# Challenges in learning listening comprehension via Microsoft Teams among English majors at Van Lang University

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## ABSTRACT

**Keywords:** listening comprehension, E-leaning, Microsoft Teams, students' perception, Vietnamese EFL context

The aim of this study is to look into the listening comprehension issues that third-year students in the Faculty of Foreign Languages at Van Lang University have while learning through Microsoft Teams. A total of 135 junior students were involved in this research. The paper used a questionnaire and a semi-structured interview as the key research tools to gather data to resolve the research problems. The study's findings show that most listening comprehension issues encountered when studying with Microsoft Teams fall into the following categories: digital literacy, psychological, listener factors, technology, English ability, tasks and activities, learning environment. The findings also indicate that while the students are conscious of the advantages of using E-learning, they do not enjoy it. Based on the study's findings, pedagogical implications for teachers and students in teaching and learning listening comprehension via Microsoft Teams are suggested.

## 1. Introduction

When English has become the global language in the twenty-first century, teaching and learning English skills is more important than ever. Even though some educators argue that speaking is the most important skill, students' ability to acquire a second language is dependent on their ability to listen (Kurita, 2012; Rost, 2001; Vandergrift, 2007). Listening is crucial in human existence, according to Hedge (2000), and people spend 9 percent of their time writing, 16 percent reading, 30 percent speaking, and 45 percent listening while talking, illustrating the importance of listening in the communication process. As a result, it's impossible to overlook the importance of listening. However, listening has been identified as possibly the most difficult skill to master in L2 (Renukadevi, 2014; Vandergrift, 2004; Vandergrift & Goh, 2012).

In addition, online learning or E-learning has been one of the most sought-after fields in the latest generations. Nonetheless, so far, it has been predicted to be playing an important role shortly of education. E-learning is crucial to the long-term strategy, according to 69.1% of top academic executives (Babson Survey Research Group, 2012). Undoubtedly, E-learning has become a global phenomenon. From 2012 to 2018, at Arizona State University, the number of students who graduate with online degrees increased nearly 600% to more than 7,000 annually. The number of programs rose from 33 to more than 170 (Levine, 2019). E-learning can be defined in a variety of instances. Few academics may argue that E-learning indicates taking courses online using technology to access course materials from mobile devices. However, most experts believe that E-learning is a medium of communication for teachers and students to communicate, interact and collaborate.

In Vietnam, English is frequently taught as a compulsory topic at both secondary and high school. Grammatical structures, vocabulary, reading comprehension, and translation abilities are the main goals of these students' English classes. The importance of listening appears to be overlooked in the curriculum. As a result, when these students are introduced to audio content at a later stage in their education, they struggle to develop the requisite listening skills. At Van Lang University (VLU), in an attempt to help English major students develop their English listening comprehension skills, Microsoft Teams has been used as a teaching and learning platform. However, the vast majority of major English students at this university lack acknowledgment of this software. Moreover, although E-learning can be a magnificent alternative in contrast to traditional teaching methods, some concerns must be tackled before applying E-learning techniques. Based on this background, this research will be carried out in an attempt to explore the challenges in studying English listening comprehension via Microsoft Teams that major English students at VLU are facing.

## 2. Literature review

In the twenty-first century, E-learning has become a vital aspect of the educational system. As a result, it has been cited in a number of noteworthy studies. According to Guri-Rosenblit (2005), E-learning is the use of electronic media for a range of learning reasons, ranging from augmenting traditional classroom capabilities to fully replacing personal gatherings through the online experience. Nonetheless, she emphasizes that while the terms "remote education" and "e-learning" are commonly used interchangeably, they are not synonymous. Liao and Lu (2008) reinforce the notion by defining E-learning as education or learning achieved through the use of Web technologies. The electronic transmission of a learning, training, or education program, as stated by Li, Lau, and Dharmendran (2009), or the use of computerized technology in a little narrower context by Abbad, Morris, and de Nahlik (2009) to complete the notion of listening comprehension.

In recent years, the term E-learning is no longer a strange term. E-learning refers to the use of data and communication breakthroughs to facilitate access to online learning and teaching

resources. Clark and Mayer (2016), educational scholars, gave a valuable and more thorough definition of E-learning as resources delivered via digital devices with the goal of aiding learning.

As a result of the foregoing, it is difficult to identify a standard definition for E-learning. Some scholars define E-learning as merely providing online courses while utilizing web-based services to organize instructional and support procedures.

## 2.1. The Application of E-Learning in Education

According to Yang and Arjomand (1999), advances in information technology have given today's students greater educational possibilities. A number of educational institutions has acknowledged e-learning as having the ability to affect people's awareness, abilities, and achievement. E-learning is becoming increasingly significant in higher education, as can be shown.

Love and Fry (2006) stated that colleges, universities, and other higher education institutions are racing to increase online course capabilities in a rapidly increasing cyber education market. As the process of offering and supporting education has changed, the introduction and spread of a wide range of E-learning tools have led to certain alterations in academic institutions (Dublin, 2003).

Furthermore, since technology is used in many ways in education, different styles of E-learning have arisen. In his study "Evaluating the Effectiveness of the E-learning Experience in Some Universities in Saudi Arabia from Male Students' Perceptions," Algahtani (2011) revealed three various methods of employing E-learning in education, including "adjunct, blended, and entirely online." The term "adjunct E-learning" refers to a situation in which E-learning is used as a supplement to conventional classroom instruction, allowing learners to have more flexibility (Algahtani, 2011). According to Algahtani (2011) and Zeitoun (2008), Blended E-learning is a method of using E-learning in the classroom where course materials and explanations are shared across traditional and E-learning approaches. The third alternative, entirely online, does not require any traditional learning or participation in a classroom setting. The E-learning in this situation is completely self-contained, allowing the learners or students to be as independent as possible (Algahtani, 2011; Zeitoun, 2008).
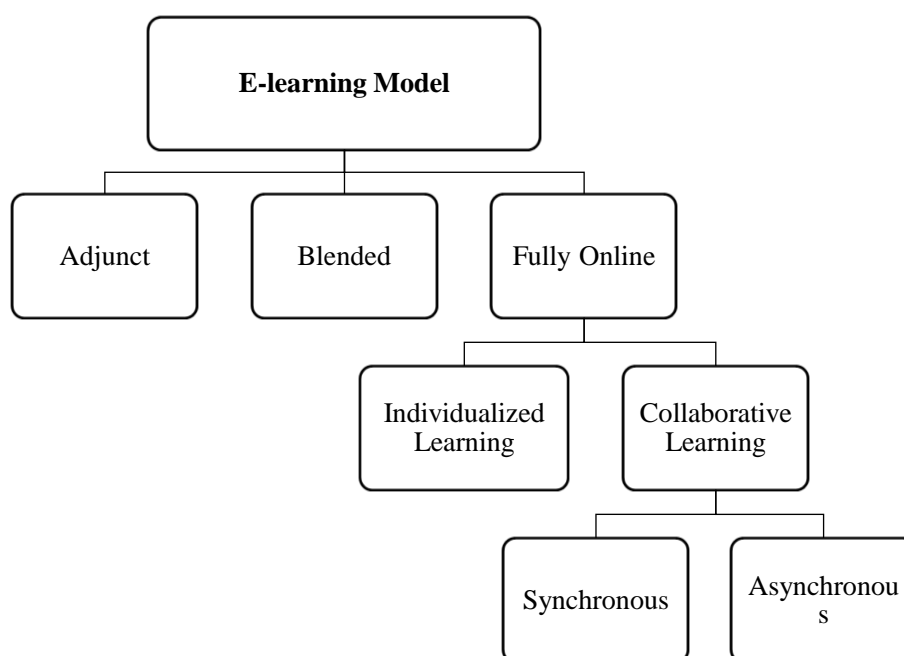
Figure 2. 1: A Model for Using E-learning in Education (Source: Algahtani (2011))

## 2.2. Benefits of E-learning for EFL Students

According to experts, one of the most important advantages of e-learning is its ability to navigate the acceleration of information and meet the expanding demand for education. According to Shtat (2004), E-learning provides engaging, enjoyable, motivational learning environments with a variety of sites that allow information updating, learning, and information retention and meet the needs of learners.

Rabah (2005) also said that goals could be met in the shortest amount of time with the least amount of work with E-learning. As they receive more experience from a range of specialists from various backgrounds and cultures, this will drive both teachers and students to accomplish and stay current. Khan (2005), Nguyen and Ngo (2021) commented that since E-learning environments are non-prejudiced, they are a good method of providing fair access to the knowledge world regardless of students' regions, levels, racial backgrounds, genders, or languages.

Furthermore, E-learning methods allow learners to attend educational institutions everywhere in the world. Distance learning can now take place in real-time, thanks to the Internet. Teachers may use Live stream conferencing to meet students who are unable to attend classes due to time constraints or distance (Srichanyachon, 2014).

In addition, Renes (2015) pointed out that students with family obligations and those who commute longer distances enjoy the flexibility of online delivery. Learners who manage family relationships, careers, and school discover that online education is much more suitable for them because it suits their schedules.

In summary, research indicates that if E-learning is used and implemented properly, the positive effects are greater than those of conventional learning.

## 2.3. Challenges of E-learning for EFL Students

Despite the advantages of the E-learning environment, this kind of technique still has several barriers. Although E-learning can improve education quality, online courses are often outfitted with dynamic capacities, for example, online activities, content downloads, video, and students who study through it must know how to click, open new windows, and download files (Wang & Chen 2007).

According to Haythornthwaite, Kazmer, Robbins, and Shoemaker (2000), individuals who were unable to form connections with others in their group in online courses/classes felt lonely and under pressure more than those who were able to make such connections. According to Davies & Graffs (2005), these challenges may have a negative impact on students' learning performance.

According to Tsai (2009), students who take online courses may face challenges that they would have never experienced during the traditional teaching and learning environment. This leads to nervousness among lower Internet-skilled learners (Ekizoglu & Ozcinar, 2010; Nguyen & Ngo, 2021). Another reason for the difficulties of E-learning is that the vast majority of learners are used to studying with peers (Crim & Reio, 2011).

Other research (Sun, 2014; Bakerson Trottier, Mansfield, 2015) also discusses students' difficulties or limitations when using E-learning. According to Sun (2014), the lack of a well-organized timetable, consistent learning, discipline, and self-motivation are some of the characteristics that contribute to E-learning failure. If instructors are unable to see students' nonverbal interactions, they are thought to be at a significant disadvantage. Bakerson, Trottier, and Mansfield (2015) believe that in an online learning environment, the lack of nonverbal clues of uncertainty on a student's face will be a notable difficulty for both students and teachers. They feel that teachers should allow more time for students to be evaluated from the start in online learning.

Ahmad (2016) discovered that EFL learning, which requires a lot of training before it can be used, frequently encounters obstacles when this type of learning system is employed. The ICT (Information and Communication Technology) equipment used by teachers to teach learners who are in diverse and distant locations, for example, is frequently useless in listening sessions. This is because teachers appear to be unable to offer their pupils the greatest possible education when giving listening sessions.

Another difficulty is that some pupils' parents and students do not own a computer or an Android device, according to Wahab & Iskandar's research (2020). They are unable to face reality as a result of their illness. Furthermore, giving internet quotas is costly (Efriana, 2021). For students and parents from middle- to lower-income homes, this is a concern. They are unable to put up an internet network due to a lack of funds. Some students live in isolated

rural locations that are not linked to the internet, according to research published by Nashruddin, Alam, and Tanasy (2020). Furthermore, due to its geographical location, which is far from signal coverage, its cellular network is occasionally problematic.

In conclusion, English-language learners may face challenges due to a lack of technical capabilities, internet access, engagement, and body language. The implementation is inefficient as a result of these difficulties. Furthermore, these characteristics suggest that teachers should use more facial expressions and body language and efficient learning resources and learning instructions to create an ideal environment for students to interact and be self-motivated in an online session.

## 2.4. Definition of Microsoft Teams

According to Koenigsbauer (2016), corporate vice president for Microsoft 365, Microsoft Teams is a limited business correspondence stage developed by Microsoft as part of the Microsoft 365 collection of products. It's a cloud-based program that combines discussions, gatherings, documents, and applications into a unified Learning Management System (LMS).

Tsai (2018) noted in his research, which was conducted in November 2018 and included 901 respondents from various organizations across North America, that Microsoft Teams provide advantages that email does not, including visit rooms and video conferencing. He anticipates that MS Teams will grow significantly over the next few years, as 41% of organizations plan to use Microsoft Teams (up from 21% in 2016). In addition, Hubbard and Bailey (2018) agreed that Microsoft Teams can be viewed as "a single super-app that combines several different apps into one program."

According to Heath (2019) and Bui, et al (2021), Microsoft Teams is a chat and collaboration software meant to make communication and collaboration easier for small groups of people. MS Teams for Education, they explain, provides a number of features aimed at assisting educators and students. For instance, the ability to extract schedules from the school data structure and assignment management tools to aid instructors in assessing and providing feedback. Microsoft Teams is a simple and effective group collaboration environment for kids (Buchal & Songsore, 2019).

In summary, Microsoft Teams provides a number of advantages, including scheduling and conducting meetings/conferences, engaging with others through web conferences, sharing files or documents, sharing screen or desktop, communicating in the chatting box, and recording the meeting/conferencing, and so on. Microsoft Teams is an obvious choice for online teaching and learning.

## 2.5. Students' Attitude towards E-Learning

A number of studies have looked into the impact of students' emotional states on their language acquisition (Bailey, 1983; Guiora, 1983). According to Krashen (1994), some pupils were unable to contribute sufficiently due to mindset, tension, a lack of courage, and inspiration. According to Zarisky and Styles(2000), the component that contributes to online

learning achievement is affection in online learning.

According to Tait (2003) and Thuy (2021), professors who promote distance learning must focus on students' dedication in order for them to complete their degrees successfully. Affective in E-learning, according to Tsai (2009), is students' attitude toward the benefits they gain from it.

According to (Algahtani, 2011), perceptions are not solely interpretive or objective. Individuals' expectations provide a context of information that guides their understanding and behavior. Therefore, students' views or assumptions about the learning they have encountered are operationalized as their experiences of E-learning (Algahtani, 2011; Penny and Coe, 2004).

Numerous studies have shown that students' personalities, which are regarded as important components in online learning, have a substantial impact on their acceptance of online learning ( Bhuasiri, Xaymoungkhoun, Zo, Rho & Ciganek, 2012).

In short, students' attitudes are extremely important in teaching and learning through E-learning. Instructors need to discover and then support students who are suffering from mental strain as well as create motivation in order to encourage the learners' participation and self-discipline.
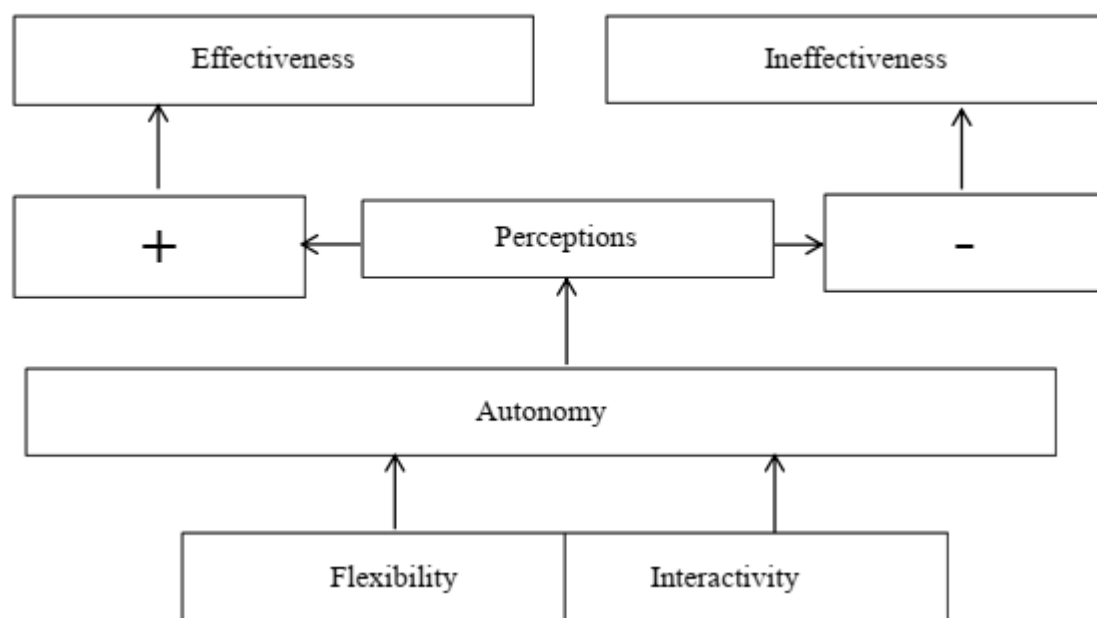


Figure 2. 1: Evaluating the Effectiveness of E-Learning (Source: Algahtani (2011))

## 2.6. Definition of Listening Comprehension

A number of academics have defined the phrase "listening comprehension." Listening comprehension is defined by Dirven and Oakeshott-Taylor (1984) as the result of the displaying strategy.

According to Vandergrift (1999), listening is definitely not a passive action. It's a complex, dynamic process in which the audience must distinguish between sounds, understand the jargon and grammatical structures, identify stress and intonation, and describe it both within the immediate and broader socio-social context of the word.

Hasan (2000) proved that listening comprehension is a complex process that includes meaningful interactive activity for a general understanding of the whole content. This scholar also emphasized that listening and understating should be distinguished from each other.

Listening, according to Rost (2002), is a process that involves receiving what the speaker really says, building and representing meaning, and discovering meaning through "involvement, imagination, and empathy." Furthermore, according to Friedman (2004), listening comprehension is an art, not a science. It has a lot to do with adapting cognitively to what is being stated. It isn't just about hearing; it is about much more. According to Hamouda (2013), listening comprehension is similar to an interactive cycle in which the audience is involved in the construction of meaning. Listening comprehension is also defined by Nadig (2013) as the many acts of comprehension and figuring out in the source language.

In a nutshell, listening comprehension is a multi-step process that begins by listening and finishes with a thorough knowledge of the context. It is a skill that necessitates learners' adaptability and dynamism.

## 2.7. Challenges of Learning Listening Comprehension

Thuy (2021) commented that teachers need to recognize the most suitable listening comprehension learning tools for students in second language learning classes. According to several scholars, there are multiple barriers that students may face during the listening comprehension process. It is the fact that listening has been ignored or poorly educated. This result may be due to the assumption that listening comprehension is a passive skill that can be taught simply by introducing students to a spoken language. (Call, 1985).

1. Speed

Underwood (1989) revealed that speed is the notable factor that makes listening passages difficult. When speakers talk quickly, students can have difficulty understanding the words in the second language. Listeners are unable to control the speed of speakers in this situation, which may cause serious issues with comprehension.

2. Accent

Goh (1999) showed a statistic that 66% of learners named a speaker's accent as one of the most notable elements that impact listener comprehension. Buck (2001) also mentioned that when listeners hear a strange accent for the first time, such as Indian English, after specializing in only American English, they will face multiple listening challenges.

3. Electronic equipment

Barriers to studying listening comprehension, according to Azmi Bingol, Celik, Yidliz, &

Tugrul Mart (2014), were the standard of electronic equipment can affect the comprehension of learners' listening. They also mentioned that students would be perplexed by terms that have multiple meanings or if they are not used appropriately in their context.

4. Anxiety

Mental states influence the production of linguistic skills either positively or negatively. Nervousness is also one of those cognitive factors that can have a great impact on listening ability due to its dominant psychological and emotional features. Melanlıoğlu(2013) and Pham (2021) assumed that throughout the pre-listening step, distracted focus and a lack of awareness about the topic to be listened to would keep the process from running smoothly, and in the post-listening stage, tension will rise if the newly acquired material cannot be correlated to previous knowledge.

5. Attitude

Among the most significant factors affecting listening comprehension is students' enthusiasm. Even the tiniest lapse of concentration will disrupt understanding when it comes to listening comprehension. It would be easier for students to absorb the listening document if the subject is valuable to them (Azmi Bingol, Celik, Yidliz, & Tugrul Mart 2014; Nguyen et al. 2021) ). Besides, students' favorable or unfavorable perspectives regarding listening can shape their performance in several ways. According to Goh and Taib (2006) and Van et al. (2021), students can easily become passive during the listening process, resulting in boredom and reluctance to listening.

Overall, students must cope with issues such as how people recognize, speed, accent, the consistency of electronic devices, depression, and attitude when studying listening comprehension skills. These factors should be carefully considered in order to assist students in improving and developing this specific skill.

## 2.8 Related research

### Attitudes of English Foreign Language Learners toward Electronic Learning (E-Learning)

Canchola conducted research titled "Indigenous Students' Attitudes toward Learning English through a Virtual Program: A Study in a Colombian Public University," which followed other academics' footsteps (2010). This study aimed to look into the attitudes of indigenous students in the ALEX Program at the Universidad Nacional de Colombia about virtual modality. This study included two major participants who took an English virtual course in the ALEX Program during the second semester of 2008 and 20 other students from various undergraduate programs. Sixteen of the twenty students polled were enrolled in a face-to-face course, three were enrolled in an intensive English course, and two were enrolled in a virtual English course. Surprisingly, none of the students who responded to the poll expressed an interest in virtual learning. The high quality of English in the texts they must employ, they claim, is the explanation.

Rojabi did another study titled "Exploring EFL Students' Perception of Online Learning using

Microsoft Teams: University Level in Indonesia" (2020). Rojabi used Microsoft teams to explore students' views about online learning in this research paper. At Open University, the study was done with 28 sixth-semester students (Universitas Terbuka-UPBJJ Jember). In order to learn about students' opinions of online learning from two perspectives: students' interaction and students' learning environment, a 16-item questionnaire was issued and collected. Google Forms was used to deliver the questionnaire to 28 students. After finishing all of the materials in an online class through Microsoft Teams, the students completed the study once. Overall, most participants had a favorable impression of the students' learning environment in an online class after examining the results. Despite this, 46% of students disagreed that teachers can use Microsoft Teams to help them engage and cooperate more effectively. Rojabi also proposed that teachers provide some interesting activities or simple assignments for students to engage in, communicate with, and collaborate with one another.

*Difficulties of Listening Comprehension Skill in Second Language (L2) Learning*

The study "A Study of English Listening Problems and Business Listening Proficiency at Bangkok University" was carried out by Anadapong (2011). The goal of this study was to investigate the English listening issues and proficiency of thirty Bangkok University business students. A questionnaire, an IELTS test, and an interview were utilized to collect data for this study. SPSS was used to analyze the results. According to the research, the primary source of students' listening difficulty is the listening text. However, a lack of experience with listening skills and exposure to a variety of listening resources were the most common causes of listening issues.

Nowrouzi, Tam, Zareian, and Nimehchisalem (2015) conducted a study titled "Iranian EFL Students' Listening Comprehension Problems" to investigate the listening comprehension problems of Iranian tertiary level EFL students. The goal of this research was to learn about three aspects of listening comprehension: perception (phonological and lexical concerns), parsing (syntactic and semantic issues), and usage (discourse & pragmatic problems). The participants were 70% female and were first-year EFL students at an Iranian university. They were chosen at random from three Mashhad universities. According to the findings, the majority of participants reported moderate to severe difficulties in all three areas of listening comprehension. Furthermore, students appear to overlook their problems with these two factors, implying that discourse and pragmatic issues should be given more attention.

*Challenges of Learning English Listening Comprehension Skill via Mobile Learning (ML) (Google Classroom App)/ Distance Learning.*

"Which components of the English language are the most difficult for distance learners?" Sai, Lin, and Belaja (2013) investigated which components of the English language were the most challenging for online students to grasp in their study. This study presented the results of research conducted on distance learners at the University Sains Malaysia's School of Distance Education (SDE) (USM). A total of 512 students who took the JUE300 English II course participated in the survey. In general, the participants reported facing the biggest difficulties in

the areas of speaking (45 percent), vocabulary (45.35 percent), grammar (41.1 percent), and listening (15.9%) while studying English at SDE USM via remote learning. Although the majority of students had no difficulty with listening comprehension, the research team pointed out that because listening is a difficult and often distracted skill, teachers must pay greater attention, especially when teaching and learning are done online. Furthermore, the study discovered that their level of responsibility and the amount of time they spent learning English had an impact on their perceptions and efficiency. For SDE distant learners, there were only five audio-recorded lectures available in the E-learning gateway, and students could choose whether or not to use them.

The Effects of Mobile Learning on Listening Comprehension Skills and Attitudes of Omani EFL Adult Learners was conducted by Al-Shamsi, Al-Mekhlafi, Al Busaidi, and Hilal (2020). This study sought to determine the impact of mobile learning (ML) on enhancing adult students' listening skills in Oman, as well as their viewpoints and the variables that remain as roadblocks to its implementation. The exam candidates, who ranged in age from 20 to 23, were from the foundation program of the Oman Military Educational Institute (MEI). The study was quasi-experimental comprised of two gatherings, a control group (used the conventional method) and an experimental group (followed by mobile-based learning). After analyzing the data from the questionnaires, it was discovered that the majority of participants were in favor of using mobile learning to improve their listening comprehension skills. Nonetheless, they highlighted a few issues related to the nature of mobile apps, cell phone screen sizes, network connections, and the suitability of listening material.

The studies above provide a close look into learners' challenges when using the E-learning method to learning listening comprehension. According to Hasan (2000), both teachers and understudies ought to be mindful of the components that contribute to their listening challenges. Once students recognize their difficulties, it would be simpler to discover the effective procedures to assist them in progress their listening comprehension. Moreover, instructors can offer assistance to their students to overcome and become superior listeners.

## 2.9 Research Questions

Since the most objective of this research is to discover the challenges that third-year students at Van Lang University (VLU) have to confront when studying English listening comprehension through Microsoft Teams, the researchers concentrate on the following issues:

1. What are the difficulties that major English students at Van Lang University have in studying the listening comprehension skill through Microsoft Teams?

2. What attitudes do English majors at Van Lang University have toward E-learning/ Microsoft Teams?

## 3. Methods

### 3.1 Pedagogical Setting & Participants

Van Lang University is known for its breakthrough successes in higher education, innovation, contributions to Vietnam, and going beyond a traditional university's bounds. According to Decision No.108/QĐ/VL-HĐT 18th, August 2020 of Chairman of the Van Lang University's Council about Mission, Vision, Core values, by 2030, the university aspiration aims to be one of Asia's most admired young universities. The university has maintained its fundamental mission of educating people who have an inspirational impact on society with a core value of Morality - Will - Creativity since its inception 26 years ago.

The participants of this study are junior students at Van Lang University's Faculty of Foreign Languages. Moreover, due to the impossibility of studying an entire population (all students at the university), the researchers decide to apply a Simple Random Sampling (SRS) method. Because it is the most straightforward and practical technique to collect data properly, the researchers found that the SRS method is the best strategy for determining the study sample. The research was conducted during the second semester of the study year 2020-2021 at Van Lang University's Faculty of Foreign Languages. A total of 135 third-year students from Van Lang University's Faculty of Foreign Languages took part in the study. The study is restricted to third-year students at Van Lang University's Faculty of Foreign Languages for the following purposes. Juniors must first have a certain level of English and have taken at least four semesters of English as a major. As a result, these students are expected to achieve certain skills and knowledge in listening comprehension courses.

Furthermore, unlike what they learned in high school, they are exposed to listening skills as a separate subject at university. More specifically, a completely new approach to learning English is offered. Students spent a significant portion of their time in high school focusing on grammar while neglecting other skills. Their English experiences are similar since they are all from rural areas and were affected by an English education curriculum for high school understudies, which did not provide students with opportunities to practice their English listening skills. As a consequence, it will be a major barrier to the modern learning strategy. They've also had the chance to practice listening skills by working on tests and tasks from previous semesters.

**Table 3. 1: Demographic information of the sample (N = 135)**

| Characteristic | Frequency | Percent |
|---|---|---|
| **1. Gender** | | |
| **Female** | 95 | 70.4% |
| **Male** | 31 | 23% |
| **Prefer not to say** | 9 | 6.7% |
| **2. Internet skills level** | | |
| **Excellent** | 6 | 4.4% |
| **Good** | 24 | 17.8% |
| **Moderate** | 105 | 77.8% |

## 3.2 Design of the Study

The present study focuses on finding out the difficulties in the process of listening comprehension experienced by Van Lang University students. In order to obtain the information associated with the research problem, the research follows a mixed research design. Qualitative and quantitative data were collected by questionnaires online. The quantitative research method will be used so as to meet the purposes of the study. The questionnaires were designed because the researchers find it easy to summarize and analyze the collected data. The study's data collection aims to learn about students' attitudes toward using Microsoft Teams to study English listening comprehension skills among those whose major is the English language.

Moreover, before conducting the questionnaire and interview, the researchers affirmed that their responses would only be used to support the study and that their personal information (name, age, gender, etc.) would be kept confidential. All of the participants were volunteers and willing to answer the whole question. They knew precisely the purpose of the research and understood that the entire interview would be recorded.

### 3.2.1. Questionnaires for surveys

The questionnaires were chosen as a data collection tool for the analysis, as discussed in the previous section. When making such a decision, the researchers carefully evaluate the benefits and drawbacks of such instruments. Because of the ease in which they can be constructed, their extreme simplicity, and their ability to collect a large amount of data rapidly, the researchers chose to use questionnaires in this study. Besides, with the assistance of computer tools, the time and cost of data processing could be reduced. According to Wright (2005), one of the advantages of using a questionnaire survey is the flexibility of providing automated data collection, which saves time and effort for researchers. As a result, from the researchers' perspective, this tool is the most appropriate data collection process.

### 3.2.2. Semi-structured interview

As noted previously, the researchers overcame the limitations of using questionnaires through the interview method. In order to be more specific, the researchers use a semi-structured

interview in this paper. According to Fox (2009), the open-ended nature of the question determines the subject under discussion in semi-structured interviewing, but it also allows the interviewer and interviewee to consider some matters on a deeper level. This approach is effective for gathering comprehensive information about personal feelings, attitudes, and opinions. It is useful to attain perspective, knowledge, and mindset by allowing learners to report in their own words.

## 3.3 Data collection & analysis

A self-reporting questionnaire was created to gather information about the participants' listening challenges as well as their attitudes toward E-learning/ MS Teams. This study's questionnaire included 33 items. The researchers can interpret the results more easily and quickly with this form of closed-ended questions. The questionnaire followed the five-point Likert scale from "strongly disagree" to "strongly agree" (1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree) and was divided into two separate sections. The first section, comprised of 21 questions, aimed to identify participants' common challenges in using Microsoft Teams to study English listening comprehension skills. The purpose of the second section, which included 12 questions, was to determine how the participants felt about learning with Microsoft Teams.

The participants were given a 5-point Likert scale to answer on, ranging from strongly disagree (1) to strongly agree (5). Four items about digital literacy issues for students were included in the first part. The second section included four items related to cognitive overload problems faced by students. Three comments about the listener factors challenge for students made up the third section. In the fourth part, two statements showed technology challenges for students, while the fifth part, with six items, revealed English ability challenges for students. Three tasks and activities challenges for students were included in the sixth part.

The data was examined using advanced calculation techniques such as mean (M) and standard deviation (Std. Deviation). The evaluation was graded on a three-bank scale for convenience of discussion: low (1.0–2.5), medium (2.6–3.4), and high (3.5–5.0).

In this study, every interview lasted about ten minutes and was audio-taped or video-recorded. Moreover, three third-year students were interviewed for the research. The reason for choosing them is although they are taking the same course (Listening 4), the level of listening comprehension skill they have achieved is different. Besides, two out of three students come from other provinces to the city to attend university while the other has lived in the city since childhood. Educational conditions and opportunities for exposure to technology are better in cities and are quite limited in rural areas or some small provinces.

A semi-structured interview question list is aimed to convey information about participants' attitudes toward using the E-learning method/MS Teams. The interview consists of six question items designed to investigate third-year students' perceptions of using the E-learning method via MS Teams.

To ensure that the collected data was reliable, it was thoroughly reviewed, and any inaccurate or incomplete submissions were removed. The researchers left out 15 incomplete or inaccurate questionnaires after collecting and distributing 135. Following that, the primary data is organized into categories based on the research questions. For the statistical analysis of the research questions, data relating to descriptive statistics (means, modes, standard deviations, and so on) are computed. Finally, the researchers design tables to illustrate the relationships for comparison purposes.

**Reliability statistics (Cronbach's Alpha)**

**Table 3. 2: The reliability of the questionnaire**

| Name of variable | Value of Cronbach's Alpha | Number of questions |
|---|---|---|
| Internet and software challenges for students | 0.816 | 4 |
| Cognitive overload challenges for students | 0.741 | 2 |
| Listener factors challenge for students | 0.790 | 3 |
| Technology challenges for students | 0.739 | 3 |
| English ability challenges for students | 0.807 | 4 |
| Tasks and activities challenge for students | 0.803 | 3 |
| Learning environment challenges for students | 0.779 | 2 |
| English – majored students' attitudes towards E-learning/ MS Teams | 0.632 | 12 |

The Statistical Package for the Social Sciences (SPSS) 22 program was used to analyze the data obtained in this analysis. Cronbach's Alpha Model, a model of internal consistency, based on the average inter-item correlation, was used to determine the questionnaire's reliability in the study. The instrument's values are within the acceptable range of reliability (Pallant, 2002), indicating that it is very accurate for data collection. Thus, the reliability coefficient of the questionnaire used in this research ranged from 0.632 to 0.816, suggesting that the data collection instrument has a high-reliability coefficient.

## 4. Results/Findings and discussion

The results will be given in the order in which the questionnaires were completed in response to the first research question: **"What are the difficulties in studying the listening comprehension skill through Microsoft Teams of major English students at Van Lang University?".** As mentioned above, the analysis comprises descriptive statistics such as mean, minimum, maximum, standard deviation (SD).

## 4.1. Internet and software challenges for students

**Table 4. 1: The participants' perspectives on the internet and software issues**

| Item | Content | Mean | Std. Deviation |
|------|---------|------|----------------|
| 1 | The nature of the sound I listen to is influenced by the speed of my internet connection. | 4.10 | 0.854 |
| 2 | When listening to the lecture, I frequently become disconnected | 4.13 | 0.777 |
| 3 | Since the software did not show details about the class that began, I missed a portion of the session | 4.24 | 0.810 |
| 4 | The speed of the audio is affected by my internet connection | 4.16 | 0.686 |

**Table 4. 2: Score analysis of participants' overall perspectives on the internet and software issues**

| Minimum | Maximum | Mean | Std. Deviation |
|---------|---------|------|----------------|
| 2.25 | 5.00 | 4.16 | 0.629 |

Four items illustrate students' perceptions of various aspects of the internet and software issues related to listening problems. All of these four mean ratings, as shown in Table 4.1, were mostly in (4.10 - 4.24). This high range of evaluations means that these items had a significant impact on the participants' listening processes, especially when it comes to learning listening comprehension. Item 1 and 4 indicate that the pace of the internet connection had a major impact on the nature of the sound students heard (M = 4.10) and the audio's speed (M = 4.16). In addition, when listening to the lecture, participants often become disconnected (M = 4.13). Furthermore, the program fails to display information about the class that had started, causing them to miss a portion of the lesson (M = 4.24). It can be seen that the majority of the participants report that the internet connection is a significant issue that makes learning listening comprehension via Microsoft Teams difficult for them. However, this challenge cannot be avoided because internet access can become faulty or fail at any time (Ribeiro, 2020). Therefore, it is important to have a backup option in case this happens. The app, Microsoft Teams, in this case, also has some drawbacks in terms of notification, which may cause students to miss important classroom announcements or the classroom itself. In general, these items have low standard deviations ranging from 0.686 to 0.854. Obviously, the students face similar difficulties.

## 4.2. Cognitive overload challenges for students

**Table 4. 3: The participants' perspectives on the cognitive overload issues**

| Item | Content | Mean | Std. Deviation |
|------|---------|------|----------------|
| 5 | I lose my concentration when the text is too long | 4.30 | 0.751 |
| 6 | I feel overwhelmed when I have to listen to too much information | 4.31 | 0.719 |

**Table 4. 4: Score analysis of participants' overall perspectives on cognitive overload issues**

| Minimum | Maximum | Mean | Std. Deviation |
|---------|---------|------|----------------|
| 2.00 | 5.00 | 4.30 | 0.656 |

The students are asked to rate the level of psychological difficulties in items five and six. As seen in the table, the participants found it difficult to focus when the text was too long (M = 4.30). This result is due to the fact that the vast majority of them have never learned academic listening courses. In addition, these audio enable the listeners to not only have a basic understanding of the subject matter but also to master certain skills while listening. Furthermore, item number six in this table also reveals that when the participants have to hear and absorb a variety of knowledge in a certain amount of time, most of them feel exhausted (M= 4.31). Understandably, that the students rarely listen to the dense information recorded text. From these two points, we can see that the students have trouble learning listening comprehension because most of them are unable to focus for long periods and are overwhelmed by knowledge.

## 4.3. Listener factors challenge for students

**Table 4. 5: The participants' perspectives on listener factors challenge**

| Item | Content | Mean | Std. Deviation |
|------|---------|------|----------------|
| 7 | I have trouble figuring out what the instructor is trying to mean when he or she corrects the text | 4.26 | 0.825 |
| 8 | I lack the ability to actively listen when learning listening comprehension via Microsoft Teams | 4.22 | 0.814 |
| 9 | I feel nervous in completing the listening tasks in the given time | 4.28 | 0.799 |

**Table 4. 6: Score analysis of participants' overall perspectives on listener factors issues**

| Minimum | Maximum | Mean | Std. Deviation |
|---------|---------|------|----------------|
| 2.33 | 5.00 | 3.89 | 0.648 |

Table 4.5 above shown the listener factors challenges for the students. According to the mean (4.26), the survey results show that when the teacher corrected the text, they cannot figure out what he or she means to explain. The reason for this can be explained by the fact that when the teacher corrects the lesson, the students are unable to understand exactly what the teacher is referring to, whether it was plural or singular, and so on. They also lack the ability to actively listen by using Microsoft Teams to practice listening comprehension (M = 4.22). According to Barnard (2017) and Nguyen et al. (2021), the ability to concentrate completely on a speaker, understand their message and comprehend the details is known as active listening. Unlike passive listening, which is the act of hearing a speaker but failing to recall what they said, active listening highly valued the ability to recall particulars without having to repeat information. Regrettably, a large number of these students lack this skill, making it more difficult for them to learn listening comprehension. Additionally, item nine reveals that the students are anxious about finishing the listening tasks in the time allocated (M = 4.28). As mentioned in the previous section, the participants have less experience learning listening comprehension. This has a significant impact on how easily they feel pressed to complete a test.

## 4.4. Technology challenges for students

**Table 4. 7: The participants' perspectives on technology challenges**

| Item | Content | Mean | Std. Deviation |
|---|---|---|---|
| 10 | I find it difficult to understand English when there unclear sound resulting from a poor quality CD player | 4.38 | 0.723 |
| 11 | My device's sound quality is low, impacting the quality of my listening | 4.33 | 0.748 |
| 12 | The course notes and documents are quite often corrupted when they are uploaded to Microsoft Teams, making it difficult for me to access and download them. | 4.23 | 0.847 |

**Table 4. 8: Score analysis of participants' overall perspectives on technology challenges**

| Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|
| 2.00 | 5.00 | 4.31 | 0.628 |

The data in this table indicates that the students have trouble with technology on a regular basis. The students' listening process is affected by unclear sounds caused by low-quality equipment, such as a CD player. For example, the text is recorded in a noisy environment, or the tape has been used for such a long time that the quality had declined. What is worth mentioning here is that low-quality equipment has the highest mean of 4.38, but the lowest standard deviation of 0.723. This means that the students share the same point of view on the issue. Similarly, the sound quality on the participants' devices is poor, affecting the quality of

their listening (M = 4.33). Item 12 uncovers that the students also find it difficult to access and download materials for studying when learning online through MS Teams (M = 4.23). This can be because the document is corrupted just before being uploaded, the file is no longer available, or the student accidentally deleted the file.

## 4.5. English ability challenges for students

**Table 4. 9: The participants' perspectives on English ability challenges**

| Item | Content | Mean | Std. Deviation |
|------|---------|------|----------------|
| 13 | English materials used on the online lesson of listening comprehension enhance my understanding | 4.13 | 0.777 |
| 14 | Without the direct teacher 's guidance as in the classroom, I find it difficult to comprehend the meaning of the spoken text | 4.25 | 0.689 |
| 15 | Teachers cannot see my reactions as clearly as in a face-to-face classroom to see if I can understand listening texts | 4.20 | 0.705 |
| 16 | When learning listening comprehension through Microsoft Teams, I find it difficult to express what I want to say if I do not understand the lesson | 4.18 | 0.729 |

**Table 4. 10: Score analysis of participants' overall perspectives on English ability challenges**

| Minimum | Maximum | Mean | Std. Deviation |
|---------|---------|------|----------------|
| 2.25 | 5.00 | 4.19 | 0.578 |

The table 4 summarizes statistics for each item highlight potential issues with English ability from the learners themselves. In item 13 (M = 4.13), the participants state that the English materials used in the online listening comprehension lesson were beyond their comprehension. It can be easy to understand because the listening materials used often are in academic language. Thus, the students do not catch them regularly. Moreover, item 14 receives the highest means (4.25) with a fairly low standard deviation of 0.689. As state by the participants, it is difficult to understand the meaning of the spoken text without direct teacher guidance in a classroom setting. For example, the students may not have enough vocabulary or background knowledge when listening to an unfamiliar subject, and they may experience psychological issues, which may lead to poor listening performance. Besides, the students have the most in common when it comes to the impact of teacher teaching on learning to listen. The drawbacks of E-learning are evident in items 15 (M = 4.20) and 16 (M = 4.18). The majority of the students agree that teachers cannot see their expressions as clearly as they do in a face-to-face classroom to determine whether or not they understand listening texts. Additionally, if the participants do not understand the lesson while learning

listening comprehension through Microsoft Teams, it is difficult for them to express themselves. In conclusion, broken microphones, teachers unable to answer all or slowly answering questions to the students, the students afraid to ask questions that the majority of the class understands, which they can do individually after the lesson if they study directly at school are all potential explanations.

## 4.6. Tasks and activities challenge for students

**Table 4. 11: The participants' perspectives on tasks and activities challenge**

| Item | Content | Mean | Std. Deviation |
|------|---------|------|----------------|
| 17 | I have difficulty in completing the listening tasks in online courses | 4.16 | 0.686 |
| 18 | I find it difficult to do listening activities in group work via Microsoft Teams | 4.23 | 0.716 |
| 19 | Differences in skill/ knowledge level of group members interfere with my listening activities | 4.21 | 0.744 |

**Table 4. 12: Score analysis of participants' overall perspectives on tasks and activities challenge**

| Minimum | Maximum | Mean | Std. Deviation |
|---------|---------|------|----------------|
| 2.33 | 5.00 | 4.20 | 0.606 |

Three items in the table reveal that the majority of these students have the following issues: difficulty completing listening tasks in online classes (M = 4.16), difficulty conducting listening activities in group work through Microsoft Teams (M = 4.23). Firstly, numerous factors contribute to the students experiencing challenges during online course exercises. For instance, the sound in the audio is too small or includes too much noise, the speaker's speed is too fast, too many new words or the intonation is unfamiliar, and so on. Secondly, the participants find it difficult to conduct listening activities while working in groups via Microsoft Teams. Perhaps because the presence of members is insufficient, or some members are not serious about team activities, resulting in poor group results. Besides that, group members' differing skill/knowledge levels also obstruct their listening practices (M = 4.21).

## 4.7. Learning environment challenges for students

**Table 4. 13: The participants' perspectives on learning environment problem**

| Item | Content | Mean | Std. Deviation |
|------|---------|------|----------------|
| 20 | It is difficult for me to concentrate on the lesson because of the noise around | 4.30 | 0.669 |
| 21 | I have too many distractions, such as games, YouTube, and so on | 4.15 | 0.682 |

**Table 4. 14: Score analysis of participants' overall perspectives on learning environment problems**

| Minimum | Maximum | Mean | Std. Deviation |
|---------|---------|------|----------------|
| 2.50 | 5.00 | 4.23 | 0.611 |

The sounds around the students also make it difficult for them to concentrate (M = 4.30), according to item 23 in this table. The participants also comment that they have so many distractions when studying, such as games, YouTube, etc. (M = 4.15). Both of these items have a high mean but a low standard deviation of 0.669 and 0.682, respectively. From these statistics, it is predicted that the majority of survey respondents are experiencing these difficulties. It can be concluded that studying online at home makes it difficult for the students to focus due to distractions such as television, computer, and outside noise. Since this is a new learning experience for them, it will take some time for them to adjust.

Overall, according to tables 4.2, 4.4, 4.6, 4.8, 4.10, 4.12, and 4.14, among the others, cognitive overload and technology have the highest mean (4.3 and 4.31). In other words, these two factors are the two barriers that most students suffer when using MS Teams to study listening comprehension.

The second question: **"What attitudes do English majors at Van Lang University have toward E-learning/ Microsoft Teams?"** seeks to learn more about the attitudes of English majors at Van Lang University toward E-learning, specifically Microsoft Teams. To add to the data, the interviews were conducted with three volunteers (S1, S2, and S3). The researchers will analyze the data collected from survey questionnaires and interviews, as discussed in the Methodology section, to obtain detailed data. Based on the information gathered from the survey questionnaire, these interviews were semi-structured. In comparison to the questionnaire, the interviewees were granted more freedom to express themselves thoroughly and confidently during the interview. These conversations were also recorded for data collection purposes. The following is a summary of the questions, as well as some main remarks and quotes.

**Table 4. 15: The participants' perspectives toward E-learning/ Microsoft Teams**

| Item | Content | Mean | Std. Deviation |
|------|---------|------|----------------|
| 22 | When using the E-learning method via Microsoft Teams., there is a lack of interaction between teachers and students as well as among students | 4.33 | 0.637 |
| 23 | Microsoft Teams is too complicated to use | 1.96 | 0.834 |
| 24 | Microsoft Teams is not easy use through cellphone | 4.33 | 0.678 |
| 25 | When using the E-learning method via Microsoft Teams, there is a lack of feedback from peers | 4.27 | 0.661 |
| 26 | Low or no participation of other group members during the learning process via Microsoft Teams | 4.23 | 0.845 |
| 27 | Slow internet connectivity is a major problem I face when using the E-learning method via Microsoft Teams. | 4.35 | 0.718 |
| 28 | When I study via Microsoft Teams, I encounter physical health issues such as eye strain and tinnitus | 4.23 | 0.716 |
| 29 | I find it hard to create motivation when learning via Microsoft Teams | 4.35 | 0.785 |
| 30 | I prefer to learn online to face to face | 2.74 | 1.470 |
| 31 | I feel comfortable in answering questions in an online class | 3.37 | 1.257 |
| 32 | An online course provides less flexibility than a face-to-face course | 2.07 | 1.094 |
| 33 | Because of the comfortable learning environment, I recommend conducting online learning in the future | 1.85 | 1.090 |

**Table 4. 16: Score analysis of participants' overall perspectives toward E-learning/ Microsoft Teams**

| Minimum | Maximum | Mean | Std. Deviation |
|---------|---------|------|----------------|
| 2.25 | 4.67 | 3.5 | 0.416 |

According to the findings of the interview, all three interviewees learned more than six subjects using E-learning. This influences their judgment because they have attended a certain number of classes rather than just one. In other words, their responses can be reliable.

**What are your thoughts on using the E-learning method through Microsoft Teams?**

As shown in the above table, the students have the perception of disagreeing if their interaction in online learning supports them in their studies. This is demonstrated by several factors, including their responses to a questionnaire, which reveal that they have difficulty communicating with both their fellow students and lecturers. McConnell (2006) discussed issues related to interpersonal aspects of online communication, such as students feeling lonely, neglected by other participants, or hesitant to express their thoughts. When asked about her thoughts on online learning, S1 assumes that students and teachers do not interact much while studying online. Therefore, the classroom becomes less connected and uninteresting. This helps to explain why item number 22 has such a high mean of 4.33.

In addition, S1 responds that she believes Microsoft Teams is more modern and convenient than other apps at the moment. She is free to choose wherever and whenever she wants to learn. Sharing the same idea with S1, S3 says that learning through Microsoft Teams is "quite convenient and flexible". This is compatible with the conclusions of item 32 of the questionnaire, which has a low mean of 2.07. Admittedly, the students state that online courses have great potential. However, S2 does not agree that the E-learning method was appropriate for her. She shares that "learning via Microsoft Teams is inconvenient for me, despite how easy it is to use. I still prefer face-to-face learning. "This is why, in table 4.15, item 30 has a high standard deviation (1.470), implying that there is a significant variation in the responses provided by the respondents.

Furthermore, data collected show that most participants disagree with item 23 (Microsoft Teams is too complicated to use), with a notable mean of 1.96 and a low standard deviation of 0.834. Not surprisingly, three of S1, S2, and S3 say the Microsoft Teams software is not difficult to use, even though S3 reports that she "was a little confused at first about how to use this app because it was new".

**Could you describe any advantages of learning through Microsoft Teams that you have experienced?**

Regarding the advantages of online learning, it is stated that the students feel comfortable responding to questions in an online class, with a fairly high mean of 3.37 for item 31. When asked about the same topic, S1 admits she feels "more comfortable studying online" because she does not have to worry about her "classmates judging" her when she has to answer the teacher's questions. S3 shares the same viewpoint when she says, "because I am an introvert, learning online through Microsoft Teams helped me avoid being shy when answering questions." S2 remarks: "When I studied online, I felt very comfortable because I could study at home."

**Could you describe any challenges of learning through Microsoft Teams that you have experienced?**

In terms of challenges, "one issue I have had with Microsoft Teams is that the instructor had called a meeting to start the class, but I did not receive the call", S1 replies. She also comments that "the internet connection in my location was so poor that I was unable to access the class meeting". This is also the problem that S2 has to deal with when using Microsoft Teams. She complains that her internet "disconnected from time to time", and she is "thrown out" of the classroom. Based on the opinions of these interviewees and a high mean of 4.35 for item 27, it is clear that internet connection is a major issue for the students when using the E-learning method. Also, S2 concludes, "when I had to do teamwork, the lack of cooperation of other members of the group during the classroom activities through Microsoft Teams was a major challenge for me". This implies that the outcome of item 26 with a mean of 4.23 could be reliable. Motivation (item 29) is another barrier that S3 perceives, with a large mean of 4.35 and a small standard deviation of 0.785. These statistics indicate these students faced the same challenge. S3 mentions she is easily "distracted and lazy" "because there is no direct supervision by teachers". This is also why S2 finds "it difficult to concentrate on the lesson". Moreover, S2 says that "I tried to learn on my phone, but I had trouble opening some of the instructor's lecture files." This fact is realistic with the findings of item 24 that has a mean of 4.33.

Besides, the participants have trouble in terms of physical health, such as eye strain or tinnitus (M = 4.23). With a standard deviation of 0.716, the respondents have quite consistent answers. Concerning the same subject, it should be noted that 49.76% of parents assumed that their children's eyesight had deteriorated as a result of the online classes (Mohan et al., 2021). Additionally, as S2 describes in the interview, peer feedback is absent because of the lack of communication among group members when taking an online course through MS Teams. Based on the mean of 4.27 (item 25), this factor has a major effect on these students' attitudes toward online learning.

**Do you enjoy taking online courses?**

Most of the students disagreed on whether they would consider pursuing online learning in the future due to the conventional learning atmosphere, according to item 33 (M = 1.85). Remarkably, this item has an extraordinary standard deviation of 1.09. The disparity in the interpretation of the three interviewees provided evidence for this finding. S2 does not "prefer taking this sort of course", S3 replies yes, and S1 says that "I'm not sure if I like it or not." The explanation for this is that the participants have previous experience with online learning, which provides them with both opportunities and disadvantages. After all, the majority of these students come to the conclusion that online learning confronted them with more challenges than benefits.

# 5. Conclusion

## 5.1. Summary of Major Findings

The information gathered from the survey questionnaire, and semi-structured interview was analyzed to conclude in order to answer the two research questions asked at the outset of the analysis. Below is a summary of the main findings:

### 5.1.1. The difficulties encountered by English-major students at Van Lang University while studying listening comprehension skills via Microsoft Teams:

First, as the Covid-19 pandemic breaks out, E-learning teaching approaches are used, and VLU's use of teaching and learning is MS Teams. In terms of internet and software challenges, since the students have to study online using Microsoft Teams software, the researchers discover that the program's failure to display information about the class that had begun has such a significant impact on the students. Also, the stability of the internet connection is indeed a key factor influencing the students' listening processes. Furthermore, in such a situation, most of these students have difficulty absorbing a large amount of information in such a short period. When it comes to correct the listening text, they often have trouble figuring out what the teacher was trying to clarify or mention because the teacher often says the answer key rather than writing it down. More noticeably, the students confess to lacking the ability to actively listen while using the E-learning platform, which is an essential skill for studying listening comprehension. In addition, one of the most stressful challenges that the students face with technology is that their listening process is compromised by unclear sounds caused by low-quality devices. With regards to English ability, these students have a consistent perception that the English materials used in the online listening comprehension lesson are beyond their comprehension without the direct teacher's guidance that they would obtain in the classroom due to their limited vocabulary and lack of context knowledge. Besides, when working in a team through Microsoft Teams, the researcher realizes that the participants struggle to fulfill listening activities. Lastly, it is difficult for the students to focus due to the noises around them and many distractions they face while learning, such as games, YouTube, and so on. These two are also the most major obstacles for these listeners when using the online learning method.

### 5.1.2. Van Lang University English majors' perspectives on E-learning and Microsoft Teams:

First of all, according to the data gathered, the majority of participants state that the Microsoft Teams software is a very useful, simple, and adaptable tool to use. Moreover, in an online class, these students feel comfortable responding to questions because they do not have to be afraid of their peers' judging. However, based on the results and discussion, it is clear that students in an online learning environment face numerous challenges. Regrettably, it is clear from the results and discussion that the students in an online learning environment face numerous barriers, including the app does not notify that class has begun, no direct supervision by teachers, lack of peer contribution due to a lack of interaction among group members, and physical health. As a result of their own experience with these issues, they are

hesitant and unwilling to take online courses in the future.

## 5.2. Implications

### 5.2.1. Pedagogical implications for the teachers

First and foremost, we need to accept that the Covid-19 pandemic has had a significant impact on all aspects of life, including the education sector, which has been forced into a difficult situation in Vietnam due to the country's main focus on face-to-face education. On the other hand, the curriculum and learning requirements cannot be postponed. To satisfy this need, the E-learning approach has been implemented. After a period of using this teaching and learning technique at VLU, it is obviously seen that E-learning is a reasonable alternative to face-to-face learning in terms of both time and place. However, from the issues discussed, it can be seen that Van Lang EFL students are aware of the issues but struggle to find a way to overcome them. This is the responsibility of not only the lecturers but also the board of directors must quickly find ways to assist students and innovate teaching methods through MS Teams as well as for English listening comprehension. These individuals also contribute a major role in encouraging and motivating students to adapt to this learning method (E-learning method).

In addition, teachers, in particular, are those who choose the topics and activities in the classroom; as a result, they could provide students with supplemental exercises to practice from other sources. Besides that, they may be able to recommend some helpful websites for improving listening comprehension.

Furthermore, since the opportunity to observe is limited in online learning, pre-teaching vocabulary, guiding students to highlight main ideas and guessing the meanings of new words should be considered to add to the curriculum of listening comprehension at VLU. These may help the students familiarize themselves with the subject and develop confidence when listening to the task.

Finally, teachers in the university can develop more small activities that are both fun and educational in order to accelerate students' motivation. For example, using games to review vocabulary and background knowledge of the listening topic but still keep it lighthearted. There are many explanations why games should be included in language classes. According to Sigurðardóttir (2010), games are entertaining, which is important because they can help refresh students who have always been inactive due to a lack of motivation. It is essential to keep the students engaged because teachers will never be able to teach them anything unless they are willing to participate in the learning process.

Besides, the researchers truly surprise with the result that most of the EFL students in VLU oppose and are unwilling to continue with online classes. To reduce the students' difficulties with the E-learning method, the board of directors should have some policies to support students so that they can access online learning devices (computers, smartphones, etc.)

*5.2.2. Pedagogical implications for the students*

From the result of the study, Van Lang EFL students face many obstacles in using the E-learning method through MS Teams software. Remarkably, these students acknowledge precisely the difficulties they have to confront. In order to achieve a good performance in online listening comprehension classes, Van Lang EFL students are suggested to have a high level of autonomy in encountering this ability. These students are recommended to make a home practice plan for listening. Moreover, the researchers believe that through the findings of this research, participating in more class activities and teamwork will help EFL students at the university improve their listening ability when learning in an online environment.

*5.3. Limitations*

*5.3.1. Limitations of the study*

Despite the researchers' efforts, this paper still has some drawbacks. First, the interview's sample size is limited to 135 students enrolled in the "24" course at VLU's Foreign Languages Faculty, with 120 valid responses. As a consequence, the findings cannot be applied to the whole population. The lack of previous project work is the next constraint. It is necessary for the researchers to have several previous pieces of research to analyze in order to provide a solid foundation for the paper; however, there are a few on the subject itself. Besides, due to time constraints, the researchers cannot be able to cover and collect all of the necessary data to further investigate the concerns raised in this study. In summary, the study contains three weaknesses that are a limited number of participants, a lack of previous research, time constraints.

*5.3.2. Suggestions for further research*

In future research, the researchers suggest that interviewing students could broaden the student sample to include a wider range of majors and grade levels. Additionally, in order to obtain a deeper understanding of the listening obstacles, the study could be performed by reviewing some online listening comprehension courses and interviewing some teachers. The researchers also expect that future papers could focus on observing students' attitudes as well as the impact of the online learning environment on taking online classes through Microsoft Teams.

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