

Teaching English Online Using Video Conferencing: The Challenges to EFL Instructors and Their Solutions

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ABSTRACT

The purpose of this study is to discover the challenges that English teachers face when teaching online English via video conference. The authors hope to discover some remedies from that to resolve these issues. In this study, the author used qualitative research methodologies to examine the different challenges EFL teachers encounter when instructing English online via video conferencing and how they overcome those difficulties. This investigation aims to become aware of English teachers' challenges when instructing online via video conferences. Also, the authors would like to discover how English teachers use video-conferencing software when teaching online and how they overcome these difficulties. The researcher used interviews and questionnaire techniques to collect data. The same questions from an online interview with ten English teachers were given through a Google form. The first question stated that there were five difficulties that English teachers had to overcome when teaching online: internet connectivity, media, a lack of interaction between students and teachers, low skill, and technical issues. There are four alternative responses to the second research question: role plays are widely used in instructional activities to improve teacher-student engagement, and quiet teaching and learning environments are widely used in instructional activities to increase teacher-student engagement.

Keywords: Online teaching, video-conferencing application, challenges

Introduction

The global coronavirus outbreak significantly changed human activity. The Pandemic had a detrimental effect on a wide range of fields, including social, economic, scientific, and even educational sectors in addition to the healthcare industry. The government decided to limit and restrict human activities and direct interaction by putting in place social distancing measures to stop the virus from spreading. Face-to-face instruction was replaced by online instruction as a result of the Pandemic's fast spread. The new educational system brought about implementation issues for online learning.

The deployment of online learning hasn't always gone well. A number of hurdles and difficulties will be faced by schools or institutions that have never employed online learning before or are unprepared to do so. However, the study discovered that there are certain difficulties faced by English teachers while utilizing online learning. Additionally, several internet tools can be utilized to implement online learning, including Zoom, Google Classroom, and Microsoft Teams.

The University of Labor and Social Affairs- Campus II (ULSA2) has bravely included video conferencing in learning and teaching activities since March 2020 to ensure that students have access to knowledge throughout the break period caused by epidemics. However, considering their young, the applications have some serious drawbacks, making things more difficult. A challenge is an event or situation that makes it difficult for someone to advance or reach their objectives. The increased challenges in online learning are to blame for this. Schools and educators must therefore carefully consider what solutions they might offer to the problems they encounter while using video conferencing for online teaching and learning.

The researcher also wants to understand the difficulties that ULSA2 English teachers encounter when instructing online English classes via video conferencing, as well as how they manage and get past those difficulties. The researcher found that some English instructors were still struggling to get past barriers and develop an engaging teaching method for students in video conferencing-based online English lessons.

Therefore, with new challenges and barriers that the teachers have never faced before, the problems could differ in some ways. As a result, teachers should carefully consider what they will teach or what kind of approach they will employ for the new teaching style process. Teachers should be aware that even if they plan to teach online, they still need to develop an engaging and successful lesson plan by keeping the goals and objectives in mind.

The purpose of the study is to provide information that can help resolve the following research questions in light of the specific circumstances described above:

1. What are the challenges of online courses that ULSA2 English teachers have to overcome?
2. What are the solutions to improve EFL students' academic performance?

Literature review

Online courses

During the COVID-19 epidemic, one of the best solutions for ensuring that education does not suffer is to convert face-to-face courses into online ones. Around the world, online courses have played a critical role in education (Singh & Thurman, 2019). Because assessments and instructions take place in digital classrooms with internet connections, Picciano and Seaman (2009) determined that online learning is a sort of distant education. Additionally, according to Gonzalez and Louis (2018), online learning is accomplished from a distance using electronic devices such as smartphones, computers, laptops, and other similar devices. Benson (2002) and Conrad (2002) defined online learning as using modern technology to gain access to academic activities. Furthermore, according to them, online learning can be seen as a more current version

of distance learning that gives students better access to educational opportunities.

During the COVID-19 Pandemic, Tabiri et al. (2022) concluded that learning and teaching online was the greatest alternative. Because of its flexibility, ease, and personalized learning chances.

Challenges of online courses

Despite the benefits of online courses, they may have drawbacks for students. Many authors have argued that learning style, students' learning process, self-regulated learning, and self-efficacy all have an impact on learners' online learning experiences (Selim, 2007; Baylor & Ritchie, 2002; Volery & Lord, 2000).

Sarvestani et al. (2019) argued that two technical challenges are inadequate internet connectivity and a lack of physical space. Ineffective educational materials are linked to managerial issues. Communication issues include a lack of interaction and a loss of connection with teachers and students.

Appiah et al. (2020) discovered that accessibility concerns are the most pressing problem, followed by social, academic, and generic challenges. Students, in particular, were unprepared for an online experience and found it difficult to acquire course materials.

According to Islam and Laila (2022), e-learning is ineffective for a variety of reasons. Most teachers and students, particularly in developing nations, rural towns, villages, and even advanced nations, complain about network instability. Voice delay is a result of this problem. Along with the lack of technological proficiency among parents and students and the inadequate teacher preparation, another problem is the professors' one-sided interactions with the pupils because most find lectures to be boring. Additionally, the e-learning system is not preferred in some disadvantaged communities due to inadequate technological infrastructure, high internet fees, and the families' declining financial status.

Physical and mental challenges

One of the most significant barriers to online learning, according to Octaberlina and Muslimin (2020), appears to be the physical barrier. According to Istifci (2016), students regarded online classes to be dull because they could quickly get the answers to the tasks. Students become dizzy when remote studying because they spend too much time staring at screens on their phones or laptops. Instead of reading a printed page, students spend a lot of time working on computers. For them, this is an outwardly visual activity. Smaller text and pixelated graphics are typical on digitally presented pages, requiring them to strain their eyes to read. The study recommended that teachers give their students a break while enrolled in an E-Learning activity to overcome physical barriers.

One of the essential factors affecting L2 learners' success and effectiveness in the language learning process is motivation. Meşe and Sevilen (2021) looked at students' motivational viewpoints in connection to online education. Dissatisfaction with course content and resources, a lack of self-discipline to participate in the course, a lack of communication between teachers and students, and a lack of private space to monitor the course are all factors that make students feel unmotivated when learning online.

Yuzulia (2021) revealed students' difficulties and issues when implementing online learning. Due to some obstacles in integrating e-learning, students prefer traditional learning over online learning. The teachers' tactics were criticized by the students. They are required to attend Zoom sessions on a daily basis, which makes them uninterested. Additionally, students suffer from health problems such as eye strain and headaches. Teachers should use engaging online teaching approaches and techniques to increase student motivation and performance during this Pandemic.

Language learning challenges

According to Sai et al. (2013) and Altunay (2019), some learners found it awkward to improve their English command through online education. Similarly, Ja'ashan (2020) found that when blended learning was implemented, students' language skills, such as speaking skills, did not improve. Furthermore, Phan et al. (2022) found that students studying online might not get enough practice speaking English due to limited interactions among students. Mahyoob (2020) asserted that learners in virtual English skills classes could not properly communicate with teachers in terms of language communication. Khabbaz and Najjar (2015), on the other hand, found that integrating foreign language instruction with current technologies might lead to a slew of issues that stymie students' ability to learn independently.

Furthermore, Sai et al. (2013) looked into students' difficulties when taking online classes. With 512 participants, the study was conducted at the University Sains Malaysia's School of Distance Education. Language skills were a difficulty for the participants when attending online courses. The findings revealed that most students struggled with speaking, vocabulary, and grammar when studying English through online education. The study concluded that instructors should pay close attention to their students while teaching and learning online. Al-Shamsi et al. studied the benefits of mobile learning in improving learners' listening skills (2020). The majority of participants reported difficulties with listening material suitability, mobile app nature, cell phone screen sizes, and poor connectivity. Students frequently forgot what they had heard and could not understand the recordings' substance because they found it difficult to listen to audio materials and answer questions simultaneously.

Technical challenges

Learning to study online effectively necessitates a solid technical foundation as well as a reliable connection. On the other hand, due to technical issues, low digital abilities, and other factors, most students will not be able to have great online learning experiences. According to Kuama and Intharaksa (2016), learners encounter technological and individual challenges. For people who have been taking online courses for a long time, unpredictable internet connections may be a major source of frustration since they are unable to comprehend their understanding of the lessons or follow what the lecturers are saying (Ariyanti, 2020, Muslimin & Harintama, 2020; Hijazi & AlNatour, 2021; Nguyen & Duong, 2021; Yuzulia, 2021). Furthermore, Altunay (2019) stated that EFL students met a lack of high-tech resources as well as technical issues while being satisfied with online education due to its flexibility. Because most students lack technology skills, Nugroho (2020) found that converting the entire learning process to online classrooms is not successful. The findings of other studies revealed that students had difficulty

with technology (Islam et al., 2015; Atmojo & Nugroho, 2020; Jhon et al., 2020; Alodwan, 2021). Some poor children in rural areas are less likely to use the Internet during the COVID-19 Pandemic (Ariyanti, 2020; Adnan & Anwar, 2020).

Common hurdles include technological illiteracy, certain students' incredibly weak educational backgrounds, a lack of time and internet resources, apprehension about using technology, and a less-than-skilled instructor. It is necessary to provide professors and students with training, resources, and time management assistance. In order to better understand the difficulties they encounter and potential solutions, Tanveer conducted a study at Majan College in 2011 that looked at the viewpoints of both students and teachers on the usage of e-learning pedagogical tools in language courses.

At the University of Taibah in Saudi Arabia, Mahyoob (2020) did a study on the problems of e-learning, learners' interaction with information technology tools in e-learning, and learners' satisfaction with online learning. According to the findings, students had trouble using the Blackboard platform. While using Blackboard, almost 30% of students skipped courses and other assignments. Due to technical challenges, some students have trouble connecting to the Internet, attending classes, or obtaining course materials. Less than half of EFL students are satisfied with online learning, with 14% dissatisfied and 43% opposing long-term online education.

A similar investigation was conducted by Gulnaz et al. (2020) using the Cambridge Learning Management System. They evaluated the effects of blended learning on the educational process as experienced by instructors and students. A total of 200 EFL students and 8 teachers took part in the survey. The EFL students completed a questionnaire, and eight teachers participated in a structured interview. They saw that the kids were having technological difficulties. The time allotted for tests and assignments was insufficient, according to Ja'ashan (2020), and the digital platform caused issues accessing course content. Some pupils had trouble connecting to the Internet at home and were disappointed with the program. To address the concerns, the institution needed to hire competent professors who could devote as much time as possible to answering students' questions and resolving technical issues. Most students who lacked fundamental computer literacy abilities were unable to use E-learning effectively, so they should be provided with E-learning skills through training classes.

In the midst of the COVID-19 outbreak, Allo's study piece (2020) investigated learners' attitudes toward online learning. This research focuses on students enrolled in UKI Toraja's English language program. The learners were questioned over the phone through WhatsApp by the researcher. According to the research, learners' impressions of online learning are positive and beneficial. Students hoped that teachers would include popular tools like free Messenger apps in the online learning system. They reasoned that lecturers should develop learning groups on Messenger for their peers who do not have access to the Internet. Individual activities also helped them maintain the necessary physical distance owing to the disease, while group duties were required to aid friends who did not yet have access to the Internet. They also desired that explanations had been provided before distributing materials and assignments. As a result, they recommended that Voice Note may be used to give instructions effectively. However, it was noted that the online study material and guidelines provided by professors were difficult to

navigate. The study also suggested that teachers keep an eye on their students' financial situations, Internet access availability, and online learning application selections that are effective and efficient in the adoption of online learning systems.

Octaberlina and Muslimin (2020) focused on online courses, the challenges that students face, and their solutions for overcoming them. They stated that students faced a variety of difficulties when studying online, including a lack of familiarity with e-learning and a poor internet connection. As a result, there is a disconnect between favorable outcomes and students' significant challenges when engaging in online learning. The key factors act as roadblocks to e-learning. The most crucial component was the notion of E-Learning as a learning technique. Compared to more conventional modes of learning and development, this element encompasses general concerns about the validity and viability of E-Learning and the loss of the "human touch". Furthermore, they argued that the second factor has to do with the usage of technology and the Internet. This factor considers both the students' technological abilities and the speed with which they can access the Internet. In such an E-Learning platform, combining all these distinct traits may make it difficult to concentrate on learning. In order to offset the loss of human touch in E-Learning, the teacher must consider both the student's general academic objectives and learning styles. In addition, educators should convert video information to audio and use texts to solve the lack of networks and internet connections (Octaberlina and Muslimin, 2020).

Trinh H. L et al. (2022) made the case that four primary elements, including performance expectancy, effort expectancy, attitude, and technological competence, influence freshmen's adoption of online learning.

Methodology

Research questions

This study intends to 1) understand the issues English teachers encounter while instructing students online via video conferences and 2) learn how English teachers use video-conferencing software when instructing students online and how they get over these problems. Thus, the present study focused on addressing the two following main research questions:

1. What are the challenges of online courses that ULSA2 English teachers have to overcome?
2. What are the solutions to improve EFL students' academic performance?

Pedagogical Setting & Participants

The COVID-19 virus has spread to Vietnam, requiring ULSA2 to move from traditional to online education. ULSA2 assisted professors and students in making the transition to new online teaching and learning strategies during the teaching and learning process. But a number of challenges were found when teaching ULSA2 students through online courses, which had a negative impact on their performance.

Ten EFL instructors from ULSA2 participated in the research. The study was carried out in the second semester of the academic year 2021–2022, when the participants were enrolled in online

courses due to the COVID-19 outbreak. It was envisaged that the study would understand the concurrent challenges of online education based on the opinions and experiences of the instructors.

Design of the Study

The current study examined the difficulties English teachers at ULSA2 encountered during the full online teaching process. To gather information about the study's topic, qualitative research methodologies were used. Questionnaires were used to gather the data for the procedure. The information participants gave was only used to support the research. The study's participants were ready to share their opinions. The aim of the paper was to get more information about EFL teachers' concerns regarding online courses by asking them about their personal experiences.

Ten EFL instructors were asked to respond to ten questions on their thoughts and perceptions of online courses they have taught. Due to the outbreak, online interviews were conducted instead of in-person interviews by asking candidates about their expertise in teaching online.

Data collection & analysis

The participants' concerns and thoughts concerning online courses were the main subjects of the interview questions, notably the difficulties associated with teaching English in the midst of the COVID-19 Pandemic. They were urged to use their own words to describe their emotions and provide rational justifications.

Results/Findings and discussion

Awareness of online education

The majority of participants in Table 1 agreed that online education is the process of teaching and learning carried out by instructors using online resources and applications and that it can be done from any location at any time. It may be said that most ULSA2 instructors are familiar with online learning.

Table 1. Awareness of online education

Teachers	Interview question number 1: <i>What do you know about online education?</i>
Teacher No.1	<i>“Online education is the teaching and learning process that makes use of digital media.”</i>
Teacher No.2	<i>“Online learning entails imparting knowledge to students remotely utilizing tools like Webinars, Google Meet, Edu-learning, Google Classroom, and others.”</i>
Teacher No.3	<i>“Online education refers to instruction and learning that takes place through a different form of Internet-based media rather than in person.”</i>
Teacher No.4	<i>“Online education is the process in which teachers use technology to transfer the knowledge to students in the teaching process.”</i>
Teacher No.5	<i>“Online education is a type of distance education.”</i>
Teacher No. 6	<i>“Online education may be thought of as a more up-to-date version of remote learning that provides students with additional educational options.”</i>
Teacher No.7	<i>“Online education is described as the use of current technology to get access to academic activities.”</i>
Teacher No. 8	<i>“Online education is a versatile instructional delivery strategy that includes any type of learning that occurs through the Internet.”</i>
Teacher No. 9	<i>“Online education is a type of instruction where students access the internet using their home computers.”</i>
Teacher No.10	<i>“Online education is learning that is aided by technology and depends on the Internet for communication between teachers and students as well as for the distribution of course materials.”</i>

Differences between online teaching and face-to-face / offline teaching

Regarding the distinctions between online and offline instruction, ULSA2 English teachers' viewpoints are shown in Table 2. On the basis of the responses provided above, it can be said that the distinctions between face-to-face and online instruction are mostly the result of how teachers and students interact. In contrast to face-to-face instruction, where students and teachers are physically present and converse face-to-face in real-time, online classrooms involve virtual learning and interaction between students and teachers. This demonstrates how the ULSA2 instructors here easily distinguish between the online and traditional classroom characteristics.

Table 2. Differences between online teaching and face-to-face / offline teaching?

Teachers	Interview question number 2: <i>What distinguishes online instruction from in-person/offline instruction, in your opinion?</i>
Teacher No.1	<i>“The difference between face-to-face teaching and online teaching, in my opinion, is that face-to-face teaching entails direct engagement between two or more people at the same time and in the same location as online teaching.”</i>
Teacher No.2	<i>“Online teaching and learning can be done anytime and anywhere, including at home and other locations, unlike face-to-face teaching and learning, which needs students to travel to the learning location, such as a school, course, or college.”</i>
Teacher No.3	<i>“In contrast to face-to-face instruction, which requires the instructor and students to be in the same place, online instruction allows us to deliver lessons whenever and wherever there is a connection to the internet, a smartphone, or a laptop.”</i>
Teacher No.4	<i>“In online classes, teachers can incorporate a wide range of online learning resources, including movies, audio files, animations, virtual whiteboards, virtual conference rooms, and live chats with students. On the other hand, offline lessons give pupils a hands-on learning experience inside of a genuine classroom.”</i>
Teacher No.5	<i>“The ease of both students and professors is the main benefit of online instruction. On the other hand, offline instruction is a traditional kind of instruction that involves face-to-face interaction between students and teachers.”</i>
Teacher No. 6	<i>“I assume that an offline classroom setting is preferable to an online setting. Being social beings, permanently switching to an online learning environment can rob us of important life experiences like friendships, peer learning, interactions with teachers and society, behavioral development, coping with stressful situations, helping one another out and finding solutions to problems, teamwork, etc. Although by no means natural, an online classroom is the greatest alternative when there are no instructional tools or learning materials available.”</i>
Teacher No.7	<i>“Traditional education differs substantially from online education. The main distinction is that the teacher and pupils are separated by a medium, which might be a laptop, a phone, or anything similar”.</i>
Teacher No. 8	<i>“The difference between online and offline education is personal interaction. Students for online classes have to learn via virtual meet. Learning through virtual classes can be boring and monotonous. This also depends on the school”.</i>
Teacher No. 9	<i>“Location is the primary distinction between online and offline learning. Participants in offline learning must travel to the training site, which is often a lecture hall, college, or classroom. On the other hand, training may be carried out virtually anywhere in the world with online learning.”</i>
Teacher No.10	<i>“The flexibility provided is the main difference. The timetable for online education is typically more flexible. You can provide assistance as a trainer by email or through an online chat platform. Offline learning often takes place during business hours and doesn't give the learner or the instructor as much flexibility.”</i>

Challenges of online education

Table 3 shows the outcomes of 10 ULSA2 teachers' challenges in online courses. According to the answers given above, the main challenges that online education participants face are related to the internet connection and the media itself, such as a gadget. Online teaching and learning challenges: The teaching and learning process is usually impeded by poor internet connections, parents routinely use students' technology, and pupils lack access to smartphones. Another problem is the lack of interaction and feedback between teachers and students during the teaching and learning process, which leads to students feeling bored and lazy because they don't get to see their friends and teachers, as well as the limited ability of both students and teachers to use digital technology for online teaching and learning.

Table 3. Challenges of online education

Teachers	Interview question number 3: <i>What are the challenges when you conduct an online course?</i>
Teacher No.1	<i>“Among the challenges are the following: first, some of my students don't want to participate in online meetings; second, internet quotas are constrained because of parents' financial circumstances; third, both parents and students occasionally use media or smartphones; fourth, students' laziness while studying at home because they don't meet with their friends and teachers because there is no direct interaction; and fifth, students' and teachers' limited ability to use digital technology.”</i>
Teacher No.2	<i>“The medium or device, as well as the internet connection, are typical problems in online education. The device and internet connection can sometimes be a problem, preventing students and me from receiving and teaching the content at their full potential”.</i>
Teacher No.3	<i>“Poor network connection, in my opinion, is one of my most typical issues that causes me to have a lot of trouble performing online teaching.”</i>
Teacher No.4	<i>“The Internet connection, in my opinion, is a big challenge when running an online course. due to the fact that not all pupils have the proper equipment and a reliable internet connection”.</i>
Teacher No.5	<i>“I think it is noise pollution. Noise pollution prevents me from focusing on teaching and learning activities; I do not have a quiet space to concentrate on my teaching.”</i>
Teacher No. 6	<i>“I have trouble in implementing virtual group work since my student engagement is limited”.</i>
Teacher No.7	<i>“The absence of connection between teachers and students is the most major hurdle to teaching a tough subject like English online via video-conferencing. It's tough to absorb fresh information when communication is limited”.</i>
Teacher No. 8	<i>My students' cell phones aren't available, there are network troubles, data packs aren't available, and my students aren't participating as much as they should be.</i>
Teacher No. 9	<i>“We lacked the expertise required to teach and design tests online because of my age. We began to teach online as a result of the countrywide lockdown since we had no other choice. We faced challenges such as a lack of basic infrastructure at home and technical issues, among others”.</i>
Teacher No.10	<i>“I found it challenging to teach online classes because of my lack of technological expertise, the lack of student interest, and the decline in participation. The number of justifications my students provided made it difficult for academics to evaluate which ones were valid”.</i>

Solutions

Each participant's viewpoints on overcoming difficulties in online classes are depicted in Table 4. Evidently, each person viewed the task differently and had a unique perspective. Simply put, a challenge is something that makes us feel more challenged and unable to perform something, advance, or accomplish a goal. Prior to the lessons, they will have carefully developed lesson plans. This gives them more confidence when it comes to giving online classes. Second, they can get around technological restrictions by asking colleagues or learning from the Internet. This will help them increase their technical abilities over time. In addition, role plays are widely employed in instructional activities to increase teacher-student engagement. Last but not least, noise pollution should be avoided during lectures. Teachers and students should establish learning and teaching locations away from congested areas like roadways and workplaces.

Table 4. Teachers' solutions to the challenges that they face

Teachers	Interview question number 4: <i>What is your solution to the challenges?</i>
Teacher No.1	<i>"First and foremost, after each class meeting, I always record the lecture and send it to the students. For students who cannot attend a class for various reasons, it is vital to study the lecture numerous times and submit any feedback."</i>
Teacher No.2	<i>"I frequently check teaching equipment, internet connections, and other supporting technical gear before the class meeting. Students must also check their equipment and study areas 30 minutes in advance."</i>
Teacher No.3	<i>"I record my lectures for those who can't access the Internet. Then I will set up a forum in order that I can solve their problems."</i>
Teacher No.4	<i>"For better learning outcomes, I try to incorporate these resources and a variety of learning approaches, such as podcasts, videos (teaching channel, own videos, live classes), discussions, various types of text found in articles and blogs, and various assessment techniques (tests, quizzes, assignments, and projects)"</i>
Teacher No.5	<i>"I often choose a room away from the street, a living room, or a cafe to prevent noise pollution." I always encourage my pupils to find a quiet room and not turn microphones on until asked to."</i>
Teacher No. 6	<i>"I often set at least five breakout rooms and assign my students to there. I often join the room one by one and give them lots of activities. Try to solve any problems they face."</i>
Teacher No.7	<i>"I frequently combine lesson plans with games, movies, or quizzes to improve instructor and student engagement. This encourages my students to pay attention in class and to feel more motivated. Some tasks are offered after games, films, or quizzes so that they can archive the goals."</i>
Teacher No. 8	<i>"I record the lectures and post them after class meetings. Homework, of course, is assigned after that. Those who couldn't attend online could watch the videos and do."</i>
Teacher No. 9	<i>"I have a lot of troubles at first. However, I learn from the Internet. I will download sample e-lesson plans and imitate them."</i>
Teacher No.10	<i>"I often ask my colleagues for help when I have technical troubles. They are willing to share. In order to increase interaction between teachers and students, I often divide my class into small groups and give them task-based activities."</i>

Discussion

Because they must be able to plan lessons and direct students' learning, teachers are essential to the teaching and learning process. Without question, the epidemic has presented particular difficulties for teachers. Teachers who teach online must perform the combined roles of coach and guide. According to the findings of interviews, the following are the problems that teachers face.

Access to the Internet.

One of the most frequent issues that arise during online teaching and learning is the internet connection because doing so requires a strong and reliable internet connection. (As stated by teachers such as T.2, T.3, T.4, T.6, and T.8). These findings are quite in line with this of the study conducted by Simin Ghavifekr et al. (2016), who reported that one of the issues with online teaching and learning is the internet connection, a poor internet connection can stymie the process of online teaching and learning by causing delays in sound and video streaming as well as disruptions in the material delivery process, all of which can slow down the online learning process. Similarly, Hazwani et al. (2020) found that internet connection was the most significant factor in influencing the effectiveness of e-learning. Hazwani et al. (2020) contend that management personnel needs to improve dormitory areas to provide all students with access to the Internet. Internet connection must be moderate or good in order to suffice.

Media

One of the challenges of online learning is the media (T1). It is based on a claim made by Suhery et al. (2020) that the media act as a roadblock to the adoption of online learning. Because the media, such as a smartphone or gadget, is utilized as a tool for online learning, it can greatly slow down the online teaching and learning process if it is incompatible or has inadequate hardware (gadget). When used to download or operate specific web programs, for instance, the device may not or cannot function properly if it has a low memory capacity or RAM.

Limitation of teacher and student interaction

Lack of engagement is another issue with online teaching and learning because it takes place digitally, students don't actually meet their friends, and there isn't any direct interaction between students and teachers or between students and their classmates. This may have a detrimental effect on pupils, such as making them bored, apathetic toward online learning, and lazy, as well as limiting teacher-student interaction. According to Simin Ghavifekr et al. (2016) and Suhery, et al. (2020), one of the challenges of online learning is a dearth of interaction. Also, Online learning can be less effective than traditional classes due to a lack of connection between students and teachers, the absence of social relationships between students and teachers, as well as persistent technical and budgetary issues. Due to their lack of social interaction, students find it challenging to collaborate digitally (Hazwani et al.,2020). The absence of social interaction may also make people less motivated to learn. Therefore, to make the curriculum appropriate for online learning, teachers must enhance their pedagogical practices and make changes to certain curricular components.

Limitations of teachers' and students' ability

Because both teachers and students have limited skills, online learning, and teaching require that both parties be proficient with the online tool. According to Simin Ghavifekr et al. (2016), the limited capabilities of teachers and students are a challenge for online teaching and learning. Additionally, it related to the teachers' proficiency with online instruction and the use of online tools.

Additionally, as online learning relies on apps, they can occasionally have problems such as server outages, loading errors, and lost connections to the Internet. Conducting online classes presents additional difficulties due to the app's recent release and widespread adoption by educational institutions and schools, which has caused the server to malfunction and become unable to load and connect to the program. According to Simin Ghavifekr et al. (2016), concerns with the technological aspects of online teaching and learning need to be fixed.

Conclusion

This study aims to identify the difficulties English teachers face when instructing English online via video conferencing. The researcher came to the following conclusions after describing and analyzing the data and discussing the findings: the first difficulties were primarily caused by internet connectivity, the second by media or the smartphone itself, the third by a lack of interaction between students and teachers, the fourth by the limited skills of teachers and students, and the last by a technical problem. The authors hope to get some solutions to fix these problems.

Government and student family aid will have a big impact on the process of online teaching and learning because doing online teaching is not easy; the rapid shift in teaching methods from offline to online produced a lot of confusion and hurdles for both teachers and students. Parents must keep an eye on and supervise their children as they study at home because teachers are unable to do so directly from the school.

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