



Received: 18-12-2022
Accepted: 28-01-2023

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Advantages and Disadvantages of Online Classes through Some Authors

Nguyen Thi Tuyet Hanh

Lecturer, Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, Viet Nam

Corresponding Author: Nguyen Thi Tuyet Hanh

Abstract

This topic examines the pros and cons of teaching English in an online environment versus a classroom environment. Due to the COVID-19 pandemic, the online landscape is rapidly changing and becoming a pervasive platform. By reviewing various studies on online education, this topic aims to better understand the online setting. This data is useful for lecturers whose online courses use media so that online

courses can be tailored to different cultures, and this topic may be required by the method of gathering information, analyzing, synthesizing, and comparing the authors' opinions. The result of this study is that the environment is an advantage of online classes and inefficiency is a disadvantage.

Keywords: Online Education, Distance Learning, Online Lessons, English Language, Advantages and Disadvantages

1. Introduction

Having lived with COVID-19 for over two years, we are learning how to adapt to this pandemic world. Nearly 200,000 people died worldwide during the first two years of the pandemic, and education has suffered significantly, despite the fact that English is one of the most globalized and diverse foreign language learners in the world, particularly in East Asia (Byram, 2008) [3]. Traditionally, classroom teaching is such that lecturers and students must meet face-to-face with their interlocutors. In contrast, online learning is one method that is increasingly being adopted by colleges and institutions to meet the English learning needs of students (Rumble & Latchem, 2004) [7]. Teaching English in an online environment has many advantages and disadvantages and is gaining attention from lecturers looking for ways to improve their teaching skills despite long distances and busy schedules (Bates, 2005; Harnett *et al.*, 2011) [2, 4].

2. Literature review

The language subject, English, differs from other subjects that students learn in school because it contains both a *personal and a social dimension*, and learning English effectively is not only a personal matter but is also influenced by many environmental and social factors, such as the status and power of the language and the motivation of the person learning it (1996). *Motivation* is an important factor in sustaining learning because it can influence what, how, and when we learn (Schunk & Usher, 2012) [8].

Learning English online is a challenge faced by both students and teachers, according to a study by Kim and Frick (2011) [6]. Based on her survey of 368 adult learners who took an e-learning course, Kim and Frick found that most learners (94.2%) chose online training. However, teachers should ensure that the online course content is relevant to students' lives and that the difficulty of the course matches the student's abilities so that students are not overwhelmed (Kim & Frick, 2011) [6]. Moreover, technical issues are another obstacle to online learning and teaching. Based on a survey of more than 200 of his employees working in different organizations in different countries, more than half (77%) of the participants interrupted and were unable to complete the course on their first attempt.

Online education has increased significantly in recent years with the help of technology. In the United States, the number of online students doubled in the five years from 2002 to 2007 to approximately 3.94 million (Alien & Seaman, 2008) [1]. Alien and Seaman received responses from her 2,577 schools at the 4,491 institutions still in operation, and college graduates across the country participated in the online learning survey. Based on the Alien and Seaman survey and Babson Survey Research Group data collection from 2003 to 2007, rising fuel costs and rising unemployment rates are driving increased enrollment in online courses. In addition, many institutions consider online education important and see it as integral to their long-term strategy (Alien & Seaman, 2008) [1]. In their survey, 56.0% (2004), 58.4% (2005), 59.1% (2007), and 58% of US educational institutions agreed with the central role of online education.

3. Methodology

To make it practical, I would like to introduce some research descriptions as follows:

3.1 Research aims

This study seeks to clarify the necessity as well as the utility of applying the benefits and drawbacks of online classes that must be addressed in the current context. On the grounds of these aspects, some recommendations are elicited to boost it.

3.2 Research questions

Research question 1: What are the advantages of online classes?

Research question 2: What are the disadvantages of online classes?

3.3 Research methods and tools

In this paper, empirical research was mainly employed.

The primary purpose of a research design is to provide a detailed plan for how the research will be handled. Therefore, this section mentions aspects of some authors about whom the study was carried out.

I use the method of gathering information, analyzing, synthesizing, and comparing the authors' opinions. The results were analyzed based on the responses of the authors, which may help increase the reliability of the study.

4. Findings and discussion

4.1 Advantages of online classes

The *environment* is one of the main factors associated with higher positive scores in online discussions compared to classroom settings (Rumble & Latchem, 2004; Wang & Woo, 2007; Kim & Frick, 2011; Schunk & Usher, 2012) [7, 9, 6, 8].

An online discussion has nine positive and two negative feedbacks, whereas a face-to-face discussion has zero positive and ten negative feedbacks. According to their research, students may feel more natural talking and discussing face-to-face with classmates. But online settings are more suitable for class discussions, especially for introverted characters (Wang & Woo, 2007) [9].

People feel more comfortable and relaxed in online discussions because they are given the same opportunities to speak up during class discussions (Warschauer, 1995; Rumble & Latchem, 2004; Kim & Frick, 2011; Schunk & Usher, 2012) [10, 7, 6, 8].

In a 1995 study, Warschauer examined the English proficiency of a small group of international students learning English as a second language (ESL) between traditional face-to-face and online classes. The data showed that students scored more positively in online discussions than in face-to-face discussions (3.93 online vs. 3.27 face-to-face) when it came to expressing their opinions freely. Students also had better attitudes toward online courses in the discussion section than to face-to-face communication. On a 5-point scale, a student with an online discussion score of 1.87 out of 5.0 felt less stressed than a student with a face-to-face discussion score of 2.80 out of 5.0. Students also scored higher on their 3.87 out of 5.0 than in face-to-face conversations, expressed themselves more freely in online discussions, and were able to be more creative in online discussions (3.6 out of 5.0) than just 3.27 in personal conversations.

4.2 Disadvantages of online classes

The most important drawback of online classes is their inefficiency.

The effectiveness of face-to-face interviews is 6 points for positive feedback and 0 points for negative feedback in terms of slower response. In contrast, online session inefficiency scored 0 points positive and 6 points negative. (Byram, 2008 [3]; Wang & Woo, 2017). Similarly, Hiltz and her team conducted an experiment (1986) to understand improvements in communication efficiency as a result of communication processes between online and face-to-face meetings. The group of participants in the online meeting responded slower to the study due to writing time and communicated less than the group in the face-to-face meeting. According to them, out of eight face-to-face groups, four of them agreed to hold online meetings (Hiltz, Johnson, & Turoff, 1986) [5].

In an online setting, other environmental factors can slow student responses. In addition, a lack of computer skills can affect the speed with which students provide answers, making them stressed out (Warschauer, 1995 [10]; Alien & Seaman, 2008 [1]; Wang & Woo, 2017).

5. Conclusion

In this topic, we have summarized some of the advantages and problems of adopting an online format when teaching English. Although most analytical studies are based on small sample sizes and may not be generalizable across more significant populations, both the positives and negatives of online learning make this new teaching method more accessible. Online lessons are successful in introducing and accepting people. With the help of advanced technology and the long-term strategies of many lecturers during the difficult times of the pandemic, it will soon continue to be used and applied. This paper contains a lot of data confirming that using online formats for teaching is an excellent option. This is to provide lecturers and students with flexible time and access to teaching and learning opportunities during the COVID-19 pandemic. This topic also highlighted some shortcomings of the online format that users have to deal with. However, designing coursework for a more efficient and desirable learning process can minimize these impacts of online English teaching and learning.

6. Acknowledgement

The Faculty of Foreign Languages at the Industrial University of Ho Chi Minh City supported this research. We are thankful to our colleagues who provided expertise that assisted the research.

7. References

1. Alien IE, Seaman J. Staying the course: Online education in the United States, 2008.
2. Bates AW. Technology, e-learning and distance education (2nd Ed.). New York: RoutledgeFalmer, 2005.
3. Byram M. From Foreign Language Education to Education for Intercultural Citizenship Clevedon: Multilingual Matters, 2008.
4. Harnette M, St. George A, Dron J. Examining motivation in online distance learning environments: Complex, multifaceted, and situation dependent.

- International Review of Research in Open and Distance Learning. 2011; 12(6):20-38.
5. Hiltz S, Johnson K, Turoff M. Experiments in group decision making: Communication process and outcome in face-to-face versus computerized, 1986.
 6. Kim KJ, Frick TW. Changes in Student Motivation during Online Learning. *Journal of Educational Computing Research*. 2011; 44(1):1-23.
 7. Rumble G, Latchem C. Organizational models for open and distance learning. Policy for open and distance learning. In H. Perraton & H. Lentell (Eds.), *Policy for open and distance learning*. London: Routledge Falmer, 2004, 117-140.
 8. Schunk DH, Usher EL. Social cognitive theory and motivation. In R. M. Ryan (Ed.), *The Oxford handbook of human motivation*. Oxford University Press, 2012, 13-27.
 9. Wang QY, Woo HL. Comparing asynchronous online discussions and face-to-face discussions in a classroom setting. *British Journal of Educational Technology*. 2007; 38(2):272-286. Doi: 10.1111/j.1467-8535.2007.00200.x
 10. Warschauer M. Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*. 1995; 13(2):7-26.