การศึกษามุมมองของนักศึกษาหลักสูตรภาษาอังกฤษและการสื่อสารเกี่ยวกับการเรียนออนไลน์ในสถานการณ์โควิด 19
A Study of English and Communication Students' Perspective on Online Learning during the COVID-19 Pandemic

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บทคัดย่อ

การวิจัยชิ้นนี้ศึกษามุมมองของนักศึกษาหลักสูตรภาษาอังกฤษและการสื่อสาร ในด้านการเรียนออนไลน์ในช่วงสถานการณ์การระบาดของโควิด 19 ในปีการศึกษา 2564 เก็บข้อมูลโดยการสัมภาษณ์บุคคลแบบกึ่งโครงสร้างผู้เข้าร่วมวิจัย 15 คนเพื่อให้ได้ข้อมูลเชิงลึกเกี่ยวกับมุมมองของพวกเขา นอกจากนี้ยังมุ่งเน้นไปที่วิธีการเชิงความหมายเชิงอุปนัยเพื่อการวิเคราะห์แก่นสาระ ผลการวิจัยพบว่า ประสบการณ์ของนักศึกษามีทั้งประสบการณ์เชิงบวกและเชิงลบ ประสบการณ์เชิงบวกของนักศึกษาแบ่งออกเป็นสี่ประเด็น ได้แก่ ความยืดหยุ่นและความสะดวกสบาย การบรรเทาความเครียดในการเรียน ความคุ้มค่ากับค่าใช้จ่าย และความสะดวกในการส่งงานที่ได้รับมอบหมาย ประสบการณ์เชิงลบของนักศึกษาแบ่งออกเป็น 5 ประเด็น ได้แก่ สภาพแวดล้อมที่ไม่เอื้ออำนวย การขาดปฏิสัมพันธ์ที่อาจเกิดขึ้นได้ ความไม่พร้อมของผู้สอนและนักศึกษา การขาดการควบคุมตนเอง และปัญหาสุขภาพ

คำสำคัญ: นักศึกษาภาษาอังกฤษและการสื่อสาร การระบาดโควิด 19 การเรียนออนไลน์

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Abstract

This study investigates the perspective of English and Communication Program (EC) students on online learning during the COVID-19 pandemic. This qualitative research investigated students' perspectives on online learning. The data was collected using a semi-structured individual interview with 15 participants to gain in-depth insight into their perspectives. In addition, it focused on an inductive semantic approach to thematic analysis. The results revealed that students' experiences are twofold: positive and negative experiences. Students' positive experiences are divided into four themes: flexibility and convenience, relief of study stress, cost-effectiveness, and convenience of assignment submission. Students' negative experiences are divided into five themes: unfavorable environments, possible lack of interaction, teachers & students' unpreparedness, lack of self-regulation, and health problems.

Keywords: English and Communication students, COVID-19 pandemic, Online learning

Introduction

Thailand was the first country to report an imported case of COVID-19 infection from China on January 13, 2020 (World Health Organization, 2020). Prime Minister Prayut Chan-o-cha announced an emergency decree and nationwide lockdown beginning April 3, 2020, until further notice (TAT News.org, 2020). Due to the ongoing lockdown, most economic activities, schools, training institutes, and higher education activities came to a halt. To combat the challenge, educational institutions including universities changed from classroom teaching to online teaching.

Ubon Ratchathani University is a public university in northeast Thailand offering undergraduate and postgraduate programs. Due to the severe spread of COVID-19, the university followed government measures to

prevent COVID-19 and announced online teaching from April 16, 2021, following the prevention and surveillance measures for the Coronavirus Disease 2019 outbreak (No.4). Instructors gradually adapted their teaching and students adapted their learning to the imposed circumstances. For course materials and information, instructors have increasingly used Google Classroom, Facebook, email and other platforms for communication and assignment submission. They have also used many suitable platforms for their live lectures, such as Google Meet, Zoom, and Microsoft Teams.

Theoretical Framework

     Online learning and students' readiness

          In general, student learning activities mostly happen in the classroom, so they can interact and communicate with one another face to face. Currently, due to the pandemic disruption, they have had to adapt themselves to learn and use new technology. However, online learning is not something new in education. Online learning and teaching is education that occurs on the internet and is also known as distance education or web-based education (Sadiku, Adebo and Musa, 2018). There are two types of online learning, asynchronous and synchronous. Asynchronous online instruction provides students with teaching materials so they can learn from them usually on a weekly basis at any time based on their convenience. It is suitable for those who are not available to be online at the same time as their instructors or classmates (Scheiderer, 2021). On the other hand, Scheiderer (2021) describes that for synchronous online instruction, students and teachers meet together virtually from wherever they are. The English and Communication program at faculty of Liberal Arts, Ubon Ratchathani University has adopted both asynchronous and synchronous online teaching and learning to support students' learning during the pandemic.

For students to participate in online learning, students must be ready for self directed learning in three dimensions: 1) students must accept a form of teaching delivery which is different from face-to-face classroom teaching 2) students must be competent and confident to use the Internet and computer mediated communication, and 3) students must have the capacity for self-directed learning engagement (Warner, Christie, & Choy, 1998, cited in Hartnett, 2016). Fortunately, nowadays, most students use technology and the Internet almost every day. At Ubon Ratchathani University, students have access to the Internet, so they might be familiar and comfortable with technology equipment for online learning. However, some students might be less ready for this form of education because of their lack of technological skills and ineffective electronic devices which could result in low motivation for learning.

Online Learning and Student Motivation

Motivation plays a big role in students learning performance. Motivation is divided into two types: intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation from inside the individual to perform some activities for their satisfaction. "It is defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000a, p. 56). On the other hand, extrinsic motivation is defined as "a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000a, p. 60). Scholars assert that intrinsic motivation has long been interconnected with distance learners and has been identified as a vital characteristic of online learners (Moore, 1989; Shroff, et al., 2007, cited in Harnett, 2016). Each student has a different motivation that depends on their goals. Gray & DiLoreto (2016) indicated that learning motivation exists when students have participated in the learning process with willingness and desire. Motivating learners to

continue in online learning is not easy, so teachers need to understand students' motivation to encourage them to do activities in an online classroom (Dilekli & Orakcı, 2022). This is because motivation can help them to succeed in online learning.

Previous Research about Students' perceptions of online learning

Numerous studies mostly with a quantitative approach have been conducted worldwide to investigate students' perspective towards online learning in different educational institutions and they found both advantages and challenges of online learning during the Covid-19 pandemic. Regarding the strengths of online learning, research found that online learning allows students to have full access to the materials (Yang & Cornelius, 2004; Almahasees, Mohsen & Amin, 2021; Baczek, Zagań́czyk-Bączek Szpringer, Jaroszyń́ski & Woż̇akowska-Kapłon, 2021; Khan, Vivek, Nabi, Kaojah & Tahir, 2021; Thanavisut, 2021), self-pace learning and flexibility (Yang & Cornelius, 2004; Almahasees et al., 2021; Baczek et al., 2021; Thanavisut, 2021; Rahmayanti, Sawastini, Dantes &Kultsum, 2022), ability to stay home (Baczek et al., 2021; Thanavisut, 2021), class interactivity (Baczek et al., 2021; Khan et al., 2021; Ramayanti et al., 2022), ability to record a class meeting (Baczek et al., 2021; Thanavisut, 2021), new experiences and technological skills (Almahasees et al., 2021), comfortable surroundings (Baczek et al., 2021; Thanavisut, 2021), class interactivity (Thanavisut, 2021), cost-effectiveness (Yang & Cornelius, 2004; Baczek et al, 2021), ease of connection to the Internet (Yang & Cornelius, 2004), well designed class interface (Yang & Cornelius, 2004) and improving language skills (Ramayanti et al., 2022). As for weaknesses of online learning, difficulty of adaptation to online learning (Almahasees et al., 2021), reduced interaction with teachers and social isolation (Yang & Cornelius, 2004; Baczek et al., 2021; Thanavisut, 2021, Sah, 2021), technical

and Internet connection problems (Yang & Cornelius, 2004; Baczek et al, 2021& Almahasees et al., 2021; Thanavisut, 2021), poor learning condition at home (Baczek et al., 2021; Thanavisut, 2021), lack of self-regulation and motivation (Yang & Cornelius, 2004; Baczek et al, 2021; Almahasees et al., 2021; Thanavisut, 2021), monotonous instructional methods (Yang & Cornelius, 2004), poorly-designed course content (Yang & Cornelius, 2004), and physical and mental health problems (Idris, Zulkipli, Abdul-Mumin, Ahmad, Mitha, Rahman, Rajabalaya David & Naing, 2021).

However, such studies mostly use questionnaires for data collection. As a result, the outcomes were quantitative rather than qualitative. Therefore, it is hard to learn the insights of students' perspectives. At the same time, none of the studies were found to purely explore English language students' perspectives towards online teaching. To fill the gaps, this study intends to explore the English and Communication Program students' perspectives on learning during the COVID-19 pandemic. The researchers employed qualitative research interviews to gain insights because so that the EC students express their feelings in a deeper and more interesting way.

Research objectives

From our observation, university students have mixed opinions about online learning and teaching particularly students in the English and Communication Program at Ubon Ratchathani University. The main objective of this study is to investigate the perspective of English and Communication Program students on online learning during the COVID-19 pandemic during the academic year 2021.

Research Questions

The current research aims to answer the question: what is English and Communication Program students' perspective on online learning during the COVID-19 pandemic?

Methodology

Participants

The population of this study is Thai undergraduate students from second year to fourth-year from the English and Communication Program (EC), Faculty of Liberal Arts, Ubon Ratchathani University. The general information of the participants was collected to learn about their gender (male, female, not specified), and levels of study. The number of participants is 15 students. The research used the snowball sampling method to recruit the participants and select at least two students from each year to show a diverse perspective. However, for privacy protection, every student's personal details are kept confidential. The interviewees' names are written anonymously using pseudonyms. In terms of participants' online learning experience, all participants in the study have enrolled in at least one of the courses taught online due to the COVID-19 pandemic disruption.

Data collection

The study uses qualitative (interview) data collection methods to obtain the opinions of the participants towards online learning and teaching. The researcher used semi-structured interviews, so they can collect as much insight into students' perspectives on learning as possible, as interviews can provide deeper and broader insights than other methods (Ribbins, 2007). The semi-structured interview questions are adapted from Imsa-ard's (2020) questionnaire.

The researcher asked the participants in Thai as follows: เรียนออนไลน์ช่วงนี้เป็นยังไงบ้าง (How do you like studying online?), ระหว่างเรียน online และ

onsite ต่างกันยังไง (What do you think are the differences between online and onsite learning?), ชอบการเรียนแบบไหนมากกว่า (What kind of learning do you like more?), คิดว่าอะไรเป็นอุปสรรคในการเรียนออนไลน์ (What do you think is a barrier to online learning?), ข้อเสียของการเรียนออนไลน์คืออะไร (What do you think are the disadvantages of studying online?), ข้อดีของการเรียนออนไลน์คือ อะไร (How about the advantages of online learning?). Then, the researcher added follow-up questions based on participants' answers. The interviews took place between 26 December 2021 and 18 January 2022. Each interview was conducted individually because it enabled participants to express their opinions privately and honestly, and it took 10-20 minutes for each interview. All interviews were conducted and recorded via Google Meet. After all interviews were completed, the researcher started transcribing the interviews from 19 to 20 January 2022. Transcription aims to decode the script collected through the interviews. This activity can help the researcher learn what the participants have reflected on the questions asked.

Data analysis

After collecting the data using the semi-structured interview, the researcher used an inductive semantic approach to thematic analysis based on Braun and Clarke (2006) to analyze the interview transcriptions. Using this data analysis method can help the researcher understand more about students' perspectives and help to identify their central ideas. For the data analysis, the 6-step process of thematic analysis is used as follows: familiarizing oneself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006). Since this is a descriptive study, semantic themes were identified. The semantic units of the interview transcripts are words, phrases, or paragraphs, and then related meaning units are coded with a similar label. After coding, the researcher analyzed the entire text, compared the codes for similarity and

difference, and divided them into categories and subcategories. Finally, the researchers were able to determine the primary themes by looking at the codes and categories.

Findings and Discussion

The purpose of this study is to investigate the perspective of English and Communication students on online learning during the COVID-19 pandemic disruption in the academic year 2021. The findings of this study are presented in three aspects: general information, students' positive experiences, and students' negative experiences.

This section illustrates the general information of the 15 participants who were interviewed to investigate their perspectives towards online learning and teaching.

Table 1: General Information of the participants

General Information	Number
Gender - Male - Female - Not specified	2 11 2
Levels of Study - Year 2 - Year 3 - Year 4	2 3 10

As shown in the table above, all 15 participants are from the English and Communication Program. The majority are eleven female participants, while there are two male participants and two who did not wish to specify their gender. In terms of their levels of study, ten fourth-year students are the majority of the participants while there are three third-year students and the rest were second-year students. In this study, interview responses are divided into two parts; positive and negative experiences.

The students' positive experiences of online learning and teaching

From the interview, the students' positive experiences are grouped into four themes: flexibility and convenience, relief of study stress, cost-effectiveness, and convenience of assignment submission. Examples of students' response are presented below

1. Flexibility and Convenience

The flexibility and convenience for online learning is widely recognized among the participants as illustrated in the following examples of interview excerpts:

- "I think it is convenient for me to not wake up early, so I don't have to rush to get ready to go to class. When I am hungry, I can eat during my class. It's good to study anytime and anywhere". (Pimmy, a fourth-year student) "เราคิดว่ามันก็สะดวกดี ไม่ต้องตื่นเช้าไม่ต้องรีบเตรียมตัวไปเรียนเวลาเราหิวเราก็กินได้ตลอดเวลามันก็ดีเรียนตอนไหนก็ได้เรียนที่ไหนก็ได้

- "When I study online, I can wake up to study immediately without taking a shower". (Nico, a second-year student) "เราเรียนออนไลน์เราก็สามารถที่จะตื่นมาเรียนได้เลยโดยที่ไม่ต้องอาบน้ำ"

- "Online learning for me, the only good thing is that it's convenient. That is, I can study anywhere". (Kunda, a fourth-year student) "ออนไลน์สำหรับเรามันดีอย่างเดียวคือ สะดวกแค่นั้นเลย คือเราสามารถเรียนได้ทุกที่"

- "Studying online allows me to review a video record of the lessons before the exams". (Grap, a fourth-year student) "ออนไลน์มันก็ได้ย้อนกลับไปดู วิดีโอที่บันทึกไว้อ่ะก่อนที่จะสอบเป็นการทบทวนเนื้อหา"

- "I can go back to watch the videos of my class repeatedly". (Jai, a fourth-year student) "เราสามารถกลับมาดูวิดีโอที่อาจารย์อัดไว้ให้เราได้เราสามารถ กลับมารีวิวได้เราสามารถฟังซ้ำย้ำๆได้"

- "Instructors record a video of their teaching. If I don't understand a lesson or forget it, I can watch the recorded video later". (Pair, a fourth-year student) "อาจารย์จะอัดบันทึกวิดีโอไว้ให้ที่หลังด้วย ถ้าเกิดเราไม่ได้เข้าใจในห้องหรือว่า เราตอนที่เราถามอาจารย์ในห้องมันไม่ครอบคลุมแล้วก็ทีนี้แบบก็ไปถามเพื่อนเสริม ถ้าเกิด ลืมก็ไปดูวิดีโอที่อัดย้อนหลังได้"

As shown in the excerpts above, what makes online learning a positive experience for most participants is the flexibility and convenience. That is, when students have a morning class, they do not need to prepare themselves or shower before they go to the university. They are also able to study anywhere they want with an Internet connection. Aside from convenience, video recording of lessons also plays a large role in students' positive experiences. Some students review lessons from the teacher's video recording, if they do not understand them in the asynchronous online classroom, they can review the videos repeatedly. From these interview excerpts, the flexibility and convenience of studying online results in positive experiences for students. These findings correspond to research done by Yang & Cornelius (2004), Almahasees et al., (2021), Baczek et al. (2021), Thanavisut (2021) and Rahmayanti et al (2022) indicating that students have positive experiences with online learning since it allows them to study at any convenient place and at their own pace.

2. Relief of stress from studying

Participants found that online learning relieves stress from studying in various ways as shown in the examples of interview responses below.

- "I don't feel nervous and anxious much when I study online as I don't have to be with a lot of classmates". (Grap, a fourth-year student) "ไม่ต้องเกร็งไม่ต้องตื่นเต้นอะไรมากเพราะว่ามันไม่ได้อยู่ต่อหน้าเพื่อนเยอะๆ

- "I feel like I'm more confident and I don't feel anxious about my presentation in a class". (Pimmy, a fourth-year student "รู้สึกว่าเวลาเราพรีเซนต์งานเราจะมีความมั่นใจมากขึ้นรู้สึกไม่ตื่นเต้น"

- "I am not anxious when I do a presentation to many classmates because my friends turn off their cameras. I only look at the screen and focus on myself". (Champ, a fourth-year student) "เราไม่ตื่นเต้นเวลาพรีเซนต์งานต่อหน้าเพื่อนเป็นสิบๆคน อันนี้ก็ลดความตื่นเต้นไปบ้างเวลาอยู่กับหน้าจอเราอยู่คนเดียวเราโฟกัสที่ตัวเราเราไม่ได้กลัวเพื่อนมาดูเพราะว่าเพื่อนหลายคนก็ปิดกล้องไป"

- "I'm not anxious when I don't understand a lesson and have to turn on the microphone to ask a question. Some teachers also do not mind if we turn off our camera while studying". (Pair, a fourth-year student) "แล้วก็เหมือนแบบไม่ตื่นเต้นเวลาเราไม่รู้แล้วก็เปิดไมค์ถามอาจารย์ แบบอาจารย์บางคนแกก็ไม่ได้ให้เปิดกล้องเรียน"

As seen above the second theme of the students' positive experiences is the relief of stress and pressure from studying. Many students feel more comfortable presenting online compared to presenting in the classroom. For them, sitting in front of a computer in an online class while giving a presentation is less stressful. In addition, not turning on cameras in their online class makes the students feel less pressured and more courageous to express their opinions. These findings seem to correspond to research done by Thanavisut (2021) which found that students had more class interactivity learning online.

3. Cost-effectiveness

Students found that studying online at home reduces the cost of several expenses as shown in their responses below.

- "I can submit my work online and it's more cost-effective because I don't have to pay for any worksheets". (Grap, a fourth-year student) "เรา สามารถส่งงานออนไลน์ได้ แล้วเราไม่เปลืองเงินค่าชีทที่ต้องไปซื้อ"

- "When studying online, I don't have to prepare myself much and don't have to go to the university. Since the gas price is expensive, learning online helps me to save costs". (Tiw, a fourth-year student) "การเรียนออนไลน์ ไม่ต้องเตรียมตัวมากไม่ต้องขี่รถมาม. การที่เราขี่รถมา ม. ยิ่งช่วงนี้น้ำมันแพงขึ้นเราก็จะได้ ลดการใช้น้ำมันมากขึ้น"

- "When studying online, I submit my work online. It saves cost from printing out assignments". (Pair, a fourth-year student) "ออนไลน์อ่ะประหยัดกว่า เพราะว่าส่งงานทางออนไลน์ มันก็ประหยัดดีที่ไม่ต้องปริ้นท์งานส่ง"

The third theme that causes students to have positive experiences is cost-effectiveness. Although students must pay full tuition fees, online learning has helped them save on other costs. Studying online reduces the cost of course handouts because most teachers distribute them online which saves on the printing cost. In addition, online studying saves money on gas for vehicles since it is not necessary for students to travel to the university when they study online. The findings related to cost-effectiveness from this study are in accordance with the research of Yang & Cornelius (2004) and Baczek et al (2021) which indicates that students spend money more efficiently while taking online courses.

4. Ease of assignment submission

The last theme of the students' positive experiences is the ease of assignment submission. Submitting work online is considered fast and helps students save time from traveling to their university to submit their printed assignments at the university in person.

- "Studying online is easier and faster as when my professor gives an assignment; I can do it and submit it online immediately". (Brendy, a second-year student) "การทำงานออนไลน์มันง่ายตรงที่มันรวดเร็วกว่าเพราะว่าอาจารย์อัพปุ๊บเราเห็นปั๊บแล้วเราก็ทำทำแล้วเราก็ส่งตรงนั้นเลย"

- "Online learning means I don't have to go to university. I can submit an assignment anytime without leaving it in my lecturers' mailbox". (Grap, a fourth-year student) "ทุกอย่างมันคือออนไลน์ไม่ต้องเข้าคณะเราทำเสร็จแล้วเราสามารถกดส่งได้เลยไม่ต้องเอาไปส่งที่เมล์บ็อกซ์"

As seen in the excerpts below, students can conveniently submit their assignment via one of the available online platforms instead of submitting printed assignments to their instructors which saves time for students.

The students' negative experiences of online learning

The interviews show that many students have negative experiences with studying online which are unfavorable environments, possible lack of interaction, teacher & student unreadiness, lack of self-regulation, and health problems. The details are below.

1. Unfavorable environments

Many students found that unfavorable environments such as noise and Internet connection problems can hinder their online learning as shown in the following responses.

Noise

- "I cannot control car sounds, barking dog sounds, and rain while I have to do a presentation". (Pimmy, a fourth-year student) "เราควบคุมไม่ได้เสียงรถอะไรอย่างเนี่ยเสียงหมาเห่าบ้างเสียงฝนตกบ้างเวลาเราจะพรีเซนต์งานมันก็จะมีเสียงรบกวน"

"Absolutely, there is a car sound from outside. It is not like an exam in a quiet classroom". (Ice, a fourth-year student) "ข้างนอกแน่นอนว่ามันก็มีเสียงรถเสียงรามันไม่เหมือนที่สอบในห้องที่มันเข้าไปในห้องแล้วก็เงียบ"

- "I am from a community that has the sound of dogs, cats, lawnmowers, and chickens, so it makes me unable to follow lessons". (Pair, a fourth-year student,) "เราที่อยู่มันอยู่ในชุมชนก็จะมีเสียงหมา เสียงแมว เสียงเครื่องตัดหญ้า เสียงไก่อะไรอย่างงี้ ก็มีบ้างบางทีก็ฟังไม่ทัน"

It seems that both natural and man-made noise from surrounding environments could disturb student's online learning activities as found in previous research work by Baczek et al. (2021) and Thanavisut (2021).

Internet Connection Problems

For students, an unstable Internet connection on many occasions seems to make their online learning problematic, as can be seen from the students' remarks below.

- "Sometimes, there is an internet connection problem in the rainy season, resulting in a power blackout, so I cannot follow my lessons just like other classmates". (Pimmy, a fourth-year student) "อินเตอร์เน็ตบางทีเน็ตไม่ดีมันก็หลุด บางเวลาหน้าฝนฝนตกไฟดับเราก็เรียนไม่ทันเพื่อน"

- "There is an internet connection problem for both professors and students. It is slow and it makes us not understand the lesson". (Ice, a fourth-year student) "มีปัญหาด้านอินเทอร์เน็ตทั้งของอาจารย์ทั้งของนักเรียนมันช้า มันก็จะสะดุดทำให้ฟังกันไม่รู้เรื่อง"

- "There is a Wi-Fi connection problem at my dorm. It sometimes doesn't work too". (Nico, a second-year student) "เรื่องของ Wi-Fi หอก็จะหลุดบ่อยค่ะบางทีไม่ค่อยได้เรื่อง"

- "Sometimes, when I take an exam and have to turn on the camera, there is an internet connection problem, so I am worried. (John, a third-year student) "การสอบบางทีเน็ตมันก็ตัดไปเนี่ยตอนที่เปิดกล้องมันก็หลุดมันทำให้วิตกมากว่ามันจะหลุดอีกหรือเปล่า"

- "If I have an online exam, I feel that it is not OK since I have to worry about saving the exam answers and a problem with the website that I

have to submit a quiz on". (Jenny, a third-year student) "ถ้าเป็นข้อสอบที่สอบ
ตั้งกล้องบางทีก็รู้สึกว่ามันไม่ค่อยโอเคต้องมาพะวงว่ากว่าจะเซฟข้อสอบกว่าจะนู่นนี่นั่นเผื่อ
มันมีปัญหากับเว็บที่เราส่ง"

From the aforementioned excerpts, the Internet connection issue may
cause problems for teachers and students during their class. Internet
disconnection makes students worried about submitting exam answers while they
are having an online exam too. The findings about students' experience towards the
Internet connection problems in this study contradict with studies done by Yang &
Cornelius (2004) and Yi and Linda (2004) which claimed that students positive
experiences of online learning comes from the ease of connection to the Internet.
However, the findings are in line with some research work such as those of Yang
& Cornelius (2004) Baczek et al (2021) Almahasees et al. (2021); Thanavisut,
(2021) pointing out that technical and internet connection problems seem to
cause negative online learning experiences for students.

2. Less interaction

Some students admitted that they have less interaction with their
lecturers when compared to face-to-face classroom learning as shown in the
responses below.

*"I can exchange more ideas with teachers in a face-to face class than
in an online class. Studying online is like taking notes from my lecturer's lecture. I
don't feel as motivated to share opinions or responses to my teacher's questions
compared to when I'm in an on-site class"*. (Grap, a fourth-year student,) ***"ได้***
แลกเปลี่ยนความคิดกับอาจารย์ได้เยอะกว่าออนไลน์ ออนไลน์มันก็เหมือนเรียนๆจดๆ
ตามอาจารย์ มันไม่มีความอยากแสดงความคิดเห็นหรืออยากตอบเท่ากับตอนเรียนออน
ไซต์"

- "There are fewer interactions in online learning because I can't talk
to friends around me as I can in onsite class". (Robert, a fourth-year student)

"ออนไลน์Interaction มันมีน้อยมากมันไม่มีใครมานั่งอยู่ข้างๆ แล้วคุยด้วยตลอดเวลา เหมือนในห้อง"

- "My mic usually doesn't work. When I put in comments in the chatbox, a professor doesn't notice it so she/he might feel that I am less interested in interacting with them". (Pimmy, a fourth-year student) "ไมค์เค้า ไม่ดังเวลาแชทไปอาจารย์ก็ไม่ค่อยเห็นว่าเราแชทไปถามอาจารย์ก็จะรู้สึกว่าเราไม่ได้ตอบไป การinteractกับอาจารย์มันก็จะลดน้อยลง"

Some students found that online learning does not allow social interaction between students and their class fellows or their instructors as it is hard for them to feel motivated to share their opinions or to initiate discussion in the online classroom. The results confirm the findings of research done by Yang & Cornelius (2004), Baczek et al. (2021), Thanavisut (2021), and Sah (2021) which point out that online learning causes a negative experience in terms of reduced interactions. However, for some students interviewed in this study, they found that online learning resulted in more classroom interaction as they felt more confident to share their opinion online which was confirmed by the research of Thanavisut (2021).

Delayed feedback

Some students found that they receive feedback slowly from their fellow students and instructors when studying online due to different reasons as shown below.

- "When my classmate and I are assigned to do group work, I have to talk and discuss face to face with my group members. It is quite hard to use online communication". (Brendy, a second-year student) "งานกลุ่มที่เรา จะต้องมีการพูดคุยต่อหน้ากันในการประชุมปรึกษาหารือกันมันก็เป็นเรื่องค่อนข้างยากที่ เราจะใช้แพลตฟอร์มออนไลน์ในการสื่อ

- "Teachers take a different amount of time to reply to students' emails, students might have to wait for, 1 hour or more depending on each

person". (Jai, a fourth-year student) "อาจารย์แกจะมี ระยะเวลาการตอบกลับมันจะ
ห่างมันจะนานนิดนึงนะ บางคน 1 ชั่วโมง บางคนก็จะข้ามไปหนึ่งวันเลยแล้วแต่ละคน"

- "Some professors do not read messages students sent through a chat box in the online class, rather they only care about those students who talk to them via their microphone". (Nico, a second-year student) "บางอาจารย์ บางประเภทอะค่ะที่เค้าไม่ได้สนใจแชทเขาสนใจแค่นักศึกษาที่เปิดไมค์"

- "The professor will reply to my text message about one day after I send a text message to the professor". (Pimmy, a fourth-year student) "อาจารย์ก็จะใช้เวลาตอบประมาณครึ่งวันหรือหนึ่งวันโดยประมาณ"สารระหว่างกัน"

Possible lack of interaction is one of the factors that shapes students' negative experiences. Usually, in a face-to-face classroom, students can ask or respond to the teacher's questions or they can have interactions with their classmate immediately. However, online learning does not seem to allow students to do so easily. Students may be more interested in online learning if they can share their opinions with their teachers and classmates effectively. Possible lack of communication with their instructors and peers in class can make students less motivated. If they do not have motivation, they might not be passionate about studying. These findings are supported by previous research done by Yang & Cornelius (2004), Baczek et al. (2021) Thanavisut (2021) and Sah (2021).

3. Teacher and student unpreparedness

Unpreparedness of instructors and students could bring about negative online learning experiences as can be seen from the following interview responses.

- *"Some teachers don't know how to use online teaching tools such as how to share the screen during a presentation". (Grap, a fourth-year student)* "จะมีปัญหาแต่กับอาจารย์ที่แบบว่าไม่ค่อยรู้เรื่องเครื่องมือที่ใช้สอนในเวลาแชร์ สกรีนหรือว่าอะไรเนี่ยปัญหาส่วนมากจะเป็นแบบเวลาพรีเซ็นต์งานแบบแชร์หน้าจอไม่ได้ อะไรแบบเนี้ย"

- *"I don't have a lot of money. I only have a phone and I have to borrow another device from friends if I have an online exam".* (Ice, a fourth-year student) "เราเป็นคนที่ขาดแคลนมีแต่โทรศัพท์อะไรอย่างงี้ แล้วก็ต้องไปยืมเพื่อนเอาที่เขาไม่มีสอบช่วงนั้น"

- *"If a student has only one device as I do, and when I have to turn on the camera and look at the questions on the phone at the same time to write the answer on the paper, it's a waste of time".* (Pair, a fourth-year student "ถ้าเกิดคนที่มีแค่อุปกรณ์เดียวอย่างเราอะไรเงี้ย มันก็จะต้องแบบเอาเครื่องที่เรามีตั้งกล้องแล้วก็ให้เราทำในกระดาษมันเสียเวลาเพราะว่าเราต้องดูโจทย์ในโทรศัพท์"

- *"I have a problem with a device for studying online. Sometimes, I don't have enough of my device. I have to borrow another one from friends because I have to use two devices for the exam".* (Brendy, a second-year student) "มีปัญหากับเรื่องอุปกรณ์ว่าบางครั้งก็ไม่พร้อมกับอุปกรณ์ในการเรียน ส่วนการสอบที่ต้องใช้device ตั้งแต่สองเครื่องขึ้นไปผมก็ต้องไปยืมเพื่อน"

- *"It seems like some teachers are not well-prepared for their online teaching. There are also problems with their microphone".* (Nico, a second-year student) "อาจารย์บางคนก็จะเตรียมการมาสอนออนไลน์ไม่ค่อยมีความพร้อมกับการสอนออนไลน์เท่าไหร่อาจารย์บางคนก็จะมีปัญหาเรื่องของไมค์"

- *"Sometimes, teachers face problems with how to upload files or Powerpoint slides. The teacher spends a long time to solve them before they continue teaching again".* **(Champ, a fourth-year student) "บางทีอาจารย์ก็เกิดปัญญา วิธีอัพโหลดไฟล์หรืออัพโหลดสไลด์แล้วไฟล์หาย อาจารย์ก็แก้อยู่นานกว่าจะได้เรียน"**

- "*Some instructors lack knowledge of online teaching platforms. For example, the teacher doesn't know how to use and record Google Meet".* (Trenny, a third-year student) **"อาจารย์มีปัญหาที่ได้ใช้พวกช่องทางออนไลน์ เพราะว่าอาจารย์ไม่สันทัดอย่างเช่นอาจารย์สอนmeet อาจารย์ก็ไม่เข้าใจว่าถ้าจะเข้า Meet จะเข้าตรงไหนจะต้องอัดยังไงทำยังไง"**

Online learning can be something new for some instructors and students. Some teachers are not ready or lack knowledge of some online teaching applications or tools. Teachers' unpreparedness about using technology tends to be a problem because they need time to solve technical problems, so time is spent on fixing those problems instead of teaching. In addition, taking an online exam for students requires more than one device, so it is a problem for students with one learning device. The findings seem to correspond to some previous studies (Yang & Cornelius (2004), Baczek et al. (2021) Thanavisut (2021) and Sah (2021) which pointed out technical problems as part of negative online learning experiences.

4. Less self-regulation

It was found that online learning can result in less self-regulation among students in various aspects as seen in the interview responses below.

- *"I wake up late sometimes and miss a class. If I study one subject on that day, I don't pay attention to it, especially when I have to study online". (Champ, a fourth-year student)* "บางวันก็ตื่นสายแล้วไม่ได้สนใจ ก็นั่นแหละก็ไม่เข้าเรียนก็บ่อย ส่วนตัวถ้าเรียนวิชาเดียวก็จะไม่สนใจเลยยิ่งเรียนออนไลน์ด้วย"

- *"Sometimes, I don't wake up to study in the morning. When the teacher gives assignments, I don't know much about them, but I learn about them from my friends. My work is not good enough and I cannot meet the deadline so I get a low score from assignments". (Pair, a fourth-year student)* "บางครั้งนอนดึกก็ไม่ตื่นเข้ามาเรียน เลยทำให้เวลาสั่งงานอะไรเนี่ยเราไม่ค่อยรู้แต่จะมารู้ทีหลังจากเพื่อนแล้วเราก็แบบทำงานเสร็จไม่ทันหรือไม่ดีตามเวลาที่อาจารย์สั่งอย่างเนี่ย เลยทำให้เราได้คะแนนน้อย"

- *"Sometimes, I play games and don't listen while the teacher is teaching". (Robert, a fourth-year student)* "บางทีอาจจะนั่นแหละเล่นเกมส์แล้วไม่ได้ฟังในส่วนที่อาจารย์lecture"

- "I am lazy when I study online because I am not as motivated as to study as in a real classroom where I can meet and interact with friends and

professors". (Pimmy, a fourth-year student) "ออนไลน์รู้สึกว่ามันทำให้เราขี้เกียจ
กว่าเพราะเราไม่กระตือรือร้นไปเรียนเหมือนที่เราได้เจอเพื่อนไปเจออาจารย์ที่ห้อง"

While students can study online anywhere, they do not need to rush
to class, they might be lazy and inactive when studying. However, when they
miss classes, they may miss deadlines for assignments or exams. Additionally,
some students are not interested in studying online because they have no
one to encourage them to study. Thus, they are easily distracted by some
activities such as games and social media applications and unable to keep up
with their classmates. As a result, they have a negative online learning
experience which confirms findings from the previous research studies of Yang
& Cornelius (2004), Baczek et al. (2021), Almahasees et al., (2021) and
Thanavisut, (2021) indicating that lack of self-regulation and motivation among
students can cause negative online learning experiences.

5. Health problems

Since online learning requires students to spend a great deal of time
in front of an electronic device, they found that it might be hazardous to their
health, according to the students' responses during the interview.

- "I feel anxious and stressed sometimes when I study online a lot or
sit down for a long time because I have to stare at the screen for a long time".
(Grap, a fourth-year student) "รู้สึกว่ามีนะเพราะว่ารู้สึกว่านั่งนานๆมันล้า มันรู้สึกว่า
หัวใจมันห่อเหี่ยว มันวิตกกังวลรู้สึกเครียดในบางครั้งที่เรียนเยอะๆหรือนั่งนานๆ มันต้อง
แบบนั่งจ้องหน้าจอนาน"

- *"Another bad thing about studying online is mental health. I
usually have backache from it".* (Jai, a fourth-year student) "อีกอย่างก็คือ
ปัญหาสุขภาพจิตด้วยสุขภาพกายด้วยปวดหลังอะไรอย่างงี้"

- *"In online classes, I sit and stare for a long time. It hurts my eyes
and I feel that I have a headache more often when I stare at the screen. It
is also tiring".* (Pimmy, a fourth-year student) "เรียนออนไลน์เรานั่งจ้องนานใช่ไหม

มันปวดตาแล้วก็รู้สึกว่ามันปวดหัวบ่อยขึ้นเวลาจ้องนานนานน่ะมันจะเบลอแต่เราก็จะเหนื่อย"

- "I'm getting fatter because I don't have a daily exercise routine. When I study at home, if I am hungry, I just eat food". (Brendy, a second-year student) "ผมอ้วนขึ้น ด้วยความที่เราไม่มีกิจวัตรประจำวันในการออกกำลังกาย ครั้งนี้มันอยู่บ้านเราเรียนสบายเราก็แบบเวลาที่เราหิวเราก็เดินไปกิน"

With online learning, students need to spend several hours per day in front of a computer or phone screen. This activity can cause eye strain, back pain and obesity. Students who gain weight while learning online at home may be more concerned about health problems. The findings from this study seem to agree with Idris et al., 2021 which reports health problems in various aspects as part of negative online experiences among students.

Conclusion

There are numerous quantitative studies conducted on exploring students' opinions on online learning during the Covid-19 pandemic. However, this study is qualitative in nature and focuses on English and Communication Program (EC) students at Ubon Ratchathani University. The purpose of this study is to investigate the perspective of students on online learning and teaching during the COVID-19 pandemic. This study used a qualitative research method that is suitable to clearly reveal students' opinions from interviews for the analysis. This study's finding reveals students' perspective towards online learning in two aspects. Firstly, the students' positive experiences on online are categorized into four themes; flexibility and convenience, relief of pressure and stress from studying, cost-effectiveness, and ease of work submission. Secondly, the students' negative experiences on online learning are categorized into five themes; unfavorable environments, possible lack of interaction, teacher & student unpreparedness, lack of self-regulation and health problems. In addition, student positive and

negative perspective towards online learning can play a big role in student's motivation and readiness for self-directed learning to succeed in online learning.

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