

**ONLINE LEARNING AND TEACHING BRITISH-AMERICAN
LITERATURE FOR THIRD-YEAR STUDENTS OF F.O.E AT H.N.U.E.
DURING COVID-19 TIME – ACTUAL SITUATION AND SOLUTION**

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ABSTRACT

Online learning and teaching platforms have offered effective alternatives to traditional classrooms, especially during the outbreak of corona virus recently. At Hanoi National University of Education, a variety of online tools and sites have been employed providing lecturers and students with virtual space to upload lectures, video clips, assignments, tests as well as perform numerous interactive activities with a view to engaging students in the online courses. We conducted a research into the actual situation of online learning and teaching in British – American Literature course from students' perspectives. The findings indicated that H.N.U.E students were relatively well equipped with required facilities and skills for online learning. Students' attitude towards the study in virtual classrooms was positive and they highly appreciated the benefits and effectiveness of online learning and teaching tools for the literature course. Also, we have proposed several solutions to deal with the challenges which both students and lecturers faced during this process.

Key words: online learning and teaching; online tools; British-American literature; challenge; solutions

1. INTRODUCTION

The influence of corona virus on every aspect of life has created not only several obstacles but also new opportunities for educators when having to struggle with the new normal. As lecturers of English, we ourselves have

made a great deal of effort doing research on various methods applying IT in order to build effective and engaging virtual classrooms for students. We have applied a number of applications and websites for lecturers and students to experience new learning and teaching environment, among which Fitel is one of the strong platforms for teaching and self-study. This website is used for uploading lectures, supplementary materials and conducting discussions related to the courses on Fitel forums. At the same time, testing and assessments have also been performed to satisfy the requirements of fairness and validity. We decided to conduct this study in order to collect data and analyze how effective the use of such online tools in teaching and learning is and how our students feel toward e – learning in general and online British – American literature course in particular.

The study has been implemented with the participation of the third-year students of Faculty of English (F.O.E) at Hanoi National University of Education (H.N.U.E) who have attended the course of British-American literature. With the results of this study, the effectiveness of the course conducted online was approved by most of the students and their attitudes toward its usage for teaching and learning as well as for their self – study was generally positive. These findings can result in some important decisions as well as recommendations for our educational activities in the future, especially in the context where online teaching and learning has become a hot trend in global education. The study's findings and discussions are expected to contribute to finding an effective online solution to language teachers, students and institutions when they are thinking about using a platform to build virtual teaching and learning environment.

2. THEORETICAL BACKGROUND

2.1. Definition of Online learning

Along with the development of technology, online learning or e-learning has become more and more popular. Consequently, there is an increasing number of educators and researchers investigating their time into the nature of e-learning and its influence on education. For instance, Guri-Rosenblit (2005, p. 6), after analyzing on various studies, made a list of 15 frequent terms used to describe the online environment for teaching-learning process such as web- based learning, virtual classrooms, online education, e- learning, blended learning, mobile- learning, etc. The list is uncompleted and easily extended with far more words. Nevertheless, it is not really comprehensible regarding the nature of e-learning.

Many authors focused on the utilization of ICT for universities and colleges to deliver courses. For example, Challis, Lidgey and Robertson (2003) described E-learning as trainings delivered through electronic or digital devices such as the internet, intranet, satellite television and computer broadcast, ect. Oblinger and Hawkins (2005) notified the transformation of E-learning from delivering a fully-online course to part or all of a course independent of permanent time and place. Also, the European Commission (2001) considered e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. Last but not least, Liaw (2007) was more concerned about the effectiveness of E-learning when he described it as utilization of interactive media builds, formed the procedure of training more dynamic, fascinating, and also pleasant.

Other researchers attempted to define E-learning in comparison with other types of learning. Maltz et al (2005), analyzed the term “e-learning” in a broad view, which contains different perspectives including distributed learning, online-distance learning, and hybrid learning. Gotschall (2000) and Liu & Wang (2009) argued that the concept of E-learning is based on, or even evolves from distance learning. In addition, Liu and Wang (2009) found that the features of e-learning process are chiefly centered on the internet, global sharing and learning resources, information broadcasts and knowledge flow by ways of network courses, and lastly, flexibility of learning as computer-generated environment for learning. All of them help to overcome the obstacles of distance and time of distance learning.

There are researchers evaluating E-learning as a revolutionary approach, especially for learners. For instance, Twigg (2002) emphasized that e-learning approach centers the learner and provide them with a system that is interactive, repetitious, self-paced, and customizable. Tao et al (2006) believed this new environment for learning allows university students to receive individualized support and also to have learning schedules that are more suitable to them as well as separate from other learners. It facilitates a high interaction and collaboration level between instructors or teachers and peers than traditional environment for learning.

Liu and Wang (2009) also tried to investigate the nature of E-learning and suggested 5 typical features. Firstly, it creates a multimedia environment for students with lectures, pictures, videos, and many other visual aids that make lessons more interesting and comprehensible. Second, it cooperates several kinds of information like reading texts, listening messages or even

charts and diagrams. Thirdly, it supports collaborative communication while at the same time allows users to actively control their own learning process. Last but not least, E-learning requires network to access the information; therefore, the internet plays an indispensable role in E-learning. Lastly, E-learning can be implemented freely on many kinds of systems such as personal computers, laptops, or even a small smartphone.

2.2. Advantages of online learning

Cooperating E-learning into educational systems is becoming more and more popular due to its undeniable benefits. Some studies highly evaluate E-learning regarding its ability to satisfy the requirement of individual learners. Arkorful & Abaidoo (2015) summarized seven main benefits as followed:

- It is flexible in terms of time and place of delivery or receipt
- It enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
- It encourages students' engagement, motivates students to interact with other, as well as exchange and respect different point of views.
- It reduces the cost of traveling for students and the expense of facilities for educational institutions.
- It solves the individual learners' differences. For example, some students may find interest in certain parts of the course, while others prefer to review the entire course.
- It helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.
- It allows self-pacing. Each student is able to study at his or her own pace and speed.

E-learning benefits not only the learners. Brown et al (2008) claimed that E-learning also offers teachers means to interact with students and give them immediate feedback. Judahil et al. (2007) praised E-learning as it provides teachers and learners opportunities to embrace advanced technology and practice ICT skills. In addition, Khan (2005) believed that E-learning ensures educational ethnics because it provides equal access to education regardless of learner's location, age, ethnic, race or religion.

Considering all the strengths above, E-learning is obviously one of the best tools for education in the modern time.

2.3. Limitations of E-learning

As other learning methods, E-learning also has its own limitations. Dowling et al. (2003) expressed his own concern regarding testing and assessment. Because a large number of materials are now available online, educators have limited ways to assess students' improvement. Young (1997) and Burdman (1998), on the other hand, complained about the complete absence of direct interaction, not only between learners and teachers but also among learners themselves.

Typical limitations of E-learning investigated in many studies were summed up by Arkorful & Abaidoo (2015) as followed:

- E-learning makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation.
- E-learning may be less effective than face-to-face traditional methods with respect to clarifications, explanations, and interpretations.
- Learners may be provided with excellent academic knowledge, yet lack necessary skills to deliver their acquired knowledge to others.
- It may be difficult, if not impossible, to control or regulate testing activities as tests and assessments in e-learning are frequently supervised by proxy.
- E-learning may also be subject to piracy, plagiarism, cheating, inadequate selection skills, and inappropriate use of copy and paste.
- E-learning may negatively impact socialization skills and limit the role of instructors as directors of the educational process.
- E-learning is more appropriate in social science and humanities than the fields such as medical science and engineering which require practical skills.
- E-learning may also lead to congestion or heavy use of some websites.

2.4. Applications of E-learning in ELT

E-learning has been applied in ELT recently, and there are numerous researchers investigating students' motivation and attitudes within an online language course context. For instance, Leaver & Willis (2005) when doing research on Task-based Instruction drew a conclusion that digital technologies and multimodal communication enable second language (L2)

teachers to create interactive, contextualized, and authentic instructions, which engage students in the learning process. Two authors believed that students could make use of the target language to carry out communicative tasks which link to life-like contexts (Leaver & Willis, 2005). Another researcher, Cobb strongly argued that the computer can play an essential role in L2 lexical acquisition. He assumed that graded texts, glossing, or explicit instruction can play an important role in tracking students' lexical problems and providing them with multiple exposures to new words (Cobb, 2007).

Other researchers, on the other hand, are more concerned with the interaction that online learning can provide L2 learners. Chapelle (2003) and Ellis (1999) claimed that the language-learning tasks should engage learners in three types of interaction: interpersonal communication, learner-computer, and intrapersonal. As the result, learners are encouraged to interact with their partners in problem-solving or information-gap activities and games. They have to work collaboratively in computer-supported activities relying on communication, both computer-mediated and face-to-face, with other speakers, both from their local community (classmates) and from the global community (foreign students on campus and abroad).

In conclusion, E-learning provides learners with greater and more flexible access to education. As regarding to L2 learners, online learning paves the ways to an indefinite source of authentic materials and encourages them to interact with other L2 communities worldwide.

2.5. Students' attitudes for E-learning

Due to the popularity of E-learning nowadays, the students' attitude towards this new form of education is a great concern of numerous educators.

Thakkari and Joshi (2017), for instance, conducted a survey to investigate the relation between students' attitudes toward learning and their gender, locality and cast category like general or reserved. They found out that most of fifty-six Indian students taking part in the survey have positive inclination towards E-learning. Moreover, there is no significant difference in term of gender, locality or social category of students. In other words, E-learning is a quite favourable teaching methods to these university students.

Cinkara, M (2013) is more concerned about the correlation between students' attitudes towards E-learning and the success rates. In a research

conducted in a Turkey university with nearly 2000 students engaging in an English online course, she realized that most of the students, regardless of gender, find the English online course beneficial. Moreover, students with higher scores at the attitude test appeared to have done better throughout the course and therefore had better grades from the formal assessments of the course. As a result, it can be easily concluded that positive attitude helps students achieve better results in their online learning.

Guspatni (2018) when investigating the perceptions and expectations of 58 Indonesia university students regarding E-learning had a different result. He found out that there were more students perceiving E-learning as a difficult system than those found it advantageous. Their low motivations were due to the insufficient comprehensive resources and work-out examples to understand the materials, the lack of interaction and teachers' support and their familiarity to the traditional classroom and teacher-directed instruction. Guspani (2018), therefore, suggested improvement in design of e-learning website, content or material put in e-learning, and synchronous discussion forum to create learning atmosphere and sustain students' interest in e-learning.

A majority of past research work identifies many features of E-learning, including advantages and disadvantages as well as students' attitudes towards this modern teaching and learning method. However, the authors did not focus on the e-learning process of a specific course or subjects in the learning process. The aim of the current study is to analyze the situation and the students' attitudes towards the online course of British – American Literature at Faculty of English, Hanoi National University of Education.

3. METHODOLOGY

There are three questions that the research paper attempts to answer:

- 1- How do students learning British-American Literature course at F.O.E of H.N.U.E get access to the Internet?
- 2- What are the students' attitudes towards e-learning?
- 3- What are the challenges and solutions to help students at F.O.E of H. N.U.E in learning British-American Literature course?

3.1. Participants

The study involved 52 English-majored students. They were at their third year in Hanoi National University of Education and were obliged to have their second semester online due to the outbreak of Covid-19 pandemic.

3.2. Procedure

The students were required to access the online British-American Literature course, which was created based on LSM platform. The course lasted 12 weeks, including 12 modules, each of which has reading materials, illustration videos and audios, lectures, quizzes and assignments. During the course, students were asked to read the online materials before joining a weekly online discussion via Zoom or Microsoft Teams. After that they had to do the quizzes and assignments to check comprehension.

At the end of the course, students were asked to complete a questionnaire via Google form. After students had filled in the survey, data were collected automatically and the answers to 2 open questions were documented and categorized.

3.3. Instrument

This study employs a survey-based methodology to discover the situation of learners' online learning as well as their attitudes towards the British-American Literature course. The questionnaire has 21 items in the presentation of 3 main areas namely Access to the Internet (5 questions), Attitudes towards e-learning (11 questions) and Benefits of the online British – American literature course (5 questions). 19/21 questions are multiple choice and there are 2 open questions to investigate students' preferences as well as their expectation to the British -American Literature online course. To measure students' attitude, the researchers applied 5-point Likert scale ranging from minimum value 1 (Strongly disagree) to maximum value 5 (Strongly agree). Other scale values are 2 (Disagree), 3 (Neutral) and 4 (Agree).

4. FINDINGS AND DISCUSSION

This part reveals the results of students' responses to the questionnaire and also discusses the findings and proposes certain solutions

to existing problems and challenges faced by students during the process of learning online.

4.1. Accessibility to the online courses

Interviewees' residential area

1. Where do you live



Chart 1. Location of learners

As can be observed from the pie chart 1, more than 65.4% of the students interviewed are residing in the cities or urban areas where internet availability is ensured for them to get access to online websites or applications. Meanwhile, one third of the students who live in the rural areas may have to face with difficulty brought about by limited access to the internet.

Learning facility used for online learning

2. What learning facility do you use in your online learning?

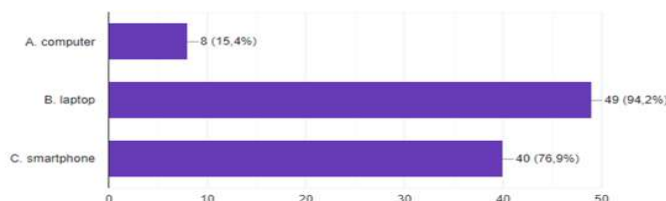


Chart 2. Learning facilities

The collected responses to this question indicate that almost all the students were equipped with necessary facilities for online learning such as laptops, smartphones or desktops. Most of the interviewees (94.2%) frequently used laptops in their online learning and sometimes smartphones were used by them and other students to get access to online applications and websites. Only a small number of students (15.4%) responded that they

studied and completed their tasks with computers. These figures show that students are sufficiently equipped with learning facilities for online courses.

Internet connection availability during online learning process

3. How available is the internet connection during your online courses?

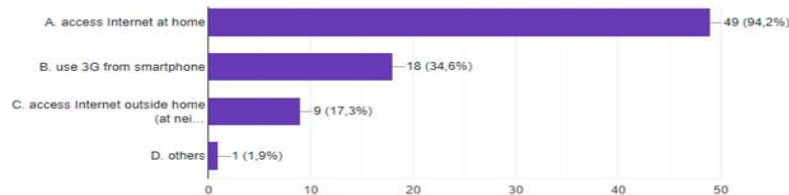


Chart 3. Internet connection availability

In terms of the internet connection availability, 94.2% of the respondents accessed the Internet at home, which provided them with not only strong internet connection but also a convenient space for online learning. About one third of the interview participants depended on 3G from their smart phones. This may be a bit costly for them and internet connection can be slower and weaker sometimes. The rest of the interviewed students had to go out for internet access. Learning in public places might pose students to a great deal of distractions such as noise, interruption and other social activities surrounding them. This will prevent them from concentrating on online learning and they will not be able to obtain desired results in study.

Duration of learning process

4. How much time do you spend learning online every day?

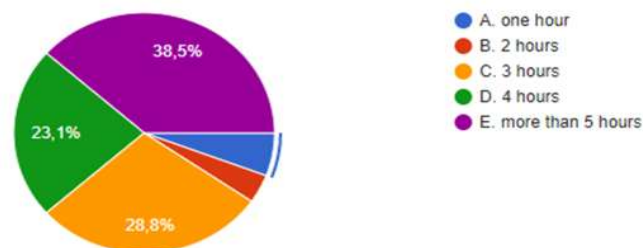


Chart 4. Duration of learning online

The responses to this question show that nearly 40% of the students interviewed spent more than 5 hours per day learning online which is a really impressive amount of time for online self - study. Meanwhile, more than half of them spent between 3 and 4 hours a day studying and working on their assignments on the internet and these numbers of hours are relatively adequate for them to learn, do research, contact with lecturers and their counterparts. However, a minority of students only spared from 1 to 2 hours every day in their time budget to deal with online courses' required activities and assignments. Such amount of time is apparently not enough for them to fulfil their high demanding learning tasks with satisfying results.

Computer competencies

5. How good are your computer skills?

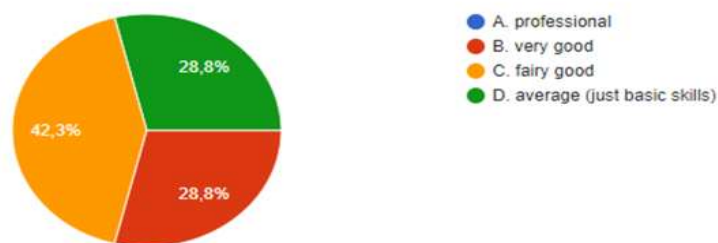


Chart 5. Computer competences

From the results shown in the pie chart, all of the students possess from basic to very good computer skills enabling them to attend online courses and classrooms as well as deal with online assignments. Although none of them considered themselves professional in working with applications or online tools on their computers, a majority of respondents (more than 70%) are confident with their IT skills when they responded that their computer skills are very good and fairly good. Nevertheless, nearly 30% of the interviewees only have basic IT competencies which can result in a great deal of challenges for them if the tasks require more advanced computer skills.

Based on the questionnaire results, we can figure out a number of challenges that both students and lecturers have to deal with in relation to the accessibility to the internet during online learning and teaching. One third of the students who reside in the rural areas with limited access to the internet admitted that it was so difficult for them to perform their self - study on such online platforms which requires strong internet connection as Fitel or others. Another problem is that about 40% of the students spent fewer than

3 hours a day learning online, which is an insufficient time amount for self – study and that may lead to unsatisfying results in the course fulfilment. Additionally, one third of the surveyed students are only equipped with basic computer skills and they face several difficulties in dealing with various demanding online tasks. This undoubtedly leads to unexpected study results and negatively affects the outcomes of online teaching and learning process.

In order to tackle such problems, we have applied several solutions such as setting deadline for each module and implementing stricter rules of punishment and requirements for the course completion, for example grade deduction or assignment deadline. Another method which has been used is sending frequent reports and warnings to students about working time allowance and their study results online so that they can raise their awareness of their own study progress. For weaker IT competent students, we provide them with immediate support. For instance, stronger IT competence students are assigned to assist weaker ones or lecturers give clear instructions and guidelines about how to use certain applications. In addition, we suggest some available websites or applications which can help the ones who have to struggle with computer skills to improve their performance. However, for such factors as the Internet connection availability or facility shortage, it is not easy for us to come up with effective solutions to these.

4.2. Attitudes toward e-learning

To ensure the success of an e-learning course, learners’ attitude for the course plays an essential role. In this study, nine survey questions (from question 6 to 14) were used to ask the participants about this issue as illustrated in table 1 below.

Table 1. *Students’ attitudes toward e-learning courses*

Question number		1	2	3	4	5
6	E-learning reinforces my knowledge of language learning.	2	6	14	23	7
7	E-learning helps me to develop my understanding more effectively	4	7	10	22	9
8	E-learning facilitates students to give their feedback on the study material to the teacher.	4	7	16	19	6

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Question number		1	2	3	4	5
9	I can interact with my classmates through emails, forums, applications, software, etc.	3	2	11	16	20
10	Being online, I feel a part of global community of English language learners.	2	8	9	23	10
11	My teacher uses computers and online resources/activities in the classroom.	2	4	17	21	8
12	I use online resources to do my assignments and projects creatively.	2	5	6	27	12
13	Films, videos, CDs and e-learning are helpful in developing language skills.	2	4	8	18	20
14	Virtual classrooms also provide a better opportunity for students and teachers to discuss problems.	4	10	9	19	10

The results from table 1 indicate that most of the surveyed students show positive attitudes toward the important role of e – learning in facilitating their study and improving their working efficiency and up to 39/ 52 students quite agree and strongly agree that e – learning is a strong tool helping them to:

- reinforce their knowledge of language learning
- effectively develop their understanding and language skills
- easily interact and have discussions with classmates and teachers, etc.
- give timely feedback on the study materials to teachers.

However, a significant number of students (around 20/52) underestimate or do not pay any attention to the power of e – learning in boosting the quality of self - study and teaching.

As indicated in the above table, 33 respondents agree and strongly agree that they are aware of their participation in the global community of English language learners; they do acknowledge the responsibility of an online English language learner. Besides, 29 students interviewed agree and strongly agree that their teachers have been using computers and online resources to conduct teaching activities in the virtual classrooms. Meanwhile, there are still a remarkable number of students showing little

concern with or even do not value the role of online resources or teachers in their study.

In terms of online resources, the majority of the students (39/52) appreciate the use of online resources to do their assignments and projects creatively. Most of students (38/52) are in favor of films, videos, CDs and e-learning for such resources are helpful in developing their language skills. 36/52 students highly value interaction with classmates enabled through emails, forums, applications, software, etc. Nevertheless, a small number of students (around 15/52) do not agree that using online resources can improve the creativeness of their work. They show no concern or interest in the multimedia provided through e – learning or the opportunities that online learning can give to interact and discuss problems and solutions with their counterparts or teachers.

Those facts and figures pose a number of challenges for teachers and students in e – learning and teaching. After several discussions, teachers have proposed and conducted some methods in order to tackle those challenges and improve the effectiveness of e – learning and teaching as follow.

- Raise students' awareness of e – learning's effectiveness and attractiveness through creative and fun activities.
- Assign more tasks requiring students to use online tools to do research and accomplish their work.
- Provide more interesting and relevant multimedia sources such as video clips, movies, songs, etc. in order to boost students' interest in and attention to e – learning.
- Build forums and engage students into the virtual discussions and meetings with useful Q&A to help them express their personal opinions and solve their problems.

Students' preferences for online British – American literature course.

This is one of the most important questions in the survey as the findings express the students' evaluation on the given study materials of the online course. Among the study channels provided to the students in the course, lecture slides have occupied the most favor of 48%, followed by videos (40.3%), quizzes (23%), and reading texts (15.3%). These figures have proved that our students can develop their self- study skills a lot, especially in the Covid 19 time. When giving reasons for their choice, a variety of ideas are clearly shown in the appendices. As revealed in the

survey, students believe the slides help summarize the main contents of the lectures, while videos make lessons more interesting and comprehensible. After the online course with the first time launching study sources via Fitel, the students' feedback has given the lecturers a lot of excitement and hopes for what we have done during the course.

Learners' opinion on what should be improved in the British-American Literature online course

The participants' ideas collected in the survey are precious to the lecturers since they are the solutions to the challenges and they are highly appreciated because they come directly from the students' needs. For the most part, students would like to get access to more learning materials such as videos, activities, stories, reading texts, etc. The lecturers of the course are really happy that students' self-study skills have upgraded as students require more websites, network connection. Especially, some students are in favor of being given more quizzes, more summary questions to do after the lessons.

4.3. Benefits of the online British - American literature course

The most surprising and exciting part of the study comes from the learners' answers of the benefits of the online course which greatly encourage the lecturers in applying more online courses for future learners.

Online literature courses as effective as face – to face course.

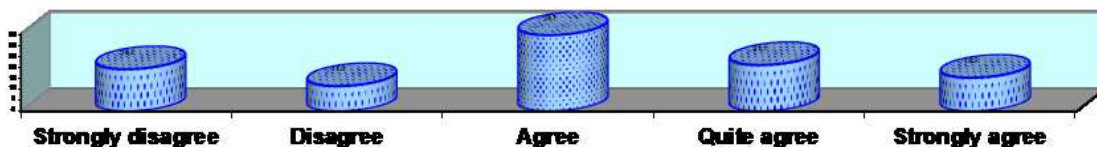


Chart 6. *Online literature course as effective as face – to face course.*

The answers from the students clearly shown in Chart 7 reveal the students' satisfaction with the British-American literature online course. More than half of the students (70%) of the online course express a positive attitude, among them 13,4% strongly agree. These figures show that they are willing to take online courses in general and they are contented with the British -American literature online course provided via Fitel. However, there

are still 32 % who do not approve, which requires the lecturers of the course to work out the reasons why the students are against the online course. Perhaps, they are used to taking face-to face courses, therefore it takes time for the learners to switch to online courses.

Online literature lectures, materials and activities are engaging and appropriate for learners’ self – study.

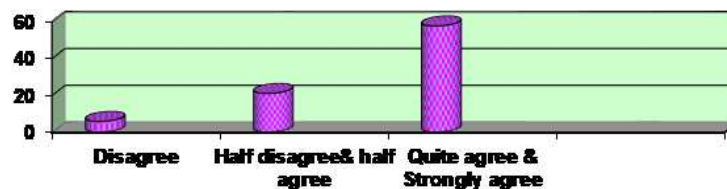


Chart 7. Online literature lectures, materials and activities are engaging and appropriate for learners’ self – study.

For the benefit of helping students develop their self-study habits, the lecturers of the course have provided them with a lot of study materials such as lecture power point slides, quizzes, questions and answers, videos, reading texts available for them to self-study in a very friendly way. It can obviously be seen in Chart 7 that although there are still some who are not in favor of the study sources given to them, 6-strongly disagree (11.5%) three (5.8%) quite disagree, most of the rest of the students highly appreciate the online course with a total of 44 out of 52 students (84.6%) believe that online literature lectures, materials, and activities are engaging and appropriate for learners’ self – study (34.7%; 32.7%; 17.3% respectively)

Students are easy to contact teachers and classmates via online communication tools in order to solve the problems that the learners encounter while learning literature course.

Table 2. The effectiveness of the online course in order to solve the problems that the learners encounter while learning literature course

1	2	3	4	5
2/52	8/52	15/52	15/52	12/52
3.8 %)	15.3 %	28.8 %	28.8 %	23 %

The figures in Table 2 indicate positively the effectiveness of the online course in terms of bridging a communicative path for students and lecturers to exchange ideas and issues arisen during the course. Only two students do not like this way of communication (3.8%) while 15 students quite agree (28.8%) and 12 strongly agree (23%). The percentages have given the lecturers of the course the determination to find out more effective ways for students to benefit from the online course as well as ways to help 8 students (15.3%) how to make the most of the online course.

Online literature course helps to improve the students' motivation in learning British-American literature.

Table 3. How the online course helps to motivate students

Strongly Disagree	Disagree	Agree	Quite Agree	Strongly Agree
7/52	11/52	14/52	12/52	8/52
13.4 %	21.1 %	27 %	23 %	15.3 %

With all the support and designed materials for learning provided in the course, students are motivated to explore British and American literature. As presented in table 3, questions, quizzes give them chances to take challenge. The chosen reading texts and videos supply students with entertaining time to read or watch. 34 out of 52 students feel satisfied with the online course (65.3%): agree (27%); quite agree (23%); and strongly agree (15.3%). However, there are 18 students showing their disagreement, which makes the course lecturers think of the more effective ways to motivate learners of the course.

Learning literature online enables the students to practice and sharpen their research skills

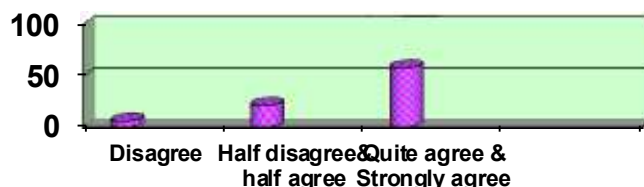


Chart 8. Online learning enables the students to practice and sharpen their research skills

In order to fulfill students' required tasks such as home assignment, translation, self-review, they have to get access to the Internet and develop their research skills day by day. Clearly shown in Chart 8 above, only 3 students are not in this attitude (5.8%) whereas 11 students are reluctant (21%). To a majority of students (57.6%), learning literature online helps them develop their research skills. This figure brings hopes and interest to both students and lecturers of the near future that students of FOE at H.N.U.E love doing research and know how to carry out a research.

4.4. Challenges and Solutions

The findings of the study have driven the study group to come up with some solutions to help teachers and learners when learning British-American Literature online courses as presented below.

4.4.1. Challenges for the British-American Literature online course

Challenges for the British-American Literature online course can be summarized as below

+ New learning method: Students are not accustomed to learning online in general and the British-American Literature online course in particular, so they are confused to find the best way of absorbing knowledge from a new approach.

+ Heavy load work: The British-American Literature online course requires them a lot of self-study skills as students are asked to do various home preparation, group work, home assignment, etc.

+ Time constrain: Students have to get access to a variety of literary periods, trends, authors, works, etc. in a short time through reading original texts, videos, learning materials...

4.4.2. Solutions to the British-American Literature online course

From the challenges that students in the online course have to face, the lecturers of the course have proposed the feasible solutions as followed:

Redesigning a well- suited course syllabus for the online course

The class lecturers have to redesign a suitable online course syllabus in accordance with the semester time length, particularly spending a lot of time on presentation and discussion to help the learners maximize their active roles. The study group has also revised the syllabus for the trend of

“Learner-centred” and the students can make the most of the time and be eager when meeting online.

Changing the presentation requirements and topics aiming at the trend to develop the learners’ self-study skills

The presentation requires students to raise an issue, describe all the characteristics, classify issues, and justify their ideas. Now, students are encouraged to launch new approaches of giving their presentation in the way they think it will be opener, more effective, and more influential. There are so many ways to cooperate the teaching- learning process with actively choosing pairs or group presentation, for example the class lecturers and the students can write down two lists with topics for presentation and then mix them up, and let the students make random choices. Pairs and groups for presentation should exchange to produce opportunities to work with different peers.

Fostering pair work, group work

In the light of innovative teaching, pair work and group work will eliminate laziness and help learners kill all their bad habits. Pair work and group work are the potential of the class as well as make the most of individuals’ strength, enhancing their communicative skills, combining leadership, plan making, and completing tasks more quickly, better, and in more varied ways.

Giving more aid to the learners

The learning process is successful or does not depend a great deal on both spiritual and material support. Support can be varied and displayed in the real forms such as the following:

+ *Aid to answer questions arising while doing home preparation:* teachers can get contact with students via mass media like e-mail, online chat, etc.

+ *Aid to choose peers to make pair or groups of discussion, presentation:* this can be done through similar numbers, qualities, etc.

+ *Aid on sources of supplementary information:* teacher can give aid to students via e- mail, online websites, personal profiles, etc.

+ *Aid on facilities or specialized equipment:* In a narrow range they may be headphones, cassette players, however, with bigger scales of equipment teachers and students have to appeal to education institutions.

Encouraging self-study skills

The lecturers on the course continually encourage learners to share or swap with their peers any new reading, videos, films, quizzes, etc. about literary trends, authors, authors' life and careers, new literary works. Therefore, the meeting time for the online course is what the students is looking forward to.

Adapting effective and feasible assessment forms in the light of ongoing assessment

It would be so rigid and frustrating if positive teaching method are applied while keeping the traditional assessment forms. Learners will make day- by- day progress and it is the teacher's task to record the learners' progress to encourage them to further progress. Hence, only ongoing assessment can enable teachers to fulfill their tasks by giving learners motivation in time.

5. CONCLUSION

Before launching a course, especially an online course, teachers or lecturers need to be aware of the learners' attitudes towards the course, the most effective resources in helping learners for the course as well as all the pros and cons that the course will bring to the learners. Only by understanding all these things, can the teachers or lecturers realize the challenges that the learners encounter while taking the course and have the motivation to find out the solutions to them. In the light of taking the learners as the center of the learning process, the findings of the study which fully answered the three research questions of the study show the very first experiences on the British-American Literature online course which has been designed to the trend of activating learners' role. Such a course can partly meet the learners' needs and expectation toward the course syllabus, contents, and assessment forms. The challenges arisen in the difficult Covid-19 time are hopefully diminished by the solutions to them. Switching to the new learning and teaching context requires new methodology suitable with the subjective need during the pandemic time. It is also the drive for the development which requires class lecturers to deeply understand their roles and duties to contribute actively to the teaching – learning process at university level- turning the training process into self- training process.

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