THE PRACTICE OF ENGLISH TEACHING AND LEARNING WITH GOOGLE MEET: FROM NON-ENGLISH MAJOR STUDENTS' VIEW

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ABSTRACT

Language and technology have a worth value in life aspects, especially education. With recently special reference to the Covid-19 pandemic, the implementation of online teaching and learning at universities in Vietnam has been considered as an essential solution to maintain and ensure students' learning progress. In the context of the epidemic prevention, the selection of Google Meet for online English teaching could meet the pedagogical requirements and get certain results on the quality of teaching and learning. This study aims to explore the effectiveness of Google Meet in online English teaching at non-English major classes through students' opinion. The study employed a survey on eighty non-English major students who attend English classes at a university in Mekong Delta to evaluate teaching and learning activities with Google Meet. The study has shown the use of Google Meet during Covid-19 pandemic and how this tool helps both teachers and learners in academic purposes. The study also analyzes the advantages and disadvantages of online English teaching and offers recommendations to better support effectiveness of innovation in teaching pedagogy.

Keywords: *online English teaching and learning; Google Meet; non-English major student.*

1. INTRODUCTION

Language and technology have a worth value in life aspects, especially education. Online teaching and learning at universities has been considered as an essential solution to maintain and ensure students' learning progress. To enrich the effectiveness of online teaching and learning, the series of online training support tools have been developed and introduced to users such as: Zoom, Google Meet, Skype, Messenger, Google Classroom, etc. Each tool and software has its own advantages and disadvantages. Accordingly, more and more people prefer to the implement of Google Meet for online English teaching, which could meet the pedagogical requirements and get certain results on the quality of teaching and learning.

Moreover, Information and Communication Technologies (ICT) tools also enabled teachers to upload the teaching material on their university or school websites and Google classroom, whereas the others go for online teaching by using different applications such as zoom, Google meet, we meet, etc. Despite being used so much, research on the use of Google Meet in teaching English in the Vietnamese context is still not much. Therefore, this study was conducted for the purpose of having given to the use of Google

Meet during Covid-19 pandemic and how this tool helps both teachers and learners in academic purposes. Besides, this study aims to investigate the effectiveness of online English teaching with Google Meet in non-English major classes through students' opinion as well as to analyze the advantages and disadvantages of online English teaching and offers recommendations to better support effectiveness of innovation in teaching pedagogy. Specifically, this research aims to answer the following questions:

1. What is non-English major students' satisfactions with online English learning via Google Meet?

2. What do non-English major students perceive the advantages of Google Meet in online English learning?

3. What do non-English major students perceive the difficulties of Google Meet in online English learning?

4. What are non-English major students' expectations of online English learning via Google Meet?

2. LITERATURE REVIEW

2.1 Online Learning

In the recent time, with the complicated contagion of the Covid-19 epidemic, online teaching and learning becomes the most optimal method to keep the education and training process uninterrupted. Online teaching and learning can make the teaching and learning process more flexible, innovative and student-centered (Dhawan, 2020). With advanced and modern technology, the online learning process has become more complete, helping students to interact with teachers and other classmates in the best way. Learners can fully study online in groups and discuss together to solve problems. Researchers have stated that one of the benefits of online learning is that introverted students are more likely to interact with their teachers compared to face-to-face learning (Alawamleh et al., 2020). They have the opportunity to express their views and participate in class discussions. What is more, interaction and communication have been identified as important factors in online course success, leading to enhanced student satisfaction and motivation (Savenye, 2005). Teachers and students can fully interact on tablets or laptops. Contemporarily, the learning location of learners can be anywhere and at any time.

Additionally, the application of ICT helps students access a variety of resources and increase their learning autonomy (Tran & Nguyen, 2020). Students can be proactive and flexible in choosing online learning websites or tools with the guidance of teachers or online courses with interactive form. In addition, students can automatically adjust the learning speed according to their ability, and can further enhance their knowledge through the materials of the online library, which is instructed by teachers.

Maintaining education during the Covid-19 Pandemic has shown the real importance of ICT tools in remote education. They help the learners to exploit the time by learning and acquiring skills (Raad and Khan, 2020). Teachers and students have used the ICT tools like internet and website widely in the teaching and learning process. However, teaching

online is not simple. At that time, the role of the teacher will be changed from being a teacher of knowledge to being a guide, leading learners to explore knowledge so that, students become the center of the learning process. To do this, the teacher has to spend more time and work harder than face-to-face teaching. When teaching with face-to-face interaction in a traditional classroom, teachers need to prepare lesson plans, textbooks, and materials. When teaching online, teachers have to prepare more resources such as video lectures, interactive design on the Internet, and design assessment tools for online learning. (Andrade, 2015).

According to study conducted by Bączek et al. (2021), aiming to investigate students' perception of online learning during the COVID-19 pandemic, online learning was rated as enjoyable, and there was no statistical difference between face-to-face learning and online learning in terms of the ability to improve knowledge of the learning method. The main advantages of online learning were the ability to stay at home, continuous access to online materials, learning at private pace, and comfortable surroundings. Nevertheless, there were major disadvantages including the majority of respondents choosing to lack interaction with partners. In addition, technical problems with ICT equipment often occur unexpectedly, hindering the teaching and learning process. Online learning was considered less effective than face-to-face learning in terms of increasing skills and social competences.

As a results, requirement is to have an online tool that is easy enough to use for the purpose of supporting remote education during the COVID-19 pandemic. Google Meet is one of a number of convenient and simple-to-use online tools to help students with distance learning. It creates virtual meeting spaces for classrooms. Although there are many studies which have investigated the use of ICT tools in the teaching and learning process, only a few types of researches have inspected students, especially non-English major students' perception on their attitudes to the use of Google Meet technology in the online classes during the COVID19 pandemic. Therefore, the main purpose of this research is to investigate the impact of using Google Meeting on online English teaching and learning from students' point of view.

2.2 The Use of Google Meet

2.2.1 Google Meet and typical functions

Google Meet is a video-chatting service designed primarily for business, office education use, which lets people chat over video and text (John, 2020). It is built to let dozens of people join the same virtual meeting, and communicate with each other from anywhere with internet access. When organizing activities with Google Meet, teachers and students can share whatever is on their screen with everyone on a call, and any participant can turn their own audio and video feed off at any time they want with its various functions, including:

• *Web browser and tools:* Google Meet works best on the Google Chrome web browser, support Android and iOS phone users

• *Chat function:* All group members can see and add other comment in the Chat box while learning.

• *Participants:* The maximum number of participants is 250. They need to have an

email account, be it their own domain or Gmail.

• *G-suite:* Integrate with other tools on the G-suite such as Calendar, Classroom.

Moreover, it is getting a variety of new features including co-hosting, livestreaming to YouTube, a video lock tool, live translated captions and more (Sarwar, 2021).

Additionally, Google Meet makes it easy to start secure video meetings. If teachers and students have a Google account, they do not need to sign up for another account to start a video call each other. The Google Meet video communication platform is constantly evolving at a rapid pace. The latest features will make the class meeting of teachers and students easier. Over the past few months, Google has added a lot of new tools to the service, such as the ability to resize and move the video feed, data saver mode, and AI-powered automatic zooming. There are also some add-ins to create excitement for participants such as video backgrounds to make video calls more attractive have also appeared recently, the function of ending meetings for everyone, Meet integration in Google Classroom, and emoji reactions, etc. (Sarwar, 2021)

Users can join from any modern web browser or download an app to join with technology products. Android and iOS phone users can still participate in online classes and meetings easily. However, Google Meet is considered to work best on the Google Chrome web browser.

2.2.2 Advantages of online learning with Google Meet

Google Meet is a practical and safe tool to use, which keeps teaching and learning no hesitation. When learning online through Google Meet, students can review the lesson many times because the lesson is audio-visual recorded. Besides, Google Meet has an intuitive interface that is easy to observe and use when learning online.

Another benefit of Google Meet is that it can access other features in G-suite like Google Drive, Google Jam board and Google Calendar for better learning. These enable teachers to effectively organize their classes without worrying about device incompatibilities.

What is more, because of its flexible usage time, Google Meet aids classroom meeting as well as group study after school convenient and easy. Teachers can assign group presentation exercises with online video recording for students to perform easily, which supports a flexible learning process, increases interaction and language practice, especially English, for students to study at home (Joan, 2013)

As a product of Google, Google Meet has a high-speed Internet or a broadband connection, which meets the requirement of teaching and learning online. Students can easily communicate with teachers during online learning. When learning via Google Meet, participants can turn on/off subtitles to make learning English easier based on a function called live caption.

2.2.3 Difficulties of online learning with Google Meet

Besides the remarkable advantages, Google Meet also has its own shortcomings. Sometimes the interaction with the teacher as well as with classmates during the lesson is limited in a big class. In large classrooms, when there are too many people accessing at the same time, slow and interrupted audio transmission will occur because the server

is overloaded. Although this depends quite a bit on network quality, it also creates a minus point for using online tools. Therefore, it requires a high-speed Internet. Both teachers and learners need to be in an area with a strong internet connection so that the teaching and learning process can take place effectively and smoothly. It is the fact that an internet connection is a prerequisite to be able to access online lectures and download study materials (Afrianto, 2016; Lee, 2018).

Furthermore, the sound filter of Google Meet is somehow weak, making it difficult to listen to lectures. In fact, in English class, teachers have to make a lot of effort to pronounce and speak a lot when having this problem. It shows such insufficiencies, such as the need for online teaching infrastructure and teachers' poor online teaching experience at home (Pittman et al., 2021).

In addition, an account login is required to join the lesson. The plugins used in educational or bussiness platforms must be paid for and the device must be compatible with the minimum system requirements (Afrianto, 2016; John, 2020).

3. METHODOLOGY

3.1 Quantitative Approach - Case Study

This research attempted to investigate the first-year non-English major students' views of using Google Meet in English class. The researcher follows the quantitative research method that provides descriptions about students' satisfactions, opinions and expectations of using Google Meet in online English class.

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. Therefore it is used to figure out complex phenomena (Johnson & Christensen, 2014). Furthermore, this type of descriptive research provides data collected, analyzed, and presented in numbers, the results obtained will be extremely reliable.

In case-study design, the researchers are interested in a holistic description of the case and how different parts of the system (the case) operate together (Johnson & Christensen, 2014). As "case studies are characterized by their multilevel, multidimensional characteristics" (Sharp et al., 2012,p.48), a case study approach is suitable for exploring the nature of students' online learning in its dynamic natural contexts.

For these reasons, quantitative research method with case study design is considered as appropriate approach for this study.

3.2 Participants

The participants of this study are the first-year non-English major students at a university in Mekong Delta. They participated in online English class with the use of Google Meet from the end of April to July, 2021 because of social distancing. The purposive sampling was used to select the certain number of participants who fit the research objectives (Gay,Mills and Airasian, 2012; Coward et al., 2015).

A total of 80 first-year non-English major students volunteered to participate in the study. In this study, there is an unequal distribution of gender among participants and most of them are Information Technology major. The number of female students is 57 (71%) and 23 students are male (21,1%). The age of participants is from 19 to 20

years old. In terms of current academic achievement in the training program, 1 of them get excellent (1%), 6 participants at very good level (8%), 45 participants at good level (56%), and 28 participants get average level (35%).

Table 3.1, Figure 3.1 and Figure 3.2 below present the number and the rate of participants based on gender, age and current academic achievement in the training program.

Table 3.1 Details about the participants

N	Gender		Age	Current academic achievement in the training program			
	F	M	19-20	Excellent	Very good	Good	Average
80	57	23	80	1	6	45	28
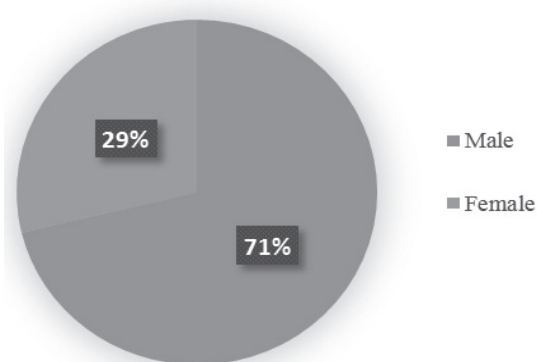
Figure 3.1. The percentage of participants according to gender
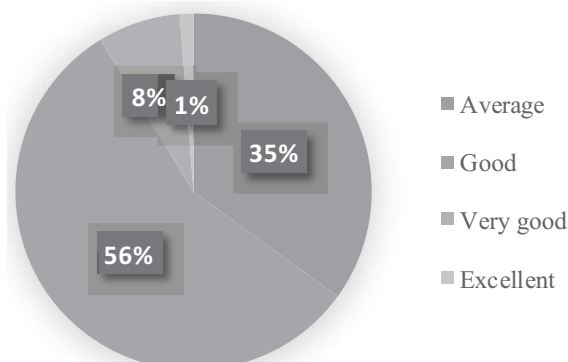
Figure 3.2. The percentage of participants according to academic achievement

3.3 Instrument

An online questionnaire was used to collect data from respondent students to reveal their backgrounds and opinions about the use of Google Meet in the English online classes. After structuring the questions, the questionnaire was piloted and revised. All participants demonstrated consent to participate in this study by answering the online survey questionnaire via Google Form. The questionnaire comprised items in the 5-point Likert Scale form which allowed the participants to express how much they agree or disagree with each item, moving from the most negative to the most positive (strongly disagree, disagree, neutral, agree, and strongly agree). Moreover, open-ended questions were also providing to collect more opinions as qualitative data from participants.

The Figure 3.3 below shows the main parts of the questionnaire.

1	2	3	4	5
Background information	Student satisfaction with Google Meet	Advantages of using Google Meet	Difficulties of using Google Meet	Student expectation of using Google Meet

Figure 3.3. The parts of questionnaire

The questionnaire was translated into Vietnamese in order to avoid ambiguity and confusion because the participants are not English native speakers. Furthermore, the

Vietnamese version questionnaires can help the respondents to deeply understand the items and then provide reliable responses.

4. RESULTS

The collected data for the recruitment and selection of participants from initial screening questionnaire will be analyzed by using the computer software Statistics Package for the Social Sciences (SPSS) version 20.

First of all, a scale test was run to check the reliability of the questionnaire. Then, the descriptive statistics test was run to find out the average level of non- English major students' satisfaction and experiences of using Google Meet for English online learning. Next, One Sample T-test was used to compare one mean score to the test value which is 3.5, an average level according to the scale in Table 4.1 adapted from Oxford (1990). For all analyses, differences were considered the most highly significant if p <.05

Table 4.1: Key to understanding the averages (Oxford, 1990)

Very high	4.5 to 5.0
High	3.6 to 4.4
Medium	2.5 to 3.5
Low	1.0 to 2.4

Table 4.2: The reliability of the questionnaire.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.917	31

The results of the scale test show that the reliability coefficient of the questionnaire satisfied the statistical reliability (α =.898), which is displayed in Table 4.2. Therefore, the questionnaire is reliable for data analyses.

Results for question 1. What are non-English major students' satisfaction with online learning via Google Meet?

To measure non-English major students' satisfaction with online learning via Google Meet, the first 8 items are grouped into four clusters of area performance including the quality of the technology, classroom interactions, the security of user information and access to lesson content. Participant selected their answers by marking a scale of individual item ranging from strongly disagree to strongly agree. In addition, an open-ended question was offered to let participants express their other satisfactions beside the items mentioned in the questionnaire.

Table 4.3: The average level of students' satisfaction with online learning via Google Meet

Variable	N	Min.	Max.	Mean	SD	Sig.
Students' satisfaction when using Google Meet	80	3.00	5.00	4.11	.61	.000
Valid N (list wise)	**80**					

From Table 4.3, it can be seen that the mean score of non-English major students' satisfaction with online learning via Google Meet is 4.11 (M = 4.11). Next the One-Sample t-test was run to evaluate whether the mean score of non-English major students' satisfaction with online learning via Google Meet was significantly different from the test value of 3.5, the accepted mean for a medium level of satisfactions. The result shows that there was significant difference between the mean score of non-English major students' satisfaction with online learning via Google Meet and the test value 3.5 (p =.000 < .05). The result supports the conclusion that non-English major students have a high level of satisfaction with online learning via Google Meet.

Table 4.4: Students' satisfaction with online learning via Google Meet

Students' satisfaction when using Google Meet	N	Min.	Max.	Mean	SD
1. Internet quality when connecting to Google Meet during learning	80	2	5	4.11	.693
2. Quality of picture and sound when learning online	80	2	5	4.14	.807
3. The interaction with the lecturer during online learning	80	2	5	4.25	.788
4. Interaction with other students when doing homework in online classes	80	1	5	3.89	.968
5. Interaction with lecturer and other students when discussing in online classes	80	1	5	3.79	1.015
6. Accession to learning content and materials in the classroom	80	2	5	4.15	.813
7. Learning activities during the learning process	80	3	5	4.30	.736
8. Google Meet user information security	80	2	5	4.21	.807
Valid N (list wise)	**80**				

The results from Table 4.4 show that item 7 "Learning activities during the learning process" had the highest mean score (M=4.30). It means that students had more satisfaction in participation in online learning activities. The results also show that item 5 "Interaction with lecturer and other students when discussing in online classes" smallest mean score (M=3.79) among the items of satisfaction when using Google Meet in online classroom.

Findings from open-ended questions displayed more opinion from students including:

"I am satisfied that the lesson videos can be heard more clearly".

"Teachers are enthusiastic, friendly, funny and convey easy to understand lessons".

"Exchange students' questions immediately".

"Learners can easily look up the dictionary"

Results for question 2: What do non-English major students perceive the advantages Google Meet in online English learning?

Table 4.5: The average level of the advantages of Google Meet in online learning

Variable	N	Min.	Max.	Mean	SD	Sig.
Advantages of using Google Meet in online class beyond students' view	80	2.91	5.00	4.26	.60	.000
Valid N (list wise)	80					

As observed in Table 4.5, the mean score of *advantages in online learning via Google Meet according to* non-English major students' views is 4.26. Next the One-Sample t-test was run to evaluate whether the mean score of non-English major students *perceive advantages in online learning via Google Meet* was significantly different from the test value of 3.5, the accepted mean for a medium level. The result shows that there was significant difference between the mean score of the advantages of using Google Meet in online learning and the test value 3.5 (p =.000 < .05). The result supports the conclusion that non-English major students highly appreciate the advantages of Google Meet in online English learning.

Table 4.6: Students' perception of the advantages of Google Meet in online learning

Advantages of using Google Meet beyond students' view	N	Min.	Max.	Mean	SD
1. Google Meet keeps teaching and learning going.	80	3	5	4.33	.776
2. Google Meet is a safe tool to use.	80	3	5	4.28	.763
3. Students can review the lesson many times because the lesson is recorded and recorded.	80	2	5	4.33	.808
4. Learning via Google Meet helps to save time .	80	1	5	4.09	.996
5. Google Meet has an intuitive interface that is easy to observe and use for learning online.	80	2	5	4.33	.808
6. Google Meet can access other features like Google Drive, Google Jamboard and Google Calendar for better learning.	80	1	5	4.29	.860
7. Google Meet makes in-class learning and group study after school convenient and easy because of its flexible usage time.	80	1	5	4.24	.875
8. Google Meet has a broadband connection to the Internet.	80	2	5	4.05	.953
9. Easily communicate with teachers during online learning.	80	2	5	4.27	.795
10. It's easy to access to Google Meet.	80	3	5	4.51	.693
11. When learning via Google Meet, participants can turn on/ off subtitles to make learning English easier	80	2	5	4.24	.860
Valid N (list wise)	**80**				

From Table 4.6, it can be seen that most students showed higher degrees with item 10 "Easy access to Google Meet" (M=4.51) than other benefits of using Google Meet in online learning. The results also show that item 8 "Google Meet has a broadband connection to the Internet" smallest mean score (M=4.05) among the items of advantages when using Google Meet in online classroom.

Results from open-ended question showed students' points of views about the advantages in online learning with using Google Meet, consists of: less face-to-face contact with many people during the period of social distancing to help stay safety and health; no need to download the app, quick access; less afraid and less shy when speaking directly in class; help well control the number of students; help students pay more attention and absorb quickly based on interesting and funny activities easily.

Results for question 3: What do non-English major students perceive the difficulties of Google Meet in online English learning?

Table 4.7: The average level of difficulties of Google Meet in online English learning

Variable	N	Min.	Max.	Mean	SD	Sig.
Difficulties of using Google Meet in online class beyond students' view	80	1.10	5.00	3.39	1.05	.339
Valid N (list wise)	80					

As observed in Table 4.7, the mean score of difficulties of Google Meet in online English learning according to non-English major students' views is M=3.39. Next the One-Sample t-test was run to evaluate whether the mean score of non-English major students perceive the difficulties of Google Meet in online English learning was significantly different from the test value of 3.5, the accepted mean for a medium level. The result shows that there was no significant difference between the mean score of the advantages of using Google Meet in online learning and the test value 3.5 (p =.339 > .05). The result supports the conclusion that non-English major students got low evaluation about the difficulties of Google Meet in online English learning.

Results from open-ended questions of difficulties of Google Meet in online English learning according to non-English major students' views showed that learners were easily affected by the noise of the environment surrounding the study area. What is more, low internet connection will lead to easy loss of audio connection.

Results for question 4: What are non-English major students' expectation of online English learning via Google Meet?

Table 4.8: The average level of non-English major students' expectation in online English learning via Google Meet

Variable	N	Min.	Max.	Mean	SD	Sig.
Non-English major students' expectation in online learning via Google Meet	80	2.00	5.00	4.16	.679	.000
Valid N (list wise)	80					

From Table 4.8, it can be seen that the mean score of non-English major students' expectations of online English learning via Google Meet is 4.16. Next the One-Sample t-test was run to evaluate whether the mean score of non-English major students' expectations of online English learning via Google Meet was significantly different from the test value of 3.5, the accepted mean for a medium level of expectations. The result shows that there was significant difference between the mean score of non-English major students' expectations of online English learning via Google Meet and the test value 3.5 (ρ =.000 < .05). The result supports the conclusion that non-English major students highly agreed with the expectations of using Google Meet in online English learning (M=4.16).

Table 4.9: Non-English major students' expectation in online English learning via Google Meet

Students' expectation in online English learning via Google Meet	N	Min.	Max.	Mean	SD
1. There are more learning activities during class meeting	80	2	5	4.14	.868

Students' expectation in online English learning via Google Meet	N	Min.	Max.	Mean	SD
2. There is integration with other applications to make lessons more lively	80	2	5	4.24	.815
3. Appropriate English learning materials are provided to easily access to the lesson	80	1	5	4.21	.951
4. Internet connection to access Google Meet is more stable	80	1	5	3.97	.954
5. It does not take a lot of time to access to the online classroom.	80	2	5	4.23	.842
Valid N (list wise)	**80**				

The results from Table 4.9 show that item 2 "There is integration with other applications to make lessons more lively" had the highest mean score (M=4.24). It means that students had more expectations in using combine Google Meet and different applications. The results also show that item 4 "Internet connection to access Google Meet is more stable" smallest mean score (M=3.97) among the items of expectations when using Google Meet in online classroom

Results collected from open-ended question of non-English major students' expectations of online English learning via Google Meet presented that lecturers should design more Breakout room for easy study and discussion. As long as the network was stable, learning online was not difficult. Students expected that lecturers could create more activities in class and organize mini games about English through other websites or use more features and third-party applications to create more excitement for the lesson. In addition, Google Meet needs more intuitive interfaces aimed at a wide range of students, as well as teaching staff. Students hoped Google Meet to have more feature to change background on phone. Students also hoped the teacher to understand their difficult situation of online learning.

5. DISCUSSION, IMPLICATIONS AND CONCLUSION

5.1 Discussion

This section discusses the key findings of the study in relation to the findings from previous related studies.

Firstly, students feel that online learning is quite effective in maintaining English learning progress. Applications that integrate with the same meeting tool make it easier for learners to absorb lessons. Google Meet supports online learning to help connect and interact with meeting participants (students and teachers) better. In addition, thanks to the video-record function, students can watch and listen to archived lectures many times after online classes or meetings. The findings are in line with previous studies (Bączek et al., 2021; Dhawan, 2020; Tran & Nguyen, 2020; Savenye, 2005;).

The recent study result also shows that objective factors of environmental factors, poorly connected devices, or power outages will lead to disruptions in online learning in general and learning via Google Meet in particular. The findings agree with Alawamleh et al. (2020), which revealed that bad Internet connection, bad service, mobile or computer

issues that will make it difficult for students to enter the online meeting or even listen to the lecturer. (Alawamleh et al., 2020).

Regarding to the students' expectations of online learning, it is hoped that there should be more activities in class and organize mini games about English through other websites. Lecturers should use more features and third-party applications to create more excitement for the lesson. It is reported that online learning combined with different applications can motivate students to have more interest in participating in learning activities. This finding is consistent with a previous study which stressed that the students in ICT enabled language learning class will do their activities by using a computer software platform without any hesitation (Raad & Khan, 2020).

5.2 Implications

The use of Google Meet as well as other ICT tools is increasingly being used to meet the needs of learning and teaching in the current period. The effective use of teaching tools requires a lot of effort and effort from both teachers and learners. Online lectures need used vivid colors, sounds, many types of tests or interactive activities to create excitement for students.

In order to have effective online lessons, teachers need to prepare for themselves online teaching devices such as computers, tablets, electronic drawing boards, well-connected internet, microphones, webcams, online teaching software, etc. These electronic devices need to have high configuration and run well to avoid technical problems during the teaching process.

In particular, online teaching is a method of teaching through electronic devices, so it requires teachers to understand and know how to use these devices. Therefore, teachers need to know how to use the tools and fix the unexpected errors.

Furthermore, teachers should have backup plans, types of exercises, and additional activities if an incident occurs when using Google Meet in online class.

In addition, enhancing interaction between students and students, and between teachers and students is one of the effective ways of online teaching. Teacher should utilize more extensions to support students work in groups using Google Meet. Besides, teachers need to introduce new topics related to the knowledge to be learned and encourage students to interact with each other through group discussions and presentations. As a result, teachers not only create a vibrant learning atmosphere but also help students increase their ability to think, reason and solve problems. For students with a passive learning attitude or introvert personality, teachers need to closely monitor and contact each student if necessary. Through such interactive forms attached to Google Meet such as Jamboard, white board, comment and rise hand function, teachers will also partly assess the learning status, progress of students or adjust the learning progress if necessary.

5.2 Conclusion

In general, students were very satisfied with online learning through Google Meet based on practical experiences. They had a positive attitude about the advantages that

Google Meet brings, which helps to meet the needs of teaching and learning English online. Most students also agreed that online learning helped to keep learning progress from being disrupted by social distancing during the COVID-19 pandemic. Based on the student's point of view, the difficulties in online learning in general and learning through Google Meet in particular mainly focused on objective factors such as internet connection, noise from the surrounding environment, and device issues. Teaching methods and teaching activities of teachers when using Google Meet in combination with other applications will make the lesson more attractive and interesting.

The current study aims to investigate the practice of online English teaching with Google Meet in non-English major classes through students' opinion. While many efforts were made to obtain these purposes, there remain unavoidable limitations in the study. Firstly, the study was conducted on a small sample of non-English major students in a Mekong Delta University. Therefore, the results cannot be generalized to all students in Vietnam. Secondly, the present study was based on a quantitative approach with one research instrument which was questionnaires. Thus, the results were insufficient to provide a holistic view of online learning of non-English major students.

On the basis of the limitations that the current study still remains, some suggestions have been drawn for further research. Firstly, further research in the field should be conducted with more non-English major students or other groups of students participating in online English class in different schools or universities in different provinces around Vietnam. Besides, a mixed-method approach on the practice of Google Meet in English class in the similar setting should be conducted to enable researchers to completely comprehend students' perceptions of the use of Google Meet based on the analysis of both numerical data and in-depth information.

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