doubled. A structured questionnaire using Google Forms, followed by telephone interviews, was used to collect data. Subsequent to the completion of the courses, the researchers would conduct an online survey of all respondents to learn more about their impressions of the TOEIC online courses' learning and evaluation. In addition, five students were interviewed over the phone in order to gain their inner thoughts about TOEIC virtual lessons. The information gathered through surveys and student interviews would be thoroughly scrutinized by SPSS 22 and thematic analysis software, respectively.

3.3. Instruments

To collect sufficient data for the research, two standard instruments, including questionnaire and interview, were used.

3.3.1. Questionnaire

A survey was employed as a research tool to supplement the data and gain a better understanding of the use of TOEIC online lessons. The questionnaire was delivered to 64 students immediately after they finished their exam, and the data obtained consisted of 55 entirely completed questionnaires. At first, students were given a two-part questionnaire utilizing Google Forms to collect personal information as well as their opinions on TOEIC online learning and testing. Part 1 included five items that elicited personal information, including gender, major, undergraduate academic level, and the number of participated online courses. In part 2, participants were required to choose a number. Then in part 2, participants selected a number on a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree) to react to 17 questions on this course, particularly their understanding and experience with the TOEIC online course during the COVID-19 pandemic period. These statements were initially composed in English and then translated to Vietnamese to grasp the

point and give the best responses. Following that, they must evaluate their final performance at the end of the course in terms of benefits and drawbacks. The reliability of the questionnaire is presented as follows.

Table 3.1. Reliability of the questionnaire

	Cronbach's alpha
Advantages of TOEIC online learning	.717
Disadvantages of TOEIC online learning	.700
Advantages of TOEIC online testing	.702
Disadvantages of TOEIC online testing	.704

Cronbach's alpha of .60 was considered satisfactory by Clark & Watson (1995). Furthermore, Bynner & Stribley (1979) indicated that Cronbach's alpha internal consistency larger than .67 was acceptable (as cited in Ho, 2015). As a consequence, the four alpha values of .717, .700, .702, and .704 were acceptable.

3.3.2 Interview

After gathering the questionnaire statistics, five students were chosen at random for the interview to identify the core problems. Because of the COVID-19 pandemic, participants were given phone interviews to answer questions based on survey data. The talks were held and recorded in Vietnamese in order to get thorough information about participants' attitudes regarding TOEIC online learning and assessment. The data were then transcribed by an online speech-to-text tool (Amberscript.com), translated into English, and extensively examined to provide a comprehensive understanding of the concerns. The English versions were automatically coded by thematic analysis software with the aim of breaking the text up into themes.

Findings and discussions

As previously stated, the goal of this survey is to determine non-English major students' attitudes regarding TOEIC online learning and assessment. The researchers identified two major themes in students' perceptions of the course for this study: Perceptions of TOEIC online learning and Perceptions of TOEIC online assessment.

4.1. Students' perceptions towards TOEIC online learning

4.1.1. Advantages of TOEIC online learning

To identify the advantages from learning TOEIC online, students' responses on the TOEIC online learning were analyzed. The descriptive statistics are provided in table 4.2.

Students' responses to the TOEIC online learning were studied to determine the benefits of learning TOEIC online. Table 4.2 shows the descriptive statistics.

The chart below shows that students agreed with the advantages of online learning (item LA2-LA6) in the questionnaire (mean score 3.382-4.364). The use of online classrooms during the COVID-19 epidemic received the most agreement (M=4.364) among the five benefits stated above. Meanwhile, they were uninterested in learning TOEIC on the internet (M=2.855). A small minority of respondents (18.1%) expressed interest in online lessons.

Table 4.1. Students' perceptions about the advantages of TOEIC online learning

Variables	1	2	3	4	5	Mean
Build excitement for learning	0 (0%)	20 (36.4%)	25 (45.5%)	8 (14.5%)	2 (3.6%)	2.855
Choose flexible learning location	0 (0%)	1 (18%)	11 (20%)	32 (58.2%)	11 (20%)	3.964
Access to online materials	0 (0%)	2 (3.7%)	19 (34.4%)	30 (54.6%)	4 (7.3%)	3.964
Record online lectures	1 (1.8%)	1 (1.8%)	11 (20%)	36 (65.5%)	7 (12.7%)	3.891
Complete assignments faster	1 (1.8%)	5 (9%)	25 (45.5%)	20 (36.4%)	4 (7.3%)	3.382
Correspond with Covid-19 crisis	0 (0%)	0 (0%)	2 (3.6%)	31 (56.4%)	22 (40%)	4.364

Note. 1: Totally disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Totally agree

With regard to the table, the highest figures were those with neutral attitude and disagreement at 45.5 % and 36.4 %, respectively. Likewise, less than a fifth (18.1%) agreed that TOEIC online lessons could excite the participants. As a result of this, it can be concluded that the majority of participants are not interested in virtual classrooms. The findings agreed with Mahyoob's viewpoint (2020). The majority of EFL students, according to the researcher, were dissatisfied with their online learning. They believed that virtual classrooms would not be able to assist them in making the necessary linguistic improvement.

It's difficult for me to focus for four hours on online lessons. When learning listening parts, I get bored and fatigued easily. I like to take TOEIC classes with my teacher and friends at school since I can engage with them. (S2)

I get bored looking at the screen for long periods of time. Online classes, in my opinion, are not as fascinating as those at school. (S4)

As shown in Table 4.1, 78.2 % (accounting for 43 respondents) showed their agreement and strong agreement in their favor of choosing a learning location during the COVID-19 epidemic. Participants stressed the flexibility of choosing a learning location as one of the benefits of TOEIC online learning. This helped them save time and money on travel expenses. Online learning is an easy way to bring remote lecturers into a course. This result confirmed what Bartley & Golek (2004) had discovered concerning the flexibility of locations without the time and expense of travel.

My commute to school takes more than 45 minutes, but now I can stay at home and participate in TOEIC class. I believe that learning English at home rather than at school is much more convenient for my friends and me. (S1)

In my perspective, enrolling in a TOEIC online class is preferable because it eliminates my need to commute from home to school. As a result, I'll be able to save money and time. (S3)

The majority of participants (accounting for 61.9%) found it easy and fast to download online materials, while only two students (3.7%) had difficulty getting the e-book used in the TOEIC course. Thurmond (2003) claimed that online learning gave learners access to a wealth of online materials. They also discovered that getting to relevant websites was simple. As a result, students could enroll in a variety of classes without having to spend time or money on textbooks.

Furthermore, one of the benefits that most of the participants (78.2%) can obtain from TOEIC online sessions is the ability to record online lectures. Students can record lectures to watch later if they don't understand the lessons or are unable to participate in an online classroom, unlike in an offline classroom. These findings are consistent with those of Muthuprasad et al. (2021) from the same COVID-19 phase, who found that the majority of respondents prefer recorded lessons and live sessions that can be recorded since it allows them more flexibility in learning. When the respondents were questioned about the advantages of learning TOEIC online, this finding was relevant to the interview outcomes.

When I am unable to attend a TOEIC lesson, I can download the recordings. I think it's a good approach for me to keep track of the lessons. (S2)

I am unable to record the entire lecture when I am at school. However, I am allowed to record the lectures and watch the videos if I do not understand some grammar issues. (S4)

With 45 percent and 43.7 percent, respectively, the number of participants who claimed a neutral attitude toward doing online assignments was slightly higher than the number of participants who agreed on this topic. Meanwhile, only 6 (2.7%) of participants denied finishing assignments more quickly.

Finally, a large majority of respondents believed that TOEIC online programs should be used during the COVID-19 crisis. Because TOEIC is one of the graduation requirements, students should enroll in this course even if they are learning online. They said they appreciated using TOEIC online learning during the present period, and they shared the following information.

Because I am now a senior, I need a TOEIC certificate in order to fulfill graduation requirements. I believe that students, particularly fourth-year students, should take advantage of online education. (S1)

One of the most important subjects at university is English. I enjoy learning TOEIC at school because it allows me to engage with my teacher. However, because of the COVID-19 epidemic, I am now unable to participate in any offline classes. (S5)

4.1.2 Disadvantages of TOEIC online learning

In the table below, descriptive data from the next four questionnaire items about the drawbacks of TOEIC online learning were coded and analyzed.

Table 4.2 Students' perceptions about the disadvantages of TOEIC online learning

Variables	1	2	3	4	5	Mean
Reduce teachers-students interaction	0 (0%)	3 (5.5%)	13 (23.6%)	35 (63.6%)	4 (7.3%)	3.727
Lack online learning strategies	0 (0%)	7 (12.7%)	30 (54.5%)	15 (27.3%)	3 (5.5%)	3.255
Get accustomed to conventional learning method	0 (0%)	7 (12.7%)	36 (65.5%)	10 (18.2%)	2 (3.6%)	3.127
Lack sufficient digital infrastructure devices (electronic devices,...)	1 (1.8%)	2 (3.6%)	11 (20.0%)	35 (63.6%)	6 (10.9%)	3.782

As shown in Table 4.2, 70.9 percent of respondents (representing 39 people) agreed or strongly agreed with the idea of limiting teacher-student interaction. Only three of them (5.5 percent) were dissatisfied with the online classroom's communication restrictions. The lack of nonverbal communication such as body language, facial expression, and eye contact hampers students' interest. This finding supports evidence from the research of Barticulon et al. (2021) and Wut (2021) within the same context during the Covid19 period, poor communication or lack of clear directions from educators distract students from their learning process. Online learning, according to interviewees, increases their passiveness since teachers are unable to directly observe their actions.

I usually turn off the camera when participating in online classes because my room is untidy. I do not want to catch others' attention. Moreover, I can lay the blame on technical problems so that teachers cannot read my face, mood, and actions. (S5)

In my opinion, the virtual classroom has no facial expressions and body gestures as well, which significantly decreases its vividness... It may lessen students' motivation and activeness... (S3)

In addition, the proportion of respondents' lack of experiences of online learning nearly tripled the percentage of disagreements on this issue with 33.8% and 12.7%, respectively. The learning process previously was conducted in schools with a face-to-face system, but during the COVID-19 pandemic, the learning process was carried out from home through the online system by utilizing existing media. Because online learning is still a new concept, shifting entirely to online learning challenges students in educational institutions in Vietnam. Consequently, this digital transformation of teaching methods brought with it a number of practical issues as well as behavioral changes, which had a close correlation with the findings in Ribeiro (2020).

I have a few experiences with TOEIC online learning. When suddenly changed from the traditional learning method to a new learning method, I was quite confused. I attended the classes; however, I could not keep up with my classmates. (S2)

I cannot apply my previous learning strategies like peer learning. To be honest, following teachers' instructions is uneasy, and it is difficult to ask my friends for help at the same time as I did. (S5)

Twelve students (accounting for 21.8%) were familiar with traditional learning methods, while more than half of them (12.7%) stated no difference between traditional learning methods and online learning methods. It is worth noting that nearly two-thirds of respondents (36 students) maintained a neutral attitude to this issue. As Wut (2021) mentioned, the lack of teamwork with their peer students is one of the major challenges in online courses. In a conventional classroom setting, learners can directly discuss with their professors and peers to seek possible answers to their queries or feasible solutions to various issues or hurdles to their learning. However, it is difficult to achieve in online courses. Obviously, conventional classroom settings provide a sense of pleasure with their peers, whereas contemporary online learning platforms establish a less communicative environment.

I consider that there are no more differences between online learning and traditional learning. However, my friends usually complain about the inconvenience of interaction and cooperation with classmates during lessons. (S1)

I was familiar with the traditional classroom environment. Hence, when joining the new online course, I liked a fish out of water. It took time to get used to this learning method... I see that teamwork skills in TOEIC traditional classrooms are more effective than in online ones. (S4)

Finally, the lack of proper electronic gadgets was the most accepted difficulty of TOEIC online learning during the Covid 19 outbreak, accounting for 74.5% (including 41 respondents). Students' living standards are inextricably linked to the quality of high-tech equipment they own, resulting in a negative online learning experience. This finding is consistent with that of Appanna (2008) about the infrastructure differences among learners, which can be a strain on students' budgets. When asked, the interviewees claimed that their technological devices made it difficult for them to focus on the teacher's presentation.

Due to financial problems, I cannot own a laptop, and it is difficult for me to observe or read the passage through my mobile screen. This really made me annoyed, and I could not answer the questions correctly. (S3)

My laptop configuration is an out-of-date mode, so it often performs poorly and lags whenever I access the online classroom. (S2)

4.2. Students' perceptions towards TOEIC online testing

4.2.1. Advantages of TOEIC online testing

Students' perceptions on the advantages of TOEIC online testing were tabulated and presented in table 4.5; then the data were interpreted as follows.

Table 4.3. Students' perceptions about the advantages of TOEIC online testing

Variables	1	2	3	4	5	Mean
Lessen the anxiety	1 (1.8%)	3 (5.5%)	16 (29.1%)	25 (45.5%)	10 (18.2%)	3.727
Provide immediate results	1 (1.8%)	2 (3.6%)	5 (9.1%)	36 (65.5%)	11 (20%)	3.982
Be feasible with TOEIC tests	1 (1.8%)	3 (5.5%)	21 (38.2%)	26 (47.3%)	4 (7.3%)	3.527
Be equivalent to the test format	0 (0%)	1 (1.8%)	16 (29.1%)	33 (60%)	5 (9.1%)	3.764

First, the majority of students (63.7%) felt that taking online examinations reduces their anxiety as compared to paper-based tests. In a different perspective, according to Shraim (2019), three-quarters of participants disagreed that online exams reduce stress and anxiety. In this study, students may get used to the new approach of learning, which helps them be more confident in their examinations. The students made the following assertions:

When I take the exams at school, I feel nervous as I have to sit still and listen to the teacher's instructions. Now I can be at ease taking the test at home, in my room, or anywhere else I like. (S1)

I feel reassured because any teachers or proctors do not look at me. (S2)

Second, unlike paper-based assessments, students were able to obtain their test results quickly since the testing system provided immediate results. This aligns with previous studies that online examinations are advantageous in giving immediate feedback, which benefits students in several aspects (Heinrich et al., 2009; Dreher et al., 2011; Hodgson & Pang, 2012). Prior to the epidemic, teachers needed time to mark students' exam papers or had to wait for the results if they took the papers to a testing center where a machine or gadgets marked them. At present, students could directly accomplish the test online and know their scores on the spot.

It's really convenient as I could see my test score immediately. In case I fail and need to register for a new course, it would be much faster for me to plan for it. (S4)

Waiting for the test scores is somewhat an irritable experience. Now I can know my result shortly. (S1)

Following that, 54.6 percent of students agreed that this type of online testing was appropriate for the TOEIC test. Only four students out of 55 (7.3%) believed this was inappropriate for the exam. However, in his study, Shraim (2019) concluded that participants perceived online exams as invalid, in that they were not appropriate for many subjects (77% of participants) and not well-suited for assessing the higher-order thinking skills (81% of participants). As his study was carried out before the pandemic, the use of online learning was not as popular at the present time. During the pandemic, this studying and assessment method was deemed the most practical, and most institutes and universities adopted it.

I believe this is the only way that my university can apply to continue teaching and learning. This is suitable for all the subjects in this COVID-19 outbreak, including TOEIC courses. (S2)

Yes, this is absolutely okay for this time, especially since we are a young generation and nowadays we are using the internet and computers every day. So online testing is suitable for our learning and testing. (S3)

Last but not least, the equivalent test format was considered superior to the TOEIC online testing since students were familiar with the question types that they had learned. More than 69% of the students shared this point. Meanwhile, only one student had different thinking. The students gave additional ideas.

I feel confident as I have done various actual tests before. So I believe I can get a high score on this test, too. (S3)

Because I have done this type of test so far, I am always ready with online exams. I intend to register and take the TOEIC test at ETS later on. (S5)

4.2.2. Disadvantages of TOEIC online testing

Following the students' opinions on the advantages of TOEIC online learning, the disadvantages were enumerated and clarified.

Table 4.4. Students' perceptions about the disadvantages of TOEIC online testing

Variables	1	2	3	4	5	Mean
Be hard to manipulate	0 (0%)	5 (9.1%)	22 (40%)	25 (45.5%)	3 (5.5%)	3.473
Cheat in the exam	0 (0%)	2 (3.6%)	10 (18.2%)	28 (50.9%)	15 (27.3%)	4.018
Struggle with a poor Internet connection	0 (0%)	1 (1.8%)	12 (21.8%)	34 (61.8%)	8 (14.5%)	3.891

The first and foremost drawback of TOEIC online is that it is considerably more difficult to manipulate than paper-based testing, which prevents pupils from achieving high marks. More than half of the students agreed, while 40% were undecided, and only 9.1% disagreed. The students claimed that utilizing the computer hampered their testing since it required them to focus on the screen for too long. Thus, adaptive testing was viewed as problematic, according to Shraim (2019).

It is terribly inconvenient, confusing, and annoying for me to drag and click the mouse forever and ever to answer only one question. It is such bad stuff. I had to look at the screen for so long, which is another problem for my eye. (S2)

Before, when the test was still paper-and-pencil, it was easier for me to read and answer the questions because it was on the same page, or sometimes two pages. Now, the text may be on the page, but the questions are deep below, which I find it hard to drag upward to reread the text. (S5)

Cheating is the next issue that students are concerned about, with 78.2 percent of students agreeing that cheating is a significant matter. Only 3.6 percent (2 students) believed there was no cheating at all, while 18.2 percent held a neutral opinion. In his study, Shraim (2019) claimed that 79% of participants disagreed that online exams are fairer than paper-based ones. Besides,

preventing cheating during online exams can be difficult, given the availability of technologies such as Bluetooth, wireless networking, mobile phones, and wearable technology.

This is not fair. Some students can cheat during online exams as they may ask their friends or search the answers on the internet. (S3)

Perhaps it is somehow unreliable because students can chat with their close friends and share the answers. I hope they won't share the answers as a group or class. (S4)

The constraint of internet connection is the last big deal with most of the students, with over 76 percent citing it as one of their disadvantages. Only one student thought that internet access was not an issue for him/her, and 21.8 percent of them remained neutral. It is evident that not all students live in HCMC, as they may return home during or before the Government's social distancing decisions No.15 and 16. As a result, their internet connection is dependent on their location, which can cause problems at times.

I am now at home, quite a remote area from the city. Sometimes the internet connection is not stable, which is annoying and inconvenient for me when having online classes, especially sitting exams. I felt nervous because it could be disruptive for more than 2-3 minutes; as a result, I could not accomplish my exam in time, or else I could be out of the exam if the connection was so low. (S2)

I registered a 3G internet connection, but the speed was unstable. It was really bad for my exam. (S4)

Even students in big cities may get into this trouble. Internet connection really matters if you do not register a high-quality internet connection with fast speed. In my case, the test was sometimes disruptive; luckily, I had enough time to finish the exam. (S5)

Conclusion

In this study, students' perceptions of the advantages and disadvantages of TOEIC online learning and testing at the university under scrutiny were thoroughly looked into.

The findings revealed that TOEIC online learning was appropriate for Covid 19's current scenario since it provided students with a convenient learning environment, access to materials, and class recordings for reference. On the other hand, students noticed a few drawbacks in TOEIC online learning, which included a lack of appeal for students to study on a screen and a reduction in teacher-student connection. Furthermore, most students cited insufficient infrastructure as a hindrance to successful learning, with the majority claiming that their technological devices hampered them.

Moreover, students' opinions on the implementation of TOEIC online testing were then highlighted based on the data gathered. Students claimed that online examinations were acceptable for TOEIC testing and that they were familiar with the test format, which helped them feel more confident during the exams. Another benefit of online testing noted by students was the ability to receive instant results. In a different manner, students asserted some troubles of online testing, including complicated manipulation, cheating, and unstable internet connection.

This study was narrow to a small number of participants, which is a limitation of generalizability. The study represents a starting point for future TOEIC online course research in the event of an outbreak, with more students participating. Besides, future studies may look at different techniques or strategies to raise students' motivation to learn and get them involved

in more activities and class interaction. Furthermore, it is suggested that applications should be used to prevent or restrict cheating and plagiarism during exams so that students could find online testing trustworthy and satisfying.

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