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Changes in Students' Experiences and Perceptions towards E-learning at Hoa Sen University during Covid-19 Pandemic

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Abstract

The COVID-19 epidemic has had a profound influence on every area of society, particularly on education. For the duration of the epidemic, almost all institutions and universities have switched traditional learning to E-learning as a way of preserving academic continuity. As a result, students' perspectives and experiences with online learning are becoming more relevant, necessitating additional research. The survey was conducted in two phases: in March 2019 (before the covid-19 pandemic) and in July 2020 (during the pandemic). The results were used to evaluate changes in students' views and experiences of E-learning at Hoa Sen University (after the first covid-19 pandemic). A total of 158 and 214 people were recruited to participate in the first and second phases of the study, respectively. To gather and evaluate data obtained via online questionnaires, several quantitative and qualitative techniques were utilized. The research findings revealed that students had more positive attitudes about studying through online education. In view of the escalating covid-19 epidemic, educators' suggestions were offered to enhance the efficacy of online instruction.

Keywords: perceptions, experiences, EFL students, E-learning

1. Introduction

Many countries have declared the closure of all educational institutions as a result of the outbreak of the new coronavirus illness, which has spread across the world. Therefore, operations have been suspended in order to prevent students from getting infected with the virus, which is possible in such a highly socialized setting as the university. According to UNESCO (2020), 186 countries have already implemented nationwide closures by the end of April 2020, impacting about 73.8 percent of all learners. Vietnam's government announced that schools would be closed on March 27, 2020, due to the danger of a pandemic with outbreaks occurring across the nation and throughout the globe. However, to cater to learners' requirements, a non-traditional education model that is fast and efficient has been created (Vietnamese Government, 2020). Universities have moved swiftly to develop online learning

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programs that use a variety of platforms in order to ensure that students have a consistent learning experience. During the first few months of 2020, Covid has directly impacted Vietnam's fast and strong transition away from conventional schooling and toward virtual classrooms. This change, however, seems to be a natural progression, especially in light of the technological advances that students have at their disposal. Due to the obvious fast development of E-learning, teachers and students are becoming more used to new teaching and learning methods that were previously uncommon in Vietnam. Suppose virtual teaching is to be established as the new standard in teaching-learning methodology. In that case, it is critical to comprehend learners' views on the approach and to examine learners' tendencies toward it, such as their level of inclusion and suggestions, among other things. The purpose of this study is to assess learners' experiences as well as their attitudes about E-learning at Hoa Sen University during the outbreak of the pandemic.

2. Literature review

2.1 Online learning's advantages and applications

Internet-based learning, often known as electronic learning or E-learning, is a form of distance learning or online education that has long been a component of educational institutions across the globe (Bartley & Golek, 2004). It has been the most popular field of training in recent years to fulfill learners' requirements because of the covid-19 epidemic. As seen by Singh and Thurman (2019), E-learning is described as the experience of learners in either synchronous or asynchronous situations using a range of devices (e.g., mobile phones, laptops, and so on) that can connect to the Internet. In these settings, students may study and interact with their instructors and other members of their class from any location and at any time of day or night. Due to the obvious nature of the synchronous learning environment, students may participate in live lectures, engage in real-time conversations, and get instant feedback. Instead of live lectures or actual classrooms, learning material is delivered via a multitude of learning systems and forums in an asynchronous learning environment rather than through a single education model. As a result, there is no immediate way to get feedback (Littlefield, 2018).

Since most of the research compares these two formats to traditional face-to-face learning, Hoic-Bozic, Mornar, and Boticki (2009) consider hybrid learning, also known as blended learning, and completely online learning to be the most important popular types of electronic learning. On the other hand, blended learning combines conventional face-to-face classes, virtual classrooms, and collaborative learning via the use of other technology.

In addition to its efficacy in education, E-learning may be used as a career development tool. It is cost-effective compared to higher education expenses, and it can offer world-class education for anybody with an internet connection (Gratton & Stanley, 2009). Online learning may also be seen as a tool for using technology to make the teaching-learning process more student-centered, innovative, and adaptable (Singh & Thurman, 2019).

The learning outcomes of online learners are comparable to or better than those of traditional learners, and students are very satisfied with their online learning experiences (Navarro & Shoemaker, 2000). According to Rovai and Jordan (2004), who examined the relationship between students' sentiments of community in the traditional classroom and those in the blended format, students in the combined model had a stronger sense of community than those in the conventional style. After controlling for sample selection bias, researchers found that exam results for students taking the online course were four points higher than those doing it in the traditional format. In this experiment, participants were randomly allocated to either a conventional classroom setting (the control) or a hybrid online learning format that convened once a week and required students to do most of their work online (treatment). The study's findings showed that both groups learned in a comparable way, and that a hybrid course might save money while also boosting productivity over time. There will be more learning gains and cost savings if new online learning tools and software are regularly created and evaluated (Harmon & Lambrinos, 2006).

2.2 Issues arising in the context of online teaching and learning

Despite the fact that there are a number of tools available for online academic success, they may sometimes create significant difficulties. For example, failures to download files, installation difficulties, login problems, audio/visual problems, and so on are all instances of hurdles and impediments associated with modern technology. Students may find online teaching to be boring and uninspiring at certain points during the course. Students seldom find the opportunity to engage in online learning since it requires a great deal of time and flexibility. Ha and Ngo (2021) showed that the stability of the internet connection has a significant impact on the students' listening processes. In addition, online learning suffers from a substantial lack of individual attention. It may be difficult to offer two-way communication to students since they expect it.

The learning process might not reach its full potential unless and until students put what they have learnt into practice. Online material may sometimes be purely theoretical, making it difficult for learners to put their knowledge into practice and absorb it effectively. Course material that is not even up to par with industry standards is also a major source of worry. A lack of a sense of community, technical difficulties, and difficulty understanding educational objectives are among the major obstacles students face while studying online (Song et al., 2004). In addition, they were found to be unprepared to combine their work, family, and social lives with their study lives in an online learning environment. Furthermore, students are often underprepared for a wide range of E-learning and academic-type abilities in general. When it comes to utilizing Learning Management Systems, students have a low level of preparedness for doing so (Parkes et al., 2014).

2.3 Studies on experiences and perceptions on E-learning before the pandemic

For Warner et al. (1998), three factors determine students' readiness for online learning: (1) their interest in learning rather than direct instructional activities; (2) their confidence in using

telecommunications for learning, including competence and confidence in the Internet and digitally used contact; (3) their ability to interact in learning independently. Instructors' interactions with them significantly influence students' views of online learning.

Critical thinking and information processing are facilitated by a stable course design and the opportunity to engage with teachers. As per the greater part of research participants, one of the most helpful elements of online learning experiences was course design (Song et al.,2004)

Students' views of course quality are influenced by the quality of the instructional framework while taking courses over the Internet (Yang & Durrington, 2010). According to Huss and Eastep (2013), 59 percent of students said tutorials helped them comprehend the technology or topic matter covered in their classes. A few drawbacks of online education were also raised throughout the debate. The absence of a feeling of community and/or emotional isolation, difficulty interacting with other learners, technical problems, and the need of a long-term commitment to learning are all barriers to online learning, according to Hara and Kling (1999), Petrides (2002) and Vonderwell (2003). Online courses, when well-structured, may be equally as effective as those taught in a traditional classroom (Nguyen, 2015).

2.4 Research on E-learning experiences and perceptions during the epidemic

In response to the rapid development of COVID-19, education has been pushed toward a more technological and commercial emphasis. Strategies for mitigating the impact of the change on the normal learning process should be implemented in conjunction with it (Gurukkal, 2020). With the transition to online learning in higher education, views of higher education need to be reassessed, particularly ideas about institutions and what students should expect from them. It is possible to teach theoretical courses, for example, online. On the other hand, practical courses should be taught face-to-face to guarantee the best possible teaching methods in terms of monitoring and mentoring of students throughout the course. Therefore, technological advancements may enable larger classes to be more flexible and customized to the needs of individual students (Siripongdee et al., 2020).

Hebebci et al. (2020) conducted research in Turkey to determine what instructors and students felt about the distance education applications of the disease. It was discovered in the research that distance learners struggle to complete group tasks because of a lack of on-campus socialization, as indicated by 42.9 percent of those who took part in the study.

A thorough discussion of the advantages and disadvantages of distance learning was conducted by Sadeghi (2019), who argued that it provides the advantages of being able to study from anywhere at any time, saving a significant amount of money, eliminating travel, allowing students to choose their own path of study, and saving time. On the downside, there are a number of issues to consider, including a significant risk for distraction due to sophisticated technology, a loss of social connections, and the difficulty of staying in contact with instructors. Whether during or after a crisis, online learning is important to the learning process. Furthermore, in order for schools and colleges to be successful, the technological infrastructure must be properly maintained in some way (Nikdel & Fardin, 2020). Dhawan (2020) analyzed the benefits, drawbacks, opportunities, and risks that online learning offers. The author showed

how the global financial crisis highlights the importance of digital competence in dealing with the crisis and facilitating learning opportunities for students. Consequently, schools should educate students on how to utilize computers. Another research conducted in Malaysia looked at the satisfaction of male and female students who used E-learning portals to complete their studies. There is a significant correlation between user satisfaction and E-learning as a natural consequence. Affecting both participants' satisfaction levels is the quality of the e-service and the amount of information provided (Shahzad et al., 2020). Some of the advantages of online learning are flexibility, ease of access, and a connection between students and instructors. In light of the significance and advantages of online learning, it has been brought to the notice of the public that it is plagued by issues such as data privacy. Due to the fact that students access online portals via computers and mobile phones, their personal information is at risk. It is essential that university staff and students be trained on cybersecurity and data privacy issues (Luxatia, 2020). In addition, Ngo (2021) stated that instructors play a crucial role in the online learning environment. It is conceivable that students' interest in learning will increase if instructors become more adept at using the benefits of the Internet to produce more engaging online classes for their students.

According to what can be observed in the preceding research, students' perceptions of E-learning as well as their experiences or difficulties throughout the course of studying E-learning throughout the pandemic were extensively investigated. On the other hand, these studies often poll learners' views at a certain moment in time; only a small number of research have gone through two or more stages to examine how learners change as they get more acquainted with the learning process. In addition, studies were carried out in the context of various countries' cultures. A two-phase study to investigate the views and experiences of Hoa Sen University students in the context of the current pandemic outbreak is thus necessary.

2.5 Research Questions

Based on the assessment of the literature and the gap in the research, the survey was designed to answer the following research question in order to meet the study's objectives:

What are the changes in students' experiences and perceptions of E-learning at Hoa Sen University during the Covid-19 Pandemic?

3. Methods

3.1 Pedagogical Setting & Participants

The data was collected from two separate phases in which the first one was in March 2019 and the second one was implemented in May 2020. In the first phase, the student's understanding of E-learning was still very limited, but in the second phase the students had chances of experiencing E-learning during the pandemic time. In the study, a comparative analysis of the result from the two phases of the study is conducted to examine the effect of covid-19 on the students' awareness and experience in E-learning.

In the first phase, 230 students were targeted for the study but only 158 students from Hoa Sen University in Ho Chi Minh City participated in the study. Most of the participants were non-English major from different levels with different majors. Among 158 participants, 65.5% of the students are female, and 34.5% are male. English File, written by Christina Latham Koenig and Clive Oxenden, is the textbook for the classes, accompanied by a workbook, CDs and iTools CD-ROM. For a whole course, the students have 105 periods, and in a week, the students have 4 sessions of three periods studying in classes with Vietnamese teachers and 2 sessions with foreign teachers

It was estimated that 214 students from the Hoa Sen University in Ho Chi Minh City would take part in the research during its second phase. All the participants were not English majors, and they came from a variety of various degree backgrounds and experiences. Males outnumbered females, 50.9 percent and 49.1 percent, respectively, among the 214 participants in the study. The materials and the studying periods are the same as in the first phase. For the duration of the epidemic, Hoa Sen University students were required to study online by accessing the Mlearning page on the university's website, where they could get course materials as well as complete homework assignments and quizzes. Using the Mlearning page's statistical data, instructors assign homework, grade assignments, and evaluate students' progress in class. In order to provide lectures and engage with students directly online, instructors utilize Big Blue Button or Google Meet to deliver lectures and connect with students.

3.2 Design of the Study

The survey study was utilized as the major research design to uncover students' opinions on E-learning. According to Check and Schutt (2011) and Creswell (2014), in a survey study, the participants' views and opinions are investigated through their replies to a set of questions. They also believe that this is the most common use of survey research. As a result, a survey study was the most appropriate design for this research.

In this study, the applied research method is used to figure out the students' perceptions on E-learning and the problems that the students are facing when studying E-learning by employing accepted theories and principles. The research is of practical use to the current situation when many schools are still in the state of teaching and learning online during the pandemic. Applied research is used to deal with a specific case in Hoa Sen University without the objective of generalizing. In addition, the study is carried out with a mixed research method that involves the method of quantitative and qualitative or paradigm characteristics. The data of the study is a mixture of words, images, and variables. The qualitative data in part 1 and part 2 is non-descriptive, but it can be presented in tables and graphs because it is numerical, and the evidence can be evaluated. The qualitative data in part 3 is non-numerical and cannot be graphed, but it can be descriptive, exploratory to help investigate the reasons why the participants chose the options in part 2 with quantitative data, and it also helps to get a clear understanding of the feeling, the explanations, and the suggestions from participants.

3.3 Data collection & analysis

The questionnaire was the primary tool used in this investigation. Questionnaires are widely used to examine attitudes, views, and other factors, according to Creswell (2014) and Ponto (2015). Furthermore, this instrument is useful since it may help the researcher gather a large amount of data in a short amount of time and in both online and offline formats.

Before collecting data for the project, a pilot study of the questionnaires was conducted with selected Hoa Sen University students to validate the measurement and make any required modifications. Following that, the participants were given a google form with surveys to fill out as part of the data gathering procedure. The objective of the study and some of the more challenging E-learning words in the survey was explained to the participants at the beginning of the google form. The surveys were written in Vietnamese using basic structure sentences and were organized into topics for a better comprehension of the non-major English participants.

The questionnaire was intended to gather information on the participants' views of E-learning as well as their experience with E-learning at their university both before and after they began studying online. The questionnaire consisted of 28 questions divided into three sections. Part one included three questions intended to gather information about the students' backgrounds, and part two contained two items designed to assess the students' perceptions of E-learning. During this section, there were a total of 10 multiple choice questions with four choices for each answer choice. The third section contains 12 questions, each of which has a Likert scale with values ranging from 1 to 5 (Strongly disagree, Disagree, No Opinion, Agree, Strongly Agree). This allows students to specify their level of satisfaction with their E-learning at their universities, as well as their level of agreement with each item. In order to get more information on students' experiences with E-learning and their ideas, the three last questions were intended to be open-ended in order to obtain more specifics about their experiences.

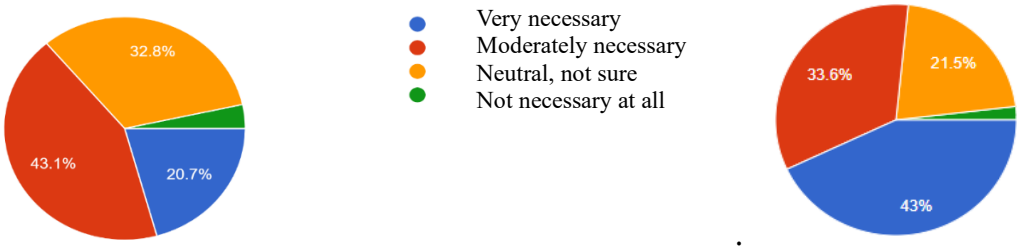
4. Results/Findings and discussion

4.1 Results in students' perceptions of E-learning

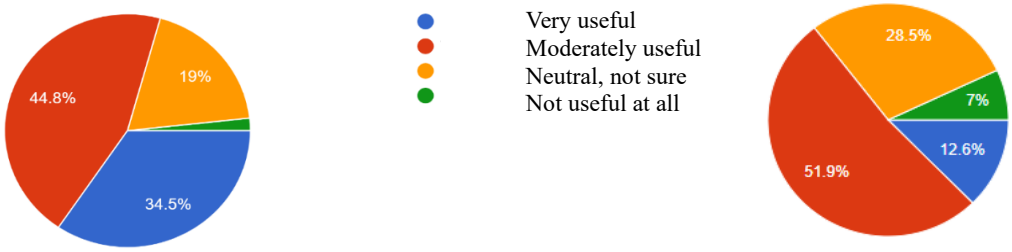
Figure 1.
Students' perceptions on E-learning

The first phase **The second phase**

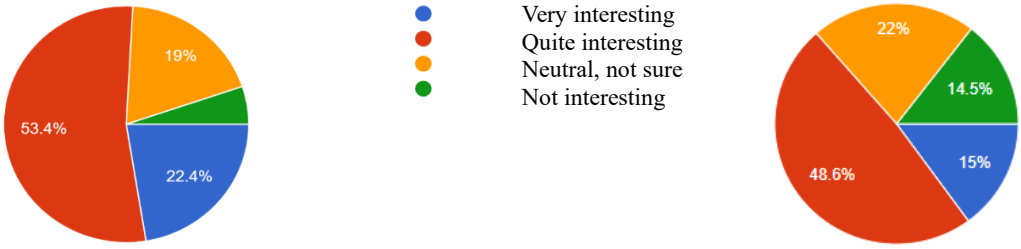
1. How necessary is E-learning to you personally?



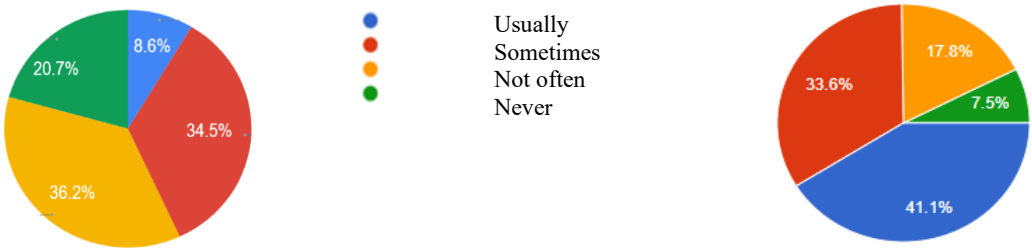
2. How effective is E-learning to you personally?



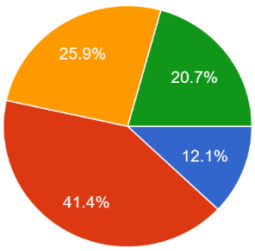
3. How interesting are online courses?

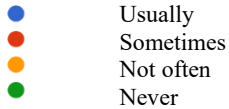


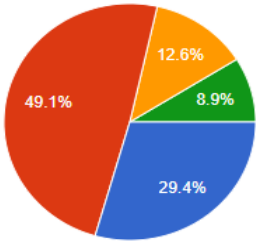
4. How often are you online for self-study?



5. How often do you make your own E-learning plan?



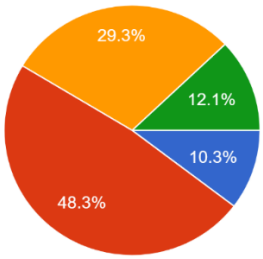


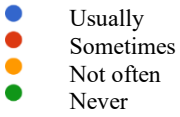


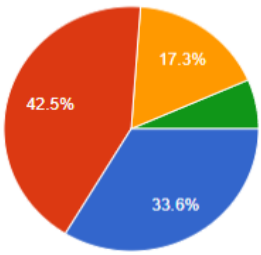
The first phase

The second phase

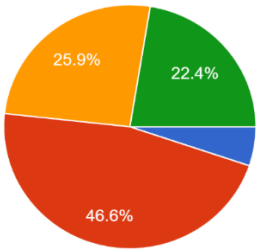
6. How often do you get motivated to study online?

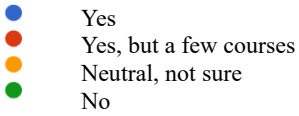


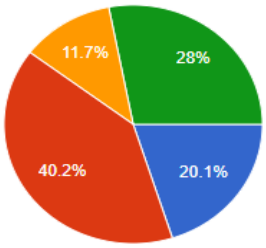




7. Should we change all courses at university into online courses?

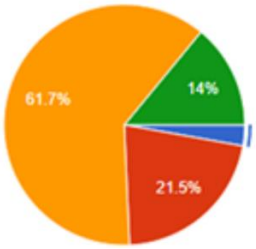


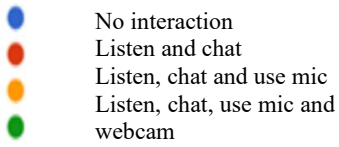




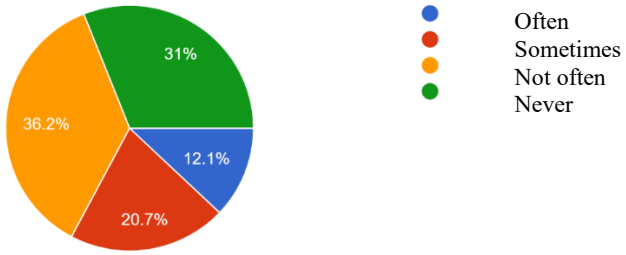
The second phase

8. What learning style do you like when you study online?

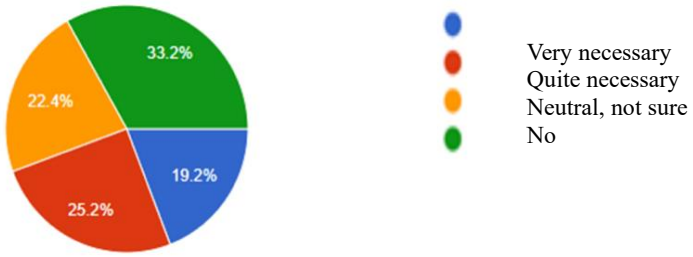




9. How often do you feel stressed when you study online at your university?



10. Is it necessary to have any training from the university for E-learning skills?



As can be seen from figure 1, the statistics on students' views of E-learning after being affected by the epidemic showed that the majority of students acknowledged the importance of E-learning. More precisely, 76.6 percent agreed that online learning is inessential, while just 1.9 percent disagreed. In comparison to before the epidemic, 63.8 percent agreed, and 3.4 percent disagreed. According to the statistics, there was a rise in views of the importance of E-learning after the pandemic's impact.

However, the results are diametrically opposed in terms of perceived efficacy and interest in E-learning. 64.5 percent and 63.6 percent agreed on the effectiveness and interest of E-learning, respectively, while just 7 percent and 14.5 percent disagreed. According to the previous statistics, the efficacy and interest in E-learning were greater, with 79.3 percent and 75.8 percent agreeing, respectively, while just 1.7 percent and 5.2 percent disagreeing. Although many students agreed that E-learning was necessary, many of them also agreed that it was ineffective. It may be because they are unfamiliar with online learning, are experiencing technical or academic difficulties, or are easily distracted by their surroundings. Consequently, they have an impact on the quality of online teaching and learning, as well as the effectiveness of E-learning. Furthermore, as compared to prior statistics, fewer participants felt engaged while studying online. We can predict from the situation that they did not have the chance to study their favorite subjects, or they felt pressured with the grades to pass the courses, or they did not have real interactions in person due to physical distance limitations, or the online teaching methods of the teachers could not pique their interest in E-learning. As a result, we should attempt to find out why we should assist and encourage students in the first place.

Due to their favorable attitudes about the importance of E-learning, a significant percentage of students said that they usually or sometimes had self-study, a study plan, or motivation in E-learning. 74.7 percent, 78.5 percent, and 76.1 percent indicated they frequently or sometimes did it, whereas just 7.5 percent, 8.9 percent, and 6.6 percent stated they never did it. There was

a significant difference in the results when compared to the previous data, with just 43.1 percent, 53.5 percent, and 58.6 percent disclosing their repeated behaviors in having self-study, study plan, and motivation, whereas 20.7 percent, 20.7 percent, and 12.1 percent stated they never did it. According to the data, most students have positive views about their studies and a high degree of autonomy in their university's online learning. It is evident that students take online learning at their institutions more seriously than other online courses.

In terms of learning methods, 83.2 percent preferred to study online by listening to instructors, chatting in the public box, and using their microphones to respond or ask questions. Only 14 percent consented to turn on the camera during class. According to the data, not many students, namely 2.8 percent, preferred to learn online without contact. Most students preferred to engage with their instructors and classmates by entering comments in the public chat box or speaking into the microphones. However, not many individuals felt comfortable interacting with others through webcams. It might be because the students want more autonomy in their studies, are introverts or had a high degree of self-taught and self-study ability. Therefore, when designing online courses, we should keep this in mind.

While asked about E-learning stress, 56.1 percent said they frequently or sometimes felt anxious when taking university online courses. 22.9 percent said they did not often feel worried, and 21 percent said they never felt frightened or stressed. According to the statistics, many students are anxious while studying online via the university platform. Perhaps, it is because they have a lot of homework, do not even comprehend the courses, or have internet connection issues, among other things. As a result, in order to discover effective solutions to the issue, we should first determine what is generating the learners' stress.

Concerning university assistance for online learning abilities, 44.4 percent acknowledged that they required aid from the university to study better with E-learning, 33.2 percent disagreed, and 22.4 percent were indifferent. Although Hoa Sen University offered technological training for E-learning, students still needed more. As a result, the institution should consider offering students certain academic training and a guidebook in online learning abilities.

Furthermore, the findings revealed the students' preference for E-learning in the future. More precisely, just 20.1 percent agreed to mix conventional learning with E-learning for all courses after the pandemic, and 40.2 percent agreed to combine but only with certain courses, while 28 percent disagreed, and 11.7 percent were indifferent. As a result, we should evaluate whether we want completely online courses or blended courses, as well as how much of each is made up of online courses and face-to-face courses, and which topics may be created in blended courses, and which can only be produced in conventional learning courses.

4.2 Results in students' experiences on E-learning at their universities

Table 1. Students' experiences and suggestions on E-learning

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1. Your university provides enough online courses	3.7%	1.4%	14%	30.4%	50.5%
2. You usually spend time on E-learning of HSU	4.2%	6.5%	20.1%	30.4%	38.8%
3. You are satisfied with online teaching method of HSU	3.7%	9.3%	28.5%	36.4%	22%
4.You are satisfied with the quality of E-learning programs of HSU	3.7%	9.3%	30.4%	38.8%	17.8%
5. You have many opportunities to interact with teachers when studying online	9.8%	12.1%	27.1%	29.4%	21.5%
6. You have many opportunities to interact with your classmates when studying online.	20.6%	20.6%	28.5%	16.8%	13.6%
7. You have difficulties with technical problems when studying online at HSU.	17.8%	16.8%	28.5%	22%	15%
8. You have difficulties with E-learning skills when studying online at HSU	11.7%	18.2%	37.9%	18.2%	14%
9. HSU provides good internet access to online courses	6.1%	12.6%	42.5%	26.6%	12.1%
10. E-learning helps you improve your study	10.7%	15%	39.3%	22.9%	12.1%
11. You are satisfied with the assessment from online courses.	5.1%	9.3%	36%	29.4%	20.1%
12. You are satisfied with EIC online courses	8.9%	5.6%	33.2%	31.3%	21%

According to table 1, the study's data analysis solely revealed the students' experiences with E-learning at Hoa Sen University after they had encountered E-learning during the Covid

epidemic. 80.9 percent of students stated Hoa Sen University provided a comprehensive variety of online courses. During the epidemic, all courses had to be taught online, as previously stated. Online learning has improved; thus, students are spending more time on E-learning, with 69.2 percent reporting that they frequently study online.

When queried about the quality of online courses and online teaching techniques, almost 60 percent said they were satisfied with the online teaching quality and instructors' teaching methods. Specifically, 56.6 percent agreed with the quality of online programs and 58.4 percent agreed with the online teaching techniques. This indicates that the school's and teachers' efforts have been recognized.

Regarding classroom contact, 50.9 percent believed they had numerous chances to engage with instructors, but only 30.4 percent said they could communicate with classmates. This is reasonable given the limitations of interaction in online learning. Even though the Big Blue button system includes a breakout room, which is strong support for gathering, the diversity of activities is still restricted.

Despite the university, IT department, and instructors' attempts to assist students, just 37% reported technical problems while studying online. The issues that students encounter may be quite objective, such as their internet connection, learning equipment, and so on, which are beyond our control.

In addition, 32.2 percent reported having difficulties with E-learning abilities when studying online at HSU. Although the institution supplied students with training and a guidebook prior to studying E-learning, it is still insufficient. It may be said that E-learning was not a difficulty for many pupils. As a result, the institution should focus more on student training to assist them in becoming more acquainted with technology and E-learning abilities.

One of the most serious issues in E-learning is the availability of high-quality internet connections. HSU offered excellent internet connections for online courses, according to 38.7 percent of students. 42.5 percent were neutral, with just 18.7 percent disagreeing. It is well acknowledged that during the first epidemic caused by Covid 19, the majority of schools and organizations in Vietnam were very perplexed during the operating period of remote working. Despite HSU's early planning for E-learning before the pandemic, there were still inevitable issues. However, the server infrastructure has been significantly improved, allowing students to experience E-learning better at HSU.

In terms of study progress, 35% stated their online learning improved, 39.3% were indifferent, and 25.7% disagreed. This may be seen as a good outcome since the implementation of synchronized online teaching occurs in a short period of time, while learning is a lengthy process. Furthermore, E-learning issues are being addressed daily. Hopefully, as internet availability and instructional tools increase, kids' academic progress will be viewed positively by them.

Students were also polled on how satisfied they were with the assessment and evaluation of online courses. 49.5 percent agreed, 36% were indifferent, and 13.3 percent disapproved. Although not many students complained about the assessment of online courses, improvements

in assessment should be explored to please students better.

There was also a question to gauge students' happiness with the EIC online program, which is a general English curriculum for non-English majors at Hoa Sen University. More than 52% of students were pleased, 33.2 percent were indifferent, and 14.5 percent disapproved, which was a tremendous encouragement to all instructors at Hoa Sen University's ELT department throughout the period of online teaching.

While being asked about the difficulties students often encounter when engaging in E-learning at their institution, almost every participant in the study said that it is very difficult to participate since they cannot communicate with instructors or classmates for clear comprehension. Certain of them highlighted facilities that directly impact the E-learning process, such as Wi-Fi connection, some deactivated features on their PCs or laptops, E-learning system problems, and so on. Aside from facility difficulties, most study participants felt that having minimal contact with instructors or classmates hindered them from gaining a clear understanding. Furthermore, the participants said that it was difficult to develop working group abilities and gain enthusiasm with E-learning, and it was simple to get sidetracked by the surroundings.

The data from the inquiry regarding their discontent with their university's E-learning revealed that technical problems such as internet connection, login error, microphone or camera error, and inefficient group activities were the major thoughts raised by the respondents.

With the gathered data on E-learning recommendations, students offered many contributions such as adding support capabilities to mobile phones, updating the server for a better connection, and using mixed learning instead of completely online. Furthermore, students want to have greater contact with lecturers as well as more opportunities to work with helpful instructional materials given by instructors. The students also suggested having subtitles for lectures, video recordings after class, and E-learning skills training. They also recommended that the institution avoid online courses with practical topics, as well as decrease the emphasis on grades and the amount of time spent studying online.

4.3 Discussion

This study's main goal was to look at how students felt about E-learning in general. Most respondents chose online courses to stay up with the curriculum because of the COVID-19 epidemic's closure, while just 1.9% thought E-learning was essential and inefficient. To go further into this subject, it was necessary to survey respondents about their experiences with online courses. Students' views on the usefulness of E-learning shifted following the epidemic, according to our research. Foresights into the future of Elearning may be found in early research such as those done by Gratton and Stanley (2009); Singh and Thurman (2019). Participants' rankings of important factors matched earlier findings. Nearly all online learning students had positive views about their education and a high level of self-reliance. Navarro and Shoemaker (2000), as well as Singh and Thurman (2019), also corroborated this result. Most students agreed that student-teacher contact was important. In support of this statement, Thompson (2014) published a study in 2014. Online programs' success is heavily influenced by students' and teachers' abilities to use computers and the Internet. It was in accordance with the findings

of Song et al. (2004), who found that convenience and flexibility were the main advantages of online courses. Respondents said working in collaborative groups was more convenient than having everyone's schedules changed as in a traditional classroom setting, according to Petrides (2002). As per Poole (2000), students often used their personal computers to obtain course materials since it was the most convenient option for them. Online courses should be tailored to meet the needs of the individual student as a result. One of the most important factors in the success of online courses has been interactivity. Students' social presence correlated significantly with their overall happiness with the medium, according to Shahzad et al. (2020). It is critical to keep online class participants interested by including them in a variety of timely and relevant activities. Petrides (2002), Vonderwell (2003), and Hara and Kling (1999) explored the significance of contact frequency in creating online classrooms (2003). Participants were also asked for suggestions on how to make online learning more successful. To compete with conventional classrooms on a level with content, connection, recorded videos, and adequate follow-up, online learning environments were compared to those in use. The debate was repeatedly rehashed by the majority of those there. Online training thus allows institutions and/or teachers electronic contact, improving comfort and extending educational opportunities for students (Warner et al., 1998; Hofmann, 2002). Colleges may soon switch to a hybrid delivery model in which courses are taught both on- and off-campus, in small groups with social distance. In designing and arranging online courses, the findings of this research may be very helpful. As a result of time constraints, the study was limited to students in the ELT department. Furthermore, in order to keep things short and efficient, we focused only on the views of students and omitted teachers from the research.

5. Conclusion

In response to attempts to restrict the spread of the new coronavirus, the educational system's contours are changing, with online education becoming the primary method of teaching. Universities and institutions are resorting to online platforms to stay up with the curriculum. It might be too early to anticipate how students and teachers will cope with online learning when they find its limitations and reorient to deal with them, but teachers' and students' views and readiness are important variables to consider, which we've tried to record. According to the results of this study, the majority of students had a positive attitude about online education in the aftermath of Corona. Online learning was found to be beneficial since it provided learners with flexibility and convenience. Students preferred material that was well-structured from university Mlearning courses. They also emphasized the need for interactive sessions of each course, complete with quizzes and tasks, in order to optimize the learning experience. However, because of technological limitations, delayed response, and the instructor's inability to properly manage IT skills, most students perceived online courses to be more uninteresting than conventional classrooms. To make an online course more effective and productive for learners, all of these factors should be considered while designing it. Once the COVID-19 pandemic has passed, it is probable that educational systems will continue to use online platforms as study

aids, although in a hybrid manner alongside traditional courses. As a consequence, the findings of this study will be useful in rethinking and reconstructing higher education with online components.

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