Non-English-major students' Attitudes toward English Learning and Teaching via Video Conferencing

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ABSTRACT

Because of the spread and outbreak of COVID-19, learning and teaching forms have significantly altered at all levels, from high school to higher education. Most educational institutions have applied video conferencing in learning and teaching to maintain learning and teaching activities. Video conferencing is used to facilitate the learning and teaching process between instructors and learners during an epidemic. The study involved 203 students from six majors, including Human Resources Management (HR), Accounting, Insurance, Business Administration (BA), Social Works, and Labor Economics (LE), to explore students' views on English learning and teaching via video conferencing at the University of Labor and Social Affairs (Campus 2) (ULSA2). A well-structured questionnaire was used to gather data from respondents. The data revealed that ULSA2 students have a positive attitude toward video conferencing learning, with significant differences in attitude across gender, technical proficiency, and competencies.

Keywords: video conferencing, attitude, gender, students, ULSA2

Introduction

The fast increase and usage of virtual communities, online interactive apps, online conferences, and web-based technologies, according to Yapici and Akbayin (2012), has resulted in the Internet being successfully used in a wide range of disciplines, including educational systems. According to Hazendar (2012), creating a modern learning and teaching environment includes a variety of techniques and employments such as computer-based learning and Internet-based learning, digital cooperation, and practical courses. As a result, video conferencing for learning and teaching has recently been regarded as a viable and temporary solution to maintaining learning and teaching activities.

The Covid-19 pandemic has affected almost every activity in our lives. The government has been facing between closing schools (to reduce contact and survive) and keeping them open (to maintain daily lives). Schools and educational institutions must change their forms of learning

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and teaching from on-based into online via video conferencing. Student assessments are also done online, with a lot of trial, error, and uncertainty for both instructors and students.

To ensure knowledge for students during the break time due to epidemics, video conferencing in learning and teaching activities has been boldly applied at the University of Labor and Social Affairs- Campus II (ULSA2) since March 2020. However, the key concern is whether USLA2 students would be willing to use e-learning capabilities as they progress. To get an answer to this topic, the author used video conferencing to confirm students' opinions toward English learning and teaching.

The aims of this study are to:

- Investigate non-English major students' perceptions and attitudes at ULSA2 toward technological application in English learning.
- Investigate non-English major students' attitude at ULSA2 towards English learning and teaching via video conferencing.

Literature Review

E-learning

The growth of science and technology has an impact on both science and technology in general and education in particular. The development of technology infrastructure for educational institutions is becoming increasingly crucial, especially since educational techniques and technologies advance at a rapid pace.

The proliferation of e-learning settings is another key contribution of current technical breakthroughs to education. The learning environment has considerably changed due to advances in technology and communications, especially current audiovisual gadgets and online learning environments that provide lifetime learning opportunities by bridging socioeconomic divides (Duran et al., 2006).

According to Bhubaneswari & Padmanaban (2012), e-learning provides learners with the convenience of choosing their own learning time, learning resources, and learning location (anywhere with Internet connectivity). Also, e-learners can pick their own learning pace, length, and the number of courses; resources and information can already be collected and regenerated; the effectiveness of education can be checked quickly, and course criteria can be gained dependently by e-learners. Many learners and trainers may lack the abilities and experience required to effectively use web-based learning platforms in learning and teaching activities.

According to recent studies on gender disparities in computer use, female students are at a disadvantage because of different computer usage patterns (Richter, Naumann, & Horz, 2001). According to the online Oxford Dictionary, video conferences are defined as "meetings in which persons from diverse locations communicate via voice and video. Available tools for learning via video conferencing, including Google Meet, Zoom, Class-in, and Microsoft Teams, were typically used during the COVID-19. Fatani (2020) indicated that video conferencing enabled

educational organizations and schools to maintain their operations throughout the COVID-19 cycle and set up the groundwork for the creation of online teaching activities in remote training.

Adewole-Odeshi et al (2014) stated that video conferencing can improve education by creating an environment where students and teachers can exchange their knowledge and experiences.

Gender

According to Liaw & Huang (2011), many studies have attempted to determine how factors such as gender, year of study, and student perceptions of e-learning influence student attitudes toward e-learning. According to various studies, male students have more positive attitudes toward e-learning than female students. According to their findings, male learners had a more positive attitude toward e-learning than female learners. They also argued that their computer experiences and abilities influence learners' motivation for e-learning.

Rhema, & Miliszewska (2014) provided a contrary viewpoint, claiming that there is no significant difference in male and female attitudes regarding e-learning.

Gender plays a substantial impact in deciding the intention to accept new technology in only a few settings, according to Suri and Sharma (2013), and there are cases when gender differences are impossible to determine.

When analyzing students' attitude towards e-learning Hussain et al. (2010) exposed that male students showed more positive attitude towards e-learning in Pakistan in comparison with female students.

Attitudes

Students' attitudes about e-learning may be viewed as a ceiling for ICT-supported instructional practices (Internet and communication technologies). It is influenced by their agreement or dissatisfaction with technology's usefulness and individual abilities. Furthermore, learners' attitudes about e-learning are impacted by their knowledge of the benefits and downsides of this type of education (Rafi et al. 2006)

According to Bhatia (2011), variables such as patience, self-discipline, simplicity of use of software, high technical skills, and time management abilities impact students' attitudes toward e-learning. As a result, students' attitudes might be positive (if the new type of education fits their needs and attributes) or negative (if the learners cannot adapt to the new system because of their limitations).

Technology Usage and Skills

According to Hussain et al. (2010), computer-based learning has grown significantly in underdeveloped nations. The utilization of internet networks, laptops, and cellphones stimulated learners' curiosity. An increasing number of learners is using these technologies throughout the world for instructional purpoes. This demonstrates that students have advanced computer abilities and use them to their advantage in a variety of applications. Students' capacity to utilize the Internet and communication technologies was severely limited due to a

lack of technological access to Internet and communication technologies (ICTs).

Bhuasiri et al. (2012) agreed that increasing technology knowledge and improving e-learning behavior involves promoting primary technology knowledge and expertise, improving study content, requiring computer training, motivating users to use e-learning systems, and requiring a high level of institutional support.

Nguyen, T. K., & Nguyen, T. H. T. (2021) discovered that teachers would be able to continue continuous education during the COVID-19 outbreak by leveraging video conferencing technology. One of the main reasons for using video conferencing for teaching is to gain support from communities and professionals in the same sector, resulting in the creation of numerous valuable values for teachers. Instructors were able to create positive behaviors that enabled them to use information technology to enhance education by using video conferencing to educate during the COVID-19 outbreak. Habitual characteristics have the greatest influence on the intention to use conference sessions. When embracing remote learning, teachers should use video conferencing regularly and consistently to create habits.

In a research on Effects of Using Computer-Based Activities in Teaching English Speaking at a High School in Ho Chi Minh City, Nguyen, T. M. N. (2022) indicated that most of students expected the classroom environment with the use of CBA because they have more interaction and more practice than in the traditional classroom one.

Pham, N. K. T. (2021) claimed that Online Micro-Teaching (OMT) might teach participants teaching and digital skills in six different methods. They also had to deal with three major challenges: (1) monitoring students' learning progress/attention/concentration, (2) encouraging students' participation, engagement, and collaboration, and (3) utilizing technology (Internet connection and teaching equipment). Participants, on the other hand, offered five major suggestions for improving future OMT sessions: (1) backup plans, (2) preparation, (3) training and rehearsal with tools and OMT, (4) engagement strategies, and (5) classroom management and professionalism. They also suggested some online OMT tools.

Regarding the importance of using the Internet in learning, Ngo, D. H. (2021) argued that if one can be more proficient in using the advantages of the Internet to create more intriguing online lessons, their students' interest in learning is likely to grow. In other words, the students become more effectively engaged in virtual learning.

Research question

This study seeks to address three following questions in order to determine whether the e-learning technique is appropriate for ULSA2 based on the literature review, past studies, and research problems:

1. What are the students' attitudes toward technological application in English learning at ULSA2?
2. What are non-English major students' attitudes toward English learning and teaching via video conferencing at ULSA2?

3. Are there significant differences in attitudes towards technological application in general as well as e-learning approach according to gender and majors?

Methodology

Pedagogical Setting & Participants

A questionnaire was used to evaluate students' views on English learning and teaching via video conferencing. The target population consisted of 203 ULSA2 students majoring in HR, Accounting, Insurance, BA, SW and LE

Design of the Study

The current study, which is based on a descriptive case study, offers a comprehensive and contextualized understanding of a specific phenomenon. Descriptive case studies describe real-life phenomena and the context in which they occur. This research strategy was chosen because it explains and focuses on the students' attitudes toward studying English via video conferencing. The descriptive theory was employed to determine the depth of the case in this instance. A five-point Likert scale questionnaire is divided into three parts. The demographic profile of the respondents is shown in the first section, which includes gender, age, and majors. Part 2 has seven items that cover computer skills and abilities related to e-learning tools and activities, while Part 3 contains ten items that cover overall attitudes about English learning and teaching via video conferencing.

Data collection & analysis

A Vietnamese version of the questionnaire was created on Google Forms and given to the students by colleagues. Participants were requested to complete the questionnaire. From June through July of 2021, data was collected and analyzed.

The statistical Package for Social Science 20 (SPSS 20) was used to collect data and display descriptive statistics.

The reliability coefficient test was used to investigate item dependability. Cronbach Alpha was found to be satisfactory at 0.794, indicating acceptable dependability consistency.

Findings and Discussions

Participant demographic

The participants' demographic features are discussed in this section (gender, major, technological ability, and e-learning experience).

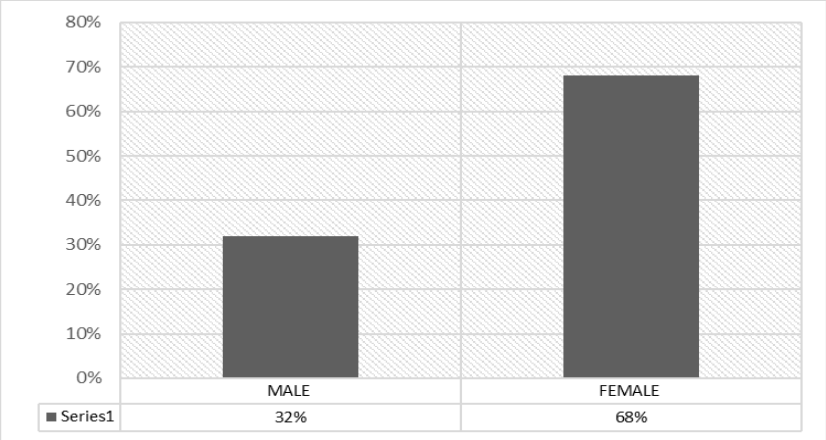

Figure 1. Respondents' distribution according to gender

As can be seen in Figure 1, female students account for 68% of the population, while male students account for 32 %. The number in the figure above indicates that the number of female students in this study is more than the number of male students.

Table 1. Respondents' distribution according to majors

Majors	**Frequency**	**Percent**
Accounting	18	8.9 %
Insurance	20	9.9 %
Labor Economics	55	27.1 %
Social Works	11	5.4 %
Business Administration	45	22.1 %
Human Resource Management	54	26.6 %
Total	203	100 %

Table 1 reveals that of 203 students of ULSA2 responded to the questionnaires. According to the results of the distribution of students, the majority of the participants are from 3 majors: 27.1% of respondents are from Labor Economics, 26.6% from Human Resources Management, 22.2% from Business Administration. The others come from departments including Insurance (9.9%), Accounting (8.9%), and Social Work (5.4%).

Technology usage and skills

Table 2. Technology usage and skills

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**SD**
Technology Usage	203	1.83	5.00	3.954	.631
Valid N (listwise)	203				

As displayed in Table 2, the technology usage and skills by ULSA2 students are rated to be quite high (M=3.95). It indicates that ULSA2 students often use technology in learning activities.

Table 3. Technology usage and skills

Content	**Mean**	**SD**
I do not feel scared when using technology in studying English	3.28	1.217
I am interested in studying English via video conference.	3.75	.974
Technology facilitates the English learning process	3.98	.887
I often download English materials from the Internet	4.20	.862
I don't have any trouble in using technology in learning English	4.22	.772
I often use social networks such as Facebook, Zalo, Twitter… to exchange learning materials with teachers and classmates	4.31	.865

The survey results of 203 ULSA2 students in Table 3 above reveal that most participants believe that they frequently utilize social networks for learning activities (M=4.31) and have no difficulty utilizing technology to study English (M=4.22). In addition, they are interested in studying English via video conference (M=3.75), and technology facilitates the English learning process (M=3.98), and they often download English materials from the Internet M=4.20). This proves that students are familiar with the use of technology in learning in general and learning English in particular.

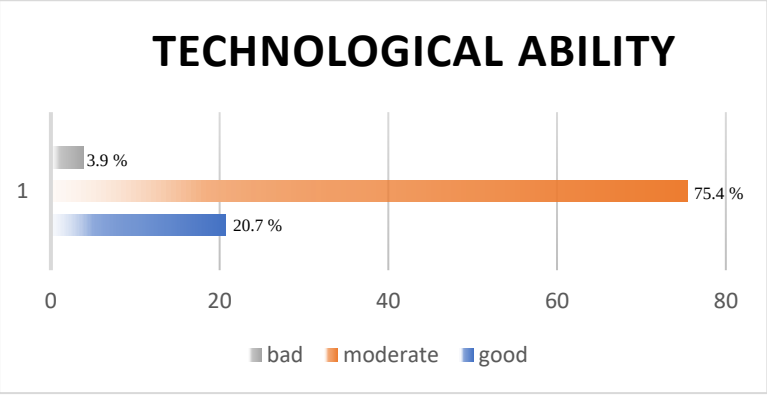

Figure 2. Respondents' distribution according to ability in using the technology

Figure 2 gives information about students' ability to use the technology in learning activities at the University of Labor and Social Affairs.

Overall, students have a moderate capacity to utilize computers and technology in general (75.4 %), whereas only 20.7% of participants have a good technological ability. However, 3.9 % of them admit that their computer network technology's application in education is still limited. This circumstance necessitates that universities enhance awareness of the value of technology in general and in learning in particular, as well as strengthen their technological abilities.

Differences in attitudes towards using technology according to gender

As can be seen from Table 4, the p-value is 0.371 (P> 0.05), which indicates that the difference in technology use between males and females is not statistically significant at the 5% level of significance. The difference is predicted to be 0.9% (SE = 0.1 %). However, inadequate evidence (p = 0.371) demonstrates that gender influences technological attitudes.

Table 4. Differences in attitudes towards using technology according to gender

Independent Samples Test									
	Levene's Test for Equality of Variances		T-test for Equality of Means						
	f	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
								Lower	**Upper**
Equal variances assumed	.620	**.432**	-.896	201	**.371**	**-.092**	**.103**	-.297	.111
Equal variances not assumed			-.823	71.291	.413	-.092	.112	-.318	.132

There is no significant difference in the scores for male (M=3.88, SD=0.71) and female (M=3.97, SD=0.60) conditions; t (201) =0.89, p =0.371. There is an estimated change of 0.9 % (SE = 0.1%). However, there is inadequate evidence (p = 0.371) to demonstrate that gender influences technological attitudes.

Differences in attitudes towards using technology according to majors

Table 5. Differences in attitudes towards using technology according to majors

ANOVA					
Using Technology In General					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.388	6	.278	.690	**.631**
Within Groups	79.226	197	.402		
Total	80.614	203			

The result from Table 5 reveals that there is no statistically significant difference in the mean rating by students of majors who use technology. The significance value is 0.631 (p =.631), which is higher than 0.05. The majors' means are roughly equal.

Table 6. Attitudes towards using technology according to majors

TECHNOLOGY USE IN GENERAL								
	N	**Mean**	**Std. Deviation**	**Std. Error**	**95% Confidence Interval for Mean**		**Min**	**Max**
					Lower Bound	**Upper Bound**		
Human Resource Management	30	3.988	.60795	.11100	3.7619	4.2159	2.50	5.00
Accounting	52	4.041	.581	.080	3.879	4.203	2.50	5.00
Labor Economics	57	3.850	.602	.079	3.691	4.010	1.83	5.00
Business Administration	24	4.034	.723	.147	3.729	4.340	1.83	5.00
Insurance	27	3.956	.760	.146	3.656	4.257	2.50	5.00
Social Work	13	3.833	.565	.156	3.491	4.174	3.17	4.67
Total	203	3.954	.631	.044	3.867	4.042	1.83	5.00

As displayed in Table 6 above, students of all majors use technology in their learning in remarkably similar ways. Specifically, the mean scores of the majors are rated from high to low by students are: (1) Accounting (M=4.04), BA (M=4.03), HR (M=3.98), Insurance (M=3.95), LE (M=3.85), SW (M=3.89) and SW (M=3.83).

Students' attitudes toward English learning via video conferencing

Table 7. Students' attitudes toward English learning via video conference

Overall Attitude	**Mean**	**SD**
My English grades have improved while using video conferencing	2.97	.777
Learning via video conferencing improves my interaction in English class.	2.94	1.159
Learning via video conferencing enhances my motivation and interest to learn English	3.02	1.160
Learning via video conferencing has improved my communication competence in English	2.90	1.119
I can understand the subjects of the courses better	3.33	.976
I have begun saving time.	4.14	.796
I take the initiative in studying while learning via video conference	3.71	.958
Learning via video conferencing is more comfortable and enjoyable to me.	3.67	.842
I intend to take part in learning other courses via video conferencing in the future, if available	3.46	.991
Learning via video conferencing is an efficient learning method in the future	3.46	.897

As can be seen from Table 7, learning via video conferencing helps students save time with a mean score of 4.14. This indicates that online learning allows students to save time and become

more engaged in their learning activities. The contents are rated at a fairly high level when learning via video conferencing are Students to take the initiative in their studies (M=3.71); Most of the students feel comfortable and enjoyable towards learning via video conferencing (M=3.67); They intend to enroll in an online course in the future (M=3.46), and they agree that Learning via video conferencing is an efficient learning method in the future (M=3.46). This indicates that students have a positive attitude towards learning via video conferencing. However, their English grades, communication competence, and interaction are not improved via video conferencing class with the scores is M=2.97, M=2.90, and M= 2.94, respectively. This shows that students are excited about using video conferencing to learn. On the other hand, learning results have remained unchanged. In this situation, universities must figure out how to assist their students in improving their learning outcomes.

Attitudes toward learning via video conferencing according to gender

Table 8. Attitudes toward learning via video conference

Descriptive Statistics					
Attitudes toward English learning and teaching via video conferencing	**N**	**Min**	**Max**	**M**	**SD**
	203	1.14	5.00	3.61	.954
Valid N (listwise)	203				

The survey result of 203 ULSA2 students in Table 8 about their attitudes toward video conferencing learning is pretty impressive (M=3.61, S.D=0.95). It indicates that ULSA2 students have a positive attitude regarding learning via video conferencing. This conclusion is similar to (Hoang, T. T. D., & Tran, Q. H., 2021), who found 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.

Table 9. Attitude towards learning via video conferencing according to gender

Group Statistics					
Gender		**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Attitudes	M	53	**3.56**	.717	.098
	F	150	**3.28**	.640	.052

As displayed in Table 9, the mean of attitude scores for male and female university students is found to be (M=3.56) and (M= 3.28), respectively. It indicates that both male and female ULSA2 students are enthusiastic about studying via video conferencing; however, male students are more enthusiastic about e-learning than their female counterparts.

Table 10. The difference in attitudes toward learning via video conferencing between male and female

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.294	**.257**	2.572	201	**.011**	.271	.105	.063	.480
Equal variances not assumed			2.436	83.091	.017	.271	.111	.049	.493

As shown in Table 10, the survey result about the difference in attitudes toward learning via video conferencing between males and females is 0.257, which is statistically significant at a significance level of (0.011). As a result, there is a substantial difference in mindset between male and female students when it comes to studying via video conferencing. Given the foregoing, the null hypothesis is ruled out. As a result, when ULSA2 male and female students are compared, there is a significant difference in attitudes toward learning via video conferencing. This conclusion is similar to Bhuasiri et al. (2012), who found that male and female university students have different views about video conferencing learning.

Attitude towards learning via video conferencing according to majors

Table 11. Attitude towards learning via video conferencing according to majors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.527	**6**	**.505**	1.128	**.347**
Within Groups	88.22	**197**	.448		
Total	90.75	203			

A one-way ANOVA analysis was conducted to compare the effect of majors on attitude towards learning via video conferencing. Table 11 reveals that majors had no significant impact on attitudes about video conferencing learning at the p>.05 level [F (5, 197) = 0.505, p = 0.347].

Table 12. Attitude towards learning via video conferencing according to majors

Descriptive								
	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Human Resource Management	30	3.546	.61685	.1126	3.3163	3.7770	2.20	4.60
Accounting	52	3.44	.731	.101	3.236	3.644	2.20	5.00
Labor Economics	57	3.25	.691	.091	3.071	3.437	1.90	4.50
Business Administration	24	3.22	.665	.135	2.939	3.502	2.20	4.50
Insurance	27	3.32	.629	.121	3.077	3.574	2.10	4.60
Social Work	13	3.39	.466	.129	3.110	3.674	2.50	4.10
Total	203	3.35	.670	.047	3.266	3.452	1.90	5.00

As shown in Table 12, the attitudes towards learning via video conferencing according to majors are rated from high to low by ULSA2 students are: Human Resources Management and Accounting must be high in order to see an effect on attitude with the scores M=3.57 and M=3.45 respectively and Labor Economics and Business Administration just get the low scores (M=3.50 and 3.22 respectively).

Limitations and Recommendations

Based on their findings, the researchers have made the following recommendations. First, the study's sample size is tiny (203 participants). If more population is included in the study, it will be more trustworthy. Second, this study only found out the learners' perceptions of video conferencing. The findings of this study will be more persuasive and objective if there are ULSA2 teachers' thoughts on their students' learning activities via video conferencing. Therefore, similar studies should be conducted to investigate instructors' perceptions of video conferencing further. Because there is a limitation of student-instructor engagement via video conferencing, instructors must employ a comprehensive and appropriate solution to remedy this. Finally, this study only looked at how students' perceptions regarding video conferencing are influenced by their gender and major. Additional research is needed to look at factors such as class level, learning style, and motivation type that may impact students' attitudes toward video conferencing learning.

Conclusion

The purpose of this research is to find out how ULSA2 students feel about utilizing video conferencing for learning purposes. The study looked at how gender and majors affected students' technology usage and talents, as well as their views about video conferencing learning. This study discovered that gender has a statistically significant impact on attitudes toward video conferencing learning. The researchers may infer with high confidence that undergraduate

students are keen to study a range of courses online since ULSA2 students have a generally good attitude about learning through video conferencing. According to the findings, video conferencing provides tremendous prospects for higher education and institutions to reach a large number of students desiring to continue their education. Professors must find strategies to change students' negative views toward online learning by increasing the number of e-learning courses available and encouraging students to use the Internet for their education and communication with their lecturers and peers.

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Biodata

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