STUDENTS' VIEWS: LEARNING ENGLISH ONLINE WITH GOOGLE CLASSROOM AND SKYPE

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Abstract: When COVID-19 spread in Ho Chi Minh City, resulting in the closure of education providers, online learning emerged as an essential mechanism to maintain the continuity of study. This study investigated student views on learning English online with the 2 applications Google Classroom and Skype. The respondents (n=55) completed the 45-period English for Employment course in the mode of pure online teaching at a university in Ho Chi Minh City. To collect data, a questionnaire adapted from Alsubaie & Ashuraidah (2017) was delivered and one-on-one in-depth interviews were conducted at the end of the course. Both methods of data collection were conducted over the internet. The results revealed that effort expectancy and perceived usefulness exhibited a strong relationship with students' online learning in this case study. Additionally, the findings suggested that it was the matter of the subject that pure online teaching should be employed or it must be a combination of traditional face-to-face teaching and online teaching. In the light of these findings, this study concluded that online teaching using Google Classroom and Skype showed its potential in the process of innovation of teaching methods and forms of teaching.

Keywords: Students' views, Google Classroom, Skype, Online English learning

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1. Introduction

In Vietnam, the COVID-19 pandemic has brought to it many changes in the fields of economy, politics, culture and education is not an exemption. When the nation-wide lockdown was enacted and students still could not return to schools due to the health crisis, the Vietnam Ministry of Education and Training made a stipulation of "suspending school, not stopping learning" and higher education institutions were requested to shift from traditional face-to-face classes to distance teaching and learning.

Although online teaching and learning has been around ever since the 1990's when the internet first started, in Vietnam it is still at the early age of development. Moreover, in this context, English is a foreign language and the learners are considered passive (Dang, 2010; Le, 2013). Therefore, a sudden forced shift to pure online teaching and learning as an "emerging" approach has brought lecturers and researchers into dialogue. On the one hand, lecturers managed to figure out which online applications and platforms were suitable for their subject matter and how to efficiently utilize their functions at their best. On the other hand, they would like to create as much interactive learning environment as possible when they have to contact their students via the little computer screen. The latter is more challenging with English lecturers because in order to acquire and demonstrate a great usage of English language, learners need to be in social and cultural circumstances in real life where the communication really occurs (Bachman & Palmer, 2010; Canale & Swain, 1980; Chomsky, 1980; Cornell-Swanson, 2001; Hymes, 1970; Krashen, 1988; Lave & Wenger, 1991; Taguchi, 2012).

Therefore, to contribute to the systematic and on-going research into the field of teaching English online, this study was devised to capture students' experiences studying English with online learning tools: Google classroom and Skype.

2. Literature Review

2.1. The concept and definition of e-learning

It can be said that e-learning has been widely used in education for decades now with different applications based on a variety of definitions. Mayer (2011) referred to e-learning as the delivery of instructions on a computer and these instructions could be in many forms including virtual classrooms. Similarly, Rothwell and Whiteford (2011) claimed that e-learning was an experience made available thanks to the support of electronic media. Liu and Wang (2009) believed that modern techniques and tools should play a crucial role in facilitating e-learning. Other researchers also emphasized that e-learning highly depended on technologies to be operationalized (Nichols, 2003; Wentling et al. 2000).

Other definitions of e-learning provide in detail tools that can be utilized for the delivery of e-learning. The circular on management and organization of online teaching of the Vietnam Ministry of Education and Training defined e-teaching systems as software systems and ICT infrastructure allowing the management and organization of teaching via the Internet, including e-teaching system, online learning management system, online learning content management system. This comprehensive definition is in line with OECD's. According to OECD (2005) e-learning is defined as "the use of information and communications technology (ICT) to enhance and/or support learning in tertiary education." (p. 2) and it encompasses several different types from using online applications such as emails, platforms to put learning materials on to partly and fully online courses.

For the purpose of this study, the author uses the definition of Wagner (2005, cited in Klimova & Poulová, 2012). According to Wagner, e-learning is "the educational process which uses information and communication technologies for designing courses, distributing

the learning content, for teacher-learner and learner-learner communication and managing the whole process" (p. 1).

Google Classroom

Google Classroom has designed the information space where both students and lecturers can actively interact with one another. This all-in-one place can support educators in managing, measuring and enriching learning. Some functions of this platform include: posting announcements, making and receiving comments and attaching documents. In terms of assignment, lecturers are able to attach the files to the assignment, set the due date and return the assignment with comments. After revising the paper, the student can then turn it back to the lecturer. Moreover, the platform is linked with other applications of Google to make it more convenient for the users. According to Edwards (2022), this platform "works with Google Docs, Sheets, Slides, Sites, Earth, Calendar, and Gmail, and can be supplemented by Google Hangouts or Meet for face-to-face live teaching or questions". Thus, as long as a student has got a Gmail account, she/he will receive a notification email after the lecturer whether it is a new announcement of the lecturer or when an assignment is waiting.

Skype

Skype is a software which you can download for free and use it for day to day chats, video conferencing and voice call and it can be compatible with Windows, Mac OS, iOS, iPadOS, Android, and BlackBerry. Statistics obtained from Wikipedia show that as of March 2020, 100 million people used Skype at least once a month. Moreover, Skype has the ability to record and store files, photos and calls. The following table provides the time limit for each function:

How long are files and data available in Skype?

Table 1: Skype Function Time Limits

Item Type	Time Limit
Messages	Determined by user*
Chat titles	Determined by user*
Videos	Determined by user* Note: Videos larger than 100MB will be saved as Files and will be available for 30 days.
Pictures	Determined by user*
Files	Available for 30 days
Voice messages and Voicemail	Available for 30 days
Call recordings	Available for 30 days
Video messages	Determined by user*

Keep in mind that any items that have been deleted by you and your contact will no longer be available in your chat history or to export.

*Messages, videos, video messages, and pictures are available until they are deleted or dated back to April 2017 and chat titles until deleted or users leave conversations.

Regarding the application of this tool in education, Skype in the Classroom offers five educational ways of learning: Virtual Field Trips, Skype Lessons, Skype Collaborations, Mystery Skype and Guest Speakers.

2.2. The advantages and disadvantages of e-learning

A large number of evidence-based studies on students' e-learning performance and views on this matter have been conducted and reported in the literature. For example, Dhawan (2020) and McBrien et al. (2009) confirmed that online learning mode could offer learners with a great deal of flexibility and online tools could enhance the collaboration and interaction in teaching and learning. You and Kang (2014) investigated the relationship between perceived academic

control and academic emotions on self-regulated learning and reported that boredom and anxiety played a significant role in the relationship between perceived academic control and self-regulated learning.

In the realm of language teaching, Fedorova, Rasskazova and Muzafarova (2018) studied the effect of teaching and learning English via Skype and concluded that it had a lot of potential for both teachers and learners. Similarly, Suputra (2021) reported that videoconferencing, instant messaging and games could be useful and appropriate in enhancing oral communication, writing skill and creating a fun and enjoyable learning atmosphere, respectively.

In the context of Vietnam, online learning and teaching has started gaining much attention from researchers in the field of English teaching. For example, Tran and Ngo (2020) conducted their study examining the use of Facebook as one of the many alternative tools to facilitate online learning and found that the participants, who were non-English majors, were in favor of the use of Facebook as it could help them improve their vocabulary and language skills (cognitive attitudes) and they felt happy and confident when studying with the tool (affective attitudes). However, in terms of the behavioral attitudes, the participants said that they did not spend time focusing on Facebook for English learning.

In the field of language learning and teaching, interaction plays a very important role in language learning. Interaction can be easily created in a physical classroom setting, but it presents a challenge in online learning for instructors. Earlier studies by researcher reported that lack of real interaction between student-student and student-instructor in virtual classroom has resulted in students' hesitation in accepting e-learning as an alternative to traditional classroom learning (Bui, Nguyen & Truong, 2021; Le & Truong, 2021; Phan, Nguyen & Nguyen, 2020).

As can be seen, the above-mentioned research has unpacked some factors affecting online teaching and learning with different

tools, from different perspectives. However, considering the fact that currently a variety of technological tools and innovations is used to facilitate virtual classrooms and there will be a high possibility to adopt online learning in a post-pandemic future, the author of this paper believes that there should be more empirical research conducted to unlock the full value of e-learning.

Research questions

The following research questions are proposed.

1) To what extent are Google Classroom and Skype beneficial to Vietnamese university learners of English?

2) What are the students' expectations after studying with Google Classroom and Skype?

3. Methodology

Both quantitative and qualitative methods were utilized in this research to compensate for the limitations of the other. Thus, after obtaining and analyzing the quantitative data, I conducted interviews with the students using open-ended questions. In terms of the contributions of this kind of in-depth interview, Patton (1980, cited in Cohen et al., 2018, p. 510), asserted that it would help the interviewer increase the comparability of the responses and facilitate the organization and analysis of the data. Moreover, Christensen et al., (2014) believed that "open-ended questions are valuable when the researcher needs to know what people are thinking" (p. 346).

Interview schedules were organized and sent to the students via Google Classroom platform for them to check if they were available on the date and time. This was to make sure that the students were completely free and had time to get ready for the interview. By this way, both the researcher and the students would feel at ease for the interview with no external interruptions that may affect the interview section and hence the interview results.

Research participants

This study was conducted with third year students (n=55) at a university in Ho Chi Minh City. In this context, English is the compulsory subject of the 4-year Bachelor course. The time when this research was carried out was semester 2 of the 2019-2020 academic year, which began in March 2020 and ended in May 2020. The course which these students studied was English for Employment. Regarding the familiarity with Google Classroom and Skype as educational tools, results from the survey showed that all of the students (100%) had Gmail account, 21 out of 55 (38,18%) participants used Google Classroom for their learning purposes before and none of them (0%) used Skype in their educational experiences.

Research instrument (Quantitative data)

A four-point Likert-scale adapted from Alsubaie & Ashuraidah (2017) (See Appendix A) is the survey instrument used in this paper. However, to get the whole picture of the phenomenon under investigation, the author added 2 more statements to the questionnaire, therefore, the adapted questionnaire has 10 items (compared to 8 items in the one of Alsubaie and Ashuraidah.

Reliability refers to how free it is from random error (Pallant, 2020). In this study, the internal consistency reliability of the entire 10 questionnaire items was checked through the application of Cronbach's alpha tests of inter-reliability correlations in SPSS. The reliability index reported for the 10 items was 0.764 (Table 2), indicating that the survey questionnaire has obtained a high level of consistent reliability.

Table 2: Reliability Statistics-Cronbach's Alpha.

Cronbach's Alpha	Number of Items
0.764	10

Validity, on the other hand, tells us whether the question, item or score measures what it is supposed to measure (Oppenheim, 1992). In this small-scale study, the researcher checked the validity of the questionnaire items through 2 methods. First, the researcher had the items checked by an expert in the field of language teaching prior to the main study. Second, a pilot study was carried out with 12 students who were not involved in the study and the results of the pilot study did not form part of the final analysis. The final version of the questionnaire was revised and adjusted based on their feedback.

Research instrument (Qualitative data)

In addition to the Likert-scale questionnaire, five open-ended questions (See Appendix B) were devised and probed in the interviews. The questions are centered on asking students for reflections on their study with Google classroom and Skype and how it was different from traditional learning. Moreover, according to Patton (1980, cited in Cohen, Manion & Morrison, 2018, p. 510), the purposes of this type of interviews would help the interviewer increase the comparability of the responses and facilitate the organization and analysis of the data.

To check the validation and reliability of the open-ended questions used in the interviews, the researcher conducted an interview with an expert in the field of EFL prior to the main study. A pilot study was conducted on 12 students who were not included in the data analysis to identify and resolve any ambiguity in the questions. The students were asked to read through the questions to locate any misleading questions and identify mistakes in grammar and vocabulary usage. They were also asked to check if there were any difficult vocabulary and expressions. After considering all feedback, the researcher modified the questions and sent them to the participants via Google Classroom platform.

4. Data analysis (Quantitative data)

The questionnaire was delivered to students on Google Classroom platform on the last day of the course so that the students could have an overall reflection on their online learning process. General instructions for completing the questionnaire were provided and any difficult vocabulary and expressions were clarified. After gathering all the answers of the participants, the author started inputting the data and carefully determining if any patterns and relationships may arise in the responses. Based on the author's analysis, the sub-themes were clustered into three themes presented in Table 3 below.

Table 3: Themes emerging from the questionnaire regarding learning with Google Classroom and Skype.

Number	Themes	Sub-themes
1	Effort expectancy	1, 2, 3
2	Perceived usefulness	4, 5, 7, 8
3	Performance expectancy	6, 9, 10

Data analysis (Qualitative data)

The author reviewed the quantitative data several times before conducting the open interview with the participants. For each of the questions, the author attempted to elicit further questions based on the students' answers to get as much information as possible to answer the research questions. Simultaneously, the author examined the student's responses to the survey so as to clarify any differences or ambiguity in their responses. All interviews were done using Skype, digitally recorded and transcribed verbatim. Interview burden was approximately 15 minutes.

All collected data were analyzed using the software Microsoft Excel, 2013 version and the IBM SPSS Statistics version 20, to

statistically count the frequency and percentage of each category and to run the Cronbach's Alpha, respectively.

5. Results

It should be noted that the researcher rounded the answers to the nearest tenth. The themes emerged from the results were summarized in the following tables:

Table 4: Students' effort expectancy

Number	Items	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
1	I enjoyed completing the English for Employment tasks using Skype.	26.79	66.07	7.14	0
2	I feel comfortable completing the tasks using Skype.	32.14	58.93	8.93	0
9	The attached course materials were easy to access on Google Classroom.	67.86	28.57	3.57	0

It is evident from Table 4 above that a large majority of students showed their enjoyment in dealing with the tasks set by the lecturer on Skype and found the application of Skype in the course of English for Employment easy to use with the percentage of 92.86% and 91.07%, respectively. Regarding the ease of using Google Classroom in this case, nearly 100% (96.43%) students found it easy to use it. However, 21.43% of the participants would not like to use Skype again for the learning tasks in the future.

Table 5: Students' perceived usefulness

Number	Items	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
4	Skype influences our group's collaborative experience positively.	12.5	66.07	19.64	1.79
5	I feel that teacher feedback via Skype helped me understand the lessons better.	41.07	55.36	3.57	0
7	Dealing with the Google Classroom application was convenient with regard to keeping track of my learning.	71.43	26.79	1.79	0
8	Reading the course materials at home via Google Classroom helped me well be prepared for class discussions.	75	23.21	1.79	0

Looking at Table 5, we can find that 66% of those who took part in the survey 'agree' that Skype did not affect their collaboration while studying the course with this online application and 71.43% 'strongly agree' Google Classroom helped them keep up with the course conveniently. With regard to the role of the teacher as the facilitator both before and during the course (posting course materials and giving comments), nearly 100% of those surveyed showed their agreement that the teacher did well with this job.

Table 6: Students' intention to use the tools again

Number	Items	Strongly agree (%)	Agree (%)	Disagree (%)	Strongly disagree (%)
3	I would like to complete similarlearning tasks with Skype again.	21.43	57.14	21.43	0
6	I would use Skype for my studies in the future.	19.64	50	28.57	1.79
10	I prefer using Google Classroom application for future courses in the Bachelor program.	48.21	41.07	10.7	0

Table 6 illustrates what students believe to improve the learning performance and would like to use the tools for similar future tasks. As can be seen, compared to Skype, Google Classroom achieved a greater percentage of respondents (89.28%) who showed their agreement to use the tool again for the purpose of online learning in the future. Meanwhile, a relatively small number of students (30.36%) said that they did not want to use Skype for their future studies and 21.43% of them disagreed to complete the tasks through Skype. One of the main purposes of this study was to find out what benefits Google classroom and Skype could bring to students learning English. After analyzing and summarizing the data, the first benefit was that both Skype and Google Classroom were easy and comfortable for students, categorized in the subtheme effort expectancy, which was defined as "the degree of ease associated with the use of the system" (Venkatesh et al., 2003). In the interview, many students expressed the convenience that the both tools provided and it facilitated the work of both teacher and student:

Skype is stable when interacting online and has few technical problems. It allows many people to use it easily. The quality of online

learning is good compared to classroom learning. There is no impact because there is full interaction with each student. (M)

Teachers can edit and comment online, so it's very convenient. When learning online, I can text and interact at all times because I can't express my thoughts when studying face to face. (F)

It is convenient to combine these two applications: the teacher gives a lecture and then transfers the material to google classroom to help students learn again. Skype runs pretty smoothly. So it is very good. (F)

The students' responses in this study affirmed the work of Dabic et al., (2019), who found that students were motivated and felt enjoyable when learning speaking and listening skills. The use of this application was likely to engage students in other projects outside the classroom environment. The same positive results were reported in studies of Eaton (2010) and Lee (2012) where Skype provided a wide range of authentic learning experiences to students, helped them improve their communication skill and encouraged them to focus on their own learning interests. In Vietnam, Nguyen and Dinh (2019) investigated students' perspectives on the advantages and disadvantages of Google Classroom in project-based learning and although the questionnaire did not directly ask how the students felt when using Google Classroom, the results supported the positive learning environment it could create. Some other studies have also highlighted the comfortable, simple and user-friendly features of Google Classroom (Hoang, 2022; Tran, 2019).

Another benefit identified from the data analysis was usefulness. Perceived usefulness refers to "the degree to which a person believes that using a particular system would enhance his or her job performance" (Davis, 1989, p. 320). In the same line, Mathwick et al. (2002) (cited in Jahangir & Begum, 2008) defined the term perceived usefulness as an extent to which an individual considers a particular system to boost his or her job performance. The student population in

this study highly appreciated that both Google Classroom and Skype did improve students' learning both on individual work and teamwork.

Self-learning ability is enhanced. Google Classroom can help actively submit assignments. (F)

Google classroom is an effective online learning tool because it sets deadlines for submission. The teacher gives the question, from which to deduce. Students can keep track of the history of the lesson. (F)

All students can record the lessons for further research. Students can work with each other in groups while waiting for the teacher to comment. (F)

It saves time to commute to the classroom and can use other applications at the same time. (M)

These comments of the participants agreed with the study of Fonseca and Peralta (2018) and Haggag (2019), who showed the value of Google Classroom application in developing grammatical performance and attitudes towards English grammar use as well as motivating students to practice their writing skill outside the classroom environment. However, the present study's result is in contrast with that of Nguyen and Dinh (2019), in which only 37% of the participants agreed that Google Classroom increased the effectiveness of learning PBL (Project-Based Learning).

With regards to the second research question, the results from the questionnaire showed that a majority of students surveyed would like to use Google Classroom and Skype again to study English online. However, it can be seen that a rather small majority of students preferred learning in the physical classroom. Following are some of the reasons extracted from the in-depth interview:

I still prefer to learn face-to-face because you can ask directly. In online learning, I have to wait, so it takes a bit of time. Sometimes

there is a network error, the teacher can't identify the first person to ask when they all turn on the microphone, which can also cause noise. (F)

For those who are not familiar with technology, it is difficult. For example, when clicking submit, you may forget to click to confirm the submitted assignment. There is a network error when many people access at the same time. (F)

For Skype, I can't see my friend's facial expression. The network will be interrupted, especially if you make video calls. (F)

The message may be lost on Skype. Sometimes the self-study spirit is not very high because the group members only solved the assigned task but did not go into the exercise. Seeing the expression directly would be better. (F)

This result is in contrast with that of Bakar (2018) where the student participants showed their preference to physical classroom rather than to Google Classroom. In particular, 69.6% said that they preferred doing activities in the physical classroom and 78.3% said they felt more engaged with the teacher in the physical classroom. This difference may stem from the teaching approach the teacher chooses when teaching online. For example, in the study of Nguyen and Dinh (2019), students suggest that "teachers should assign both audio and video recordings" or "provide more instant comments" and set clear rules for early and late paper submission so that students could feel fair and equal. In the present study, students also highly appreciated the feedback from the teacher of the course via Skype.

Technical problems were also an aspect found in previous research in the context of Vietnam. This ranges from unstable internet connection, slow internet speed to power outage and no internet service provider (Phan et al., 2020).

6. Conclusion and Implications

In conclusion, despite the fact that Google Classroom and Skype applications utilized as teaching and learning tools in the present research showed some inconveniences such as: technical problems, students' lack of attitudes towards learner autonomy, the key findings of this research paper reveal that studying English online with Google Classroom and Skype shows their positive effects on the students' learning. This is reflected through two indicators: students' effort expectancy and students' perceived usefulness. A majority of students enjoyed and felt comfortable studying with both Skype and Google Classroom. The surveyed participants also found that those two platforms were really useful for their study in terms of improving their communication with both the teacher and peers (Skype), helping them well prepare the lessons prior to class (Google Classroom) and increasing teamwork collaboration (Skype).

From what has been discussed, the author hopes that this study contributes to the theory and practice of teaching and learning English online in the context of Vietnam, where the ICT infrastructure is still at the developing stage. Online learning is more than often contrasted with conventional learning in terms of its interactive nuance and lack of on-site contact. However, this study shows that by discovering the unique and appropriate properties of just one or two online teaching applications, educators can bridge that gap and create a qualitative shift in both interactivity and real social relations.

It is implied from the findings that online teaching applications can motivate language teachers to brainstorm unique activities so as to enable their students to engage in the lesson, at the same time to develop the students' listening and speaking skills unconsciously. However, young students are the participants in this research, therefore careful considerations should be given to adult learners, as younger students have a tendency to liberate themselves from enframed educational institutions, they may prefer online learning to conventional one.

Notwithstanding this result, the present study has some limitations. First, this study is limited in its scope as the user population surveyed was third-year students. A larger sample of participants should be able to yield more perspectives. Second, the course that the author of this research taught was English for Employment, hence, to achieve the purpose of the course, the four skills: Listening, Reading, Writing and Speaking were integrated. By its nature, the activities designed were varied, therefore, it probably boosted student engagement in online learning. For this reason, for more justifications, other studies in different courses should be carried out to strengthen the results of this research. Third, this research was conducted at the Faculty of International Relations where English is one of the main subjects. Therefore, studies in other organizational contexts should yield further insights into online learning.

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APPENDIX A: QUESTIONNAIRE FOR THE ONLINE COURSE OF ENGLISH FOR EMPLOYMENT

Dear Participant,

My name is Truong Doan Man and I am examining the effects of the 2 platforms, namely Google Classroom and Skype on your online learning of the English subject. I would like to invite you to take part in this survey by completing the following questionnaire.

The questionnaire is two-fold. In the first part of the questionnaire, you only answer the questions on the basis of short answer and Likert scale. In the second half of the survey, I will interview you using the semi-structured questions provided. However, during the interview, I may ask you some more questions to clarify the issue. The whole survey will last only 20 minutes. Your answers and information are confidential and are only used for the purpose of this survey only. If you need further information about this, please contact me directly via the email listed below.

Sincerely,

Truong Doan Man

Email: man.truongfir@hcmussh.edu.vn

Pre-Questionnaire to Survey Students' Knowledge and Experience with Google Classroom and Skype

Section 1: Demographic Profile

Please read the statements carefully and tick your answer.

1. Age:

2. Gender

Male

Female

3. University Year Level

Freshman

Sophomore

Junior

Senior

Section 2: Online Learning Tools

Please answer the following questions.

4. Do you have a Gmail account?

☐Yes

☐No

5. Have you used Google Classroom, Skype or any online learning tool before?

List the types of online learning tools you use:

_____

_____

_____

_____

6. Have you used the online learning tool(s) to complete a course task?

Yes

No

6.1 If yes, briefly explain the nature of the course.

_____

_____

_____

_____

_____

_____

7. How did you find such an online learning tool(s)?

_____

_____

_____

_____

_____

Post Questionnaire to Survey Students' Evaluations and Perceptions towards Skype and Google Classroom

Please tick the appropriate response that reflects your opinion for each of the following statements

Statements

Strongly agree

Agree

Disagree

Strongly disagree

Skype

1. I enjoyed completing the English for Employment tasks using Skype.

2. I feel comfortable completing the tasks using Google.

3. I would use Skype for my studies in the future.

4. I would like to complete similar learning tasks again.

5. Skype influences our group's collaborative experience positively.

6. I feel that teacher feedback via Skype helped me understand the lessons better.

Google Classroom Application

7. Dealing with the Google Classroom application was convenient with regard to keeping track of my learning.

8. Reading the course materials at home via

Google Classroom helped me well be prepared for class discussions.

9. The attached course materials were easy to access on Google Classroom.

10. I prefer using Google Classroom application for future courses in the Bachelor program.

Adapted from: Alsubaie, J. & Ashuraidah, A (2017). Exploring Writing Individually and Collaboratively Using Google Docs in EFL Contexts. Canadian Center of Science and Education, 10(10), 10-30. http://doi.org/10.5539/elt.v10n10p10

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APPENDIX B: *INTERVIEWS*

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1. After studying the course English for Employment with Google Classroom and Skype, which of your knowledge and skills was improved?

2. Please compare the efficiency between learning online with Google Classroom and Skype and learning in real class?

3. What are the strong and weak characteristics of Google Classroom and Skype?

4. What are your opinions before and after learning with Google Classroom and Skype?

5. What are the influences of Google Classroom and Skype to the interactive learning environment?