

# E-LEARNING DURING COVID-19: TEACHERS' AND VISUALLY IMPAIRED STUDENTS' PERCEPTIONS

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**Abstract:** The widespread of COVID-19 has led to a dramatic and inevitable change in education-the expansive switch to e-learning. Besides the obvious advantages, online learning did raise various issues for students. For Visually Impaired (VI) students-those whose vision were lost due to gen, injury or illness-the problems could be multiplied many times over. However, to date, there is not yet any study that looks at the experiences of VI students in online classes. This paper, thus, aimed to examine the perception of teachers and VI students regarding e-learning in inclusive classrooms. To achieve these purposes, case study qualitative research design was utilized and thematic analysis was applied to analyze the interview data. The findings of the study indicated that despite receiving numerous support from the teacher, peers and the university, the obstacles faced in online classes along with hesitation and overwhelmed feeling caused significant challenges to the VI. However, VI students highlighted numerous benefits of online learning. Findings from the study might have important implications for numerous stakeholders who want to enhance the learning experience of visually impaired students in an inclusive online class.

**Keywords:** Visually impaired students; online learning; inclusive classes; perceptions

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## 1. Introduction

The novel COVID-19 has affected various aspects of society, including education. As stated by UNESCO (2020), around 90% of pupils worldwide were either directly or indirectly influenced by the closures of educational institutions as well as the urgent shift from face-to-face to online classes.

### *The revolution of E-learning*

With the support of cutting-edge technology, the face of online learning has switched from videotapes, educational programs and MOOCs (Massive Open Online Courses) to online courses (Dhawan, 2020). Students now may pursue their education *continuously without physically attending* a traditional class setting. They also have *chances to access various learning sources* which might suit their learning styles (Snoussi & Radwan, 2020). A question of concern, yet, was: “Would e-learning solutions enhance the learning experience of the disadvantaged as well?”

## 2. Literature Review

### 2.1. Inclusive classrooms

Scarlett (2015) suggested defining an inclusive classroom based on its characteristics, which emphasizes the diverse learning needs of learners without separating them. Inclusion appears to be vital since students with disability in inclusive settings progressed considerably compared to those in special education settings (Omer, 2015). Likewise, all children need to develop and maintain friendships, relationships, mutual respect and understanding; inclusive classrooms provide them with this chance (Simeonsson, 2001).

### 2.2. Teachers' perception

Teachers' beliefs, which include personal feelings and thoughts regarding an individual or a specific group, are created through

experience and events (Pajaras, 1992). The teachers' perceptions of VI students had an impact on the energy and methods of a lesson as well as students' assessment (Wild, 2012). Educators shared integrating disabled children into mainstream schooling empowered and pushed them to excel in all areas of their lives (Asamoah, et al., 2018). Geographic accessibility, convenience, networking with others in the area, and enthusiasm for the new field of vision impairment indicated were some of the perks noted by the teachers (Cooper & Keefe, 2001). However, others believed teaching online was neither pleasant nor convenient for students (Rahayu & Wirza, 2020). Hence, teachers' views regarding students' ability to learn online will be researched in this study.

### ***2.3. VI students' perception***

VI students were enthusiastic about the notion of inclusion (Asamoah, et al., 2018). They claimed that inclusive education helps close the gap in discrimination and change perceptions regarding VI students. Inclusive education was an adequate occasion allowing them to realize their potential by juxtaposing their academic results with others. Inclusive classrooms provided VI learners rights to access education, supported societal acceptance and the abolition of discriminatory behaviours towards disabled people.

In terms of inclusive education learning, according to Asamoah (2018), it was suggested that VI students should be given more attention and time to fulfill their special needs. This is due to the learning aids used requiring time to process and attention to be paid. Moreover, because of the visual difficulty, their acquisition of lessons was also influenced.

### ***2.4. E-learning***

During the COVID pandemic period, online learning occurred when students learn directly without meeting the teachers in person. In

the latest research, it was suggested that online learning, distance learning and e-learning could be used more flexibly (Allam et al., 2020). In the context of this study, we define “e” as an abbreviation for “evolving, enhanced, everywhere, every time and everybody” (Li & Master, 2009). There were three stakeholders involved in the learning procedure: teachers, learners and online learning platforms (Li & Master, 2009).

In response to the outbreak of COVID-19 on a large scale, E-learning is no longer considered a supplement learning method or alternative approach to studying but the potential and only method that guarantees the stabilization of the education system (Yunus et al., 2021).

### ***2.5. E-learning in EFL classes***

E-learning applied in EFL classes did not appear to be as ideal as it might seem due to numerous difficulties learners encountered during online classes. According to Nguyen and Duong (2021), technical issues relating to the internet connection, and learning equipment were listed as huge problems, which negatively impacted communication effectiveness among teachers, learners, and peers on the same online platform. It was also suggested by Akhter (2020) that instructors need to be well-trained to enhance the students’ online tasks. Keeping oneself motivated in online English classes was also one of the students’ concerns. Lacking face-to-face communication results in students falling off the study track or struggling to stay active during prolonged online classes (Tamm, 2019). However, Albogami (2021) discovered the opposite trend, in which learners showed significant progress in the other three English skills as well as the E-learning skills. In short, the efficiency of online learning in EFL classes continues to be the topic of ongoing discussion. Studies that investigate the effectiveness of language skills via online platforms for VI learners are even harder to find.

The limited number of studies that we could have on how VI students learn in inclusive classes suggested noticeable challenges. Korir (2015), for example, found that visual impairment students had to overcome numerous difficulties regarding teachers' attitudes and material adaptation. Though learning virtually might seem to benefit the VI as with computers, they could easily access information using screen-magnifying software on computers, it was worth acknowledging that the burden in terms of accessibility and usability created extra difficulties for VI learners on E-learning platforms (Correani et al., 2004). Besides, according to Oliver (2013), EFL teachers might assume that learners with visual impairment tended to learn from their fully sighted peers; consequently, less attention and support were provided. The mentioned difficulties might negatively impact VIs' perception as well as the academic outcome. In order to effectively support this disadvantaged group of learners and enhance their online learning experiences, it is imperative to have a proper understanding of the experiences that they have with online EFL lessons.

### 3. Research questions

The current research was thus conducted with the aim of gaining an in-depth understanding and further insight into VIs learners' experience with online-learning in EFL inclusive classes, the researcher would emphasize teachers and visually impaired students' perceptions to highlight the effectiveness of E-learning from both teachers' and VIs' perspectives by answering the following questions:

- *What are the VI's perceptions of online EFL inclusive classes?*
- *What are teachers of the VI's perceptions of their students' challenges and support needs?*

Findings from this research would have important implications for the development of e-learning courses (to be more friendly to VI learners), as well as EFL teachers, who have been and will teach VI

learners in online classes. Besides, research findings would definitely have a meaningful contribution to the limited literature on online-learning of VI learners.

## **4. Methodology**

### **4.1. Case study design**

In order to fully understand the cases, Crowe et al. (2019) suggested that it was vital to specify the condition and the period of time relating to the case study (i.e. the site of study, the sample size, the sampling method). Furthermore, Creswell (2009) and Johnson & Christensen (2012) concluded that each individual viewed and uniquely perceived the outside world. Hence, a case study design was an ideal strategy to collect responses reflecting personal attitudes concerning the research problem and obtain extensive information from the studied participants.

### **4.2. The site of the study**

Participants were two visually impaired students and their teacher from an international XXX University in Hanoi. It is known for the students' diverse cultures and frequent exposure to high technology. When studying online, XXX proposes a wide range of supports to ensure students' safety and equality in an online learning environment with the support of Student Academic Success (SAS) is an office that offers learning support services.

### **4.3. Sampling and case selection**

Given the limited number of VI students who are learning English as a foreign language at the undergraduate level, two VI students at XXX and their English teacher were selected using the convenience sampling method. Each student was considered "a case"; and in order to understand each case, attempts were made to observe

the experiences of VI students from both their individual perspectives and their teacher's perspective.

#### **4.4. The cases**

##### **Loan**

Loan was a junior majoring in marketing. She began to learn English in grade three. Loan has studied in inclusive classes since primary school. In high school, Loan had opportunities to expose to English frequently as her school focused more on English language learning.

##### **Ling**

Ling was a freshman at XXX University. Ling has studied in inclusive classrooms from primary to high school at local schools in the outskirts of Hanoi and began to learn English in grade three. Therefore, her chance to be exposed to English was limited.

##### **The teacher**

Mr. Long was the English teacher of both Loan and Ling. He had neither taught any inclusive class nor taken any training in teaching English to students with special needs in general and VI students in particular.

#### **5. Data collection & Analysis**

In the research with a case study design, interviews with teachers and students were often considered as optimal since triangulation data could enhance the reliability/ trustworthiness of the data and the research findings (Noble & Heale, 2019). Contents of the interview protocol (*Appendix A*) were developed based on "The 5 Cs of student engagement framework" by Cavanaugh et al. (2013). Both close-ended and open-ended questions were used to obtain abundant information from the students and teachers (Gall et al., 2007).

After being adjusted multiple times according to the supervisor's feedback and the pilot study, the interview questions were translated into Vietnamese using a back translation process. In the study, online semi-structured, in-depth interviews were conducted with the two students and their teacher. The interviews were then transcribed for analyses to answer the raised research questions.

The coding procedure of this research followed the six-basic-step thematic analysis of Braun and Clarke (2006) which was portrayed in Table 1 below:

**Table 1:** The six steps of thematic analysis

S/N	Step	Description
1	Familiarizing with the data through thoroughly reading the transcriptions	This helps the researcher to have in mind what exactly is in the data.
2	Generation of initial codes.	Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher.
3	Searching for themes	Related codes are organized under different themes.
4	Reviewing the themes	The themes developed are reviewed for their relevance and legitimacy of being called themes
5	Defining and naming themes developed	Defining the overall content of the themes and the message it carries in it before producing a report
6	Producing a report	Researcher is already satisfied with the themes developed.

## 6. Results

### **6.1. Research question 1: What are the VI Students' perceptions of online EFL classes?**

For research question 1, three aspects would be investigated, namely challenges, perceived supports and benefits.

#### **6.1.1. Challenges - Lacking interaction**

Ling and Loan found it challenging and considered the chat box as an inaccessible learning tool even when the teacher was immensely supportive. Specifically, Loan did not interact much via chatbox and tended to miss the message in the chat box, hence, she could not catch up with the class' progress.



“I rarely communicate with other peers in the class via chat box as I cannot type fast. Besides, my computer would read it out loud during lessons, which interrupts my concentration on the lessons.”

Meanwhile, Ling's answers were posted later than others' most of the time. Such a breakdown in interaction discouraged her from learning and participating in other activities. Therefore, even though the chat box proved to be a practical tool for learners to discuss with one another in an online environment (Vu & Fadde, 2013), it created counter effects for the VI users.

For them, everything takes longer. Utilizing online educational games in lessons had always been considered beneficial as it might help increase learners' motivation and the lesson's effectiveness (Park & Kim, 2021), however, that did not seem to be true for VI students. Ling considered herself an annoying factor who lowered the class' progress.

“When joining online games late, I think I disturbed others.”

Joining online games and breakout rooms was time-consuming, which made it hard for her to catch up with the in-progress discussion. The same reluctance in terms of online interaction was reported by VI participants in Kharade and Peese research (2012), when learners missed all “non-verbal cues” and lacked engagement in class activities.

The fear of being judged made learners reserved and reluctant to interact, which was also agreed upon by Kharade and Peese (2012). In fact, Ling was quite reserved and reluctant to share about her limitations during the first few months. As a result, numerous puzzling situations occurred between Ling and her classmates, especially when they had to work together.

*“Because we all have online classes, the peers don't know that I'm a VI student. In some situations, it got weird when they asked whether I could see the slide clearly and I got confused trying to explain my condition to them.”*

Therefore, avoiding arguing and debating in class was a safe choice. The findings indicated the VI students were demotivated from studying and being inactive in the online environment. Loan, indeed, admitted she *“sometimes just join in the classroom but not study.”* The result was similar to the conclusions in the mentioned research of Tamm (2019) and Rahman (2020), when both VI and non-disabled students would be demotivated when there was a lack of direct communication.

### 6.1.2. Online platforms - A double-edged sword

The participants both mentioned unpleasant experiences when participating in gamification activities during classes or having to switch between different platforms. It appeared to be even more challenging when Loan had to switch between platforms throughout a lesson and more time consuming to learn and get used to operating various online platforms.

*“I have to adapt to numerous apps that I have never used before, namely Teams or Collaborate Ultra.”*

Besides, gamification apps were burdensome to join and affected her activeness in the online class. However, the finding in previous research proposed an opposite experience, in which VI students found gamification efficient as long as there was a high level of social interaction - “the foundation of gamification” (Sánchez-Martín et al., 2017).

### 6.1.3. Overwhelmed

Both Ling and Loan admitted the length of the test was too long, even when the test duration was doubled.

*“I tried to finish three out of four exercises and spent the last few minutes randomly choosing answers for exercise 4 as I ran out of time reading the text.”*

Besides, Loan often missed the information of the next question while noting down the answer of the previous one as she had to process too much information at the same time. While Ling felt motivated to study topics in which she had background knowledge and an adequate amount of vocabulary, she was overwhelmed by the size of new input, conversely, Loan did not share the same idea due to the differences in course syllabi. For her, it seemed to be the small amount of specialized vocabulary that mattered. Loan encountered long, uncommon and complicated terminology. In such a situation, she had no other choice than “*guessing the spelling based on the pronunciation*”.

#### 6.1.4. Perceived support

Regarding the provided support, the participants both received help from the teacher, peers and the university policies.

As the participants shared the same teacher, they both received the utmost support from their teacher outside the classroom. For instance, a private orientation session between the teacher and the participant was conducted for the teacher to understand the needs of the VI student.

*“On the orientation day, my teacher asked about my expectations for the course as well as my needs so he could understand the challenges that I have to face.”*

Besides, the participants felt unchallenging to comprehend the lessons since “*the teacher sends the materials a long time prior to the lessons so that we have time to read them before the class.*” From the mentioned supports, it could be perceived that the teacher adjusted his teaching style to the learners' condition. Besides, the teacher had a tendency to ask for students' feedback for future adaptation. This was opposite to Oliver's conclusion (2013), in which he claimed that little attention to VI learners in classrooms was paid by teachers. However, there were slight differences in terms of support provided to each case.

In Loan class, he encouraged students to interact more, yet, he avoided doing so in Ling's case as the class would need more time to "break the ice".

On the other hand, there was little information showing that Loan actually received support from her classmates but mostly from the students of the SA program, while Ling received support from both stakeholders. Obviously, peers played an essential part in Ling's life regarding both inside or outside of the classroom. With all the support, it was understandable when Ling naturally felt "*more comfortable and open*". This difference varied due to the closeness of the participants with their classmates.

The participants also appreciated that XXX tried its best to provide essential services and support, which would not be available at their former public schools. Notably, Loan was allowed to freely choose the concept of each assignment if needed while the materials were provided in the accessible formats. In fact, numerous services were founded to aid VI learners namely *Equitable Learning Service (ELS)* and *Student Aid Program (SAP)*. Loan shared that her university's policy was quite flexible for VI students when her test duration was doubled or adjusted to satisfy the students' conditions and needs. This was shared by Ling when the university doubled the test duration for VI students.

### 6.1.5. Benefits

Both participants agreed that studying online was economical when cash spending on makeup, clothing or travel expenses could be saved. Learning online helped Ling save money as she did not have to pay travel expenses while not feeling exhausted. Consequently, time wasting on minor activities was limited.

They also highlighted numerous supports provided by non-disabled classmates when studying in an inclusive classroom, which

was not available in the specialized environment. Additionally, learning in the same class with non-disabled friends was a source of motivation for VI students.

*“I still prefer to study in an inclusive class as it challenges myself and provides me motivation to overcome my own problems.”*

This experience helps them build more self-confidence, inspire other VIs to “*break the self limit*” and change society’s viewpoints regarding the VI community. By learning in inclusive classes, she wished to inspire surrounding people and schools to have more accessible syllabus for the VI community.

## **6.2. Research question 2: What are teachers of the VI students’ perceptions of their students’ challenges and support needs?**

The following part introduces the answer to research question 2 by showing the challenges and supports provided to VI students from a teacher’s perspective.

### **6.2.1. Challenges**

Mr. Long added numerous challenges that VI students faced in online inclusive English classes (e.g. the usage of technology, accessible materials, time pressure, students’ safety, and hesitation in interacting with classmates)

#### **Challenges - Technical issues**

This was still considered the main challenge. Besides, not all VI students could afford an adequate laptop with a high speed wifi, which consequently influenced the quality of the lesson. This finding shared numerous similarities to the claim of Rahayu and Wirza (2020), in which they considered e-learning is neither more enjoyable nor more convenient for pupils.

### Challenges - Materials

Feedback regarding inaccessible format of materials were reported to the teacher by VI students. The teacher and his VI students both shared the same opinions regarding the VIs' difficulties when utilizing inaccessible materials.

### Challenges - Time pressure in examinations

The impairment, in fact, prevented the VI students from accomplishing the exercises timely since more time was required to spend on reading the exercise.

Through his thorough observation, the teacher recognized that the tips widely shared to complete for specific types of exercise in the tests were not applicable to VI students.

### Challenges - Students' safety

This challenge had not been mentioned by the VI students but for the teacher, privacy was another barrier hindered when learning online in inclusive classes. Although the teacher did not directly state the problem, he suggested VI students should know techniques to protect their privacy and themselves against potential risks when studying online.

### Challenges - Absence of interaction

The teacher shared that his two VI students preferred asking questions via email or directly after the class to turning on the microphone and sharing their ideas.

Even though it did not significantly affect the VI students' academic results, the lack of interaction tended to distract them. As a result, VI students would be considered as an obstacle in classes which dragged the learning process.

### 6.2.2. Supports - Providing and utilizing accessible materials and platforms

Mr. Long acknowledged that VI students mostly needed support when utilizing online platforms. Specifically, the teacher was flexible in the use of online apps compared to the students' needs and avoided utilizing and switching between complicated platforms.

Materials were provided with appropriate headings, therefore, VI students would easily comprehend structures of the lessons when using JAWS.

### Supports - Adjusting in teaching methods

Providing a small quiz at the beginning of each lesson was a way to revise and check students' knowledge. This was consistent with Cooper and Keefe's idea (2001), when teachers' ambition to use technology in online teaching and engagement in it is enormous.

### Supports - Ensuring students' safety

Additionally, teachers were in charge of ensuring learners' privacy via online classrooms while simultaneously giving them advice and support on how to use the technology correctly and suitably. Numerous safety rules were enacted to protect the safety of VI learners when "*there were messages insulting VI learners' dignity*".

## 7. Conclusion and Implications

### 7.1. Conclusion

Issues regarding maintaining online interaction, managing online platforms and apps and understanding visual aids in the lessons appeared to be most dominant to students. Those difficulties were also accompanied by hesitation to disclose their situation (i.e., visual impairment) to classmates and the feeling of being overwhelmed with the academic workload. However, students did not perceive these

difficulties as impediments to their learning. This could probably because the teacher appeared to be well-aware of the difficulties faced by VI learners, (i.e., technical issues, inaccessible materials, time pressure during exams and lack of interaction) and actively offer solutions and support (i.e., providing accessible materials, adjusting teaching methods and proposing measures to guarantee students' safety). Besides the teacher's support, peers created a comfortable feeling for VI learners and updated them on the latest information. Meanwhile, the university ran programs and adjusted policy to support VI learners.

In terms of benefit, students mentioned both practical economic benefits (i.e., savings on travelling and other expenses) and emotional benefits (i.e., feeling of being supported, feeling more confident about oneself). The positive experience that they had during the online English courses in inclusive classrooms inspired them to inspire other VI learners to be confident and to improve the community's perception regarding VI people.

## **7.2. Implications**

To optimize e-learning, VI learners should be more open and active during online classes. Besides, reaching out for the support from the university, teachers and classmates naturally would be another way to make e-learning more efficient. Meanwhile, to avoid encountering technical issues frequently, VI students should have thorough preparation before participating in e-learning.

Teachers should be trained properly before teaching students with special needs. More contact between the teacher and the VI students' families should be established to follow the students' progress as well as to tackle upcoming challenges timely. Meanwhile, to ensure students' learning, teachers needed to provide further support outside the classroom. Further considerations in choosing learning apps or gamification in a lesson should also be made together with the proper use of visual aids.



Programs similar to SAP or ELS would be established for VI students besides support from peers. Schools should offer accessible materials for VI students. Meanwhile, psychological counselling was one of the techniques providing students with good mental health treatments. Schools should seek to adapt to the student circumstances based on the students' viewpoints discovered in the research.

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#### APPENDIX A: SURVEYS FOR VISUALLY IMPAIRED LEARNERS

Hello,.....! Thank you for your willingness to participate in this research. This means a lot to me.

(Record the call)

**Background information:**

Before we start, I'd like to confirm that your full name is ....  
(participant's full name)?

1. Which school are you studying at?
2. Which grade are you in?
3. How long have you been learning English?
4. Have you always learnt English in inclusive classes?
5. If yes, how long have you studied in an inclusive class?
6. If not, did you attend any specialized school for visually impaired students before?

**Interview questions:**

**Learner control:**

1. What is your educational experience in online EFL classes?
2. How does your vision loss affect your learning?
3. What have you done so far to overcome the difficulties (if any)?
4. What is your opinion about the inclusiveness of your school in general and the inclusion of visually-impaired learners in particular?
5. Do you see any benefits in taking part in online classes? What are they?

**Curriculum:**

1. Do your teachers use any different strategies to assist you and your learning? What are the strategies that your teacher used? (i.e., peer tutoring, extra exercises, etc.)
2. How do your teachers adapt teaching materials for an online course?
3. What strategies do you think may be helpful to you?

- 4 How do your teachers assess your learning?
- 5 Does the teacher assess you differently from other peers?
- 6 How does assessment affect your learning?

***Context/Community:***

- 1 How do you interact with other (sighted) learners in class? /Do you have any difficulties interacting with them? /Does that affect your learning?
- 2 How do you interact with your teachers? Do you have any difficulties interacting with them? Does that affect your learning?
- 3 What is the attitude of sighted learners towards you and vice versa? How does this affect your learning?
- 4 What is the attitude of teachers towards you and vice versa? How does this affect your learning?

***Climate:***

- 1 What rules are established to ensure your safety in an online class?
- 2 From whom do you receive support (families/administrations/students/...)?
- 3 When classes are conducted online, how do they support you? Is it different from offline classes?
- 4 Does your school have any regulations/programs to support VI learners inside and outside of the classroom?

***Connections/Goals:***

- 1 Do the course contents relate to your interests? How does it affect your learning?
2. Do you have goals in learning English? What are they?
- 3 How does the course help to achieve your goals?

**THAT'S THE END OF THE INTERVIEW. THANK YOU FOR JOINING!**

## APPENDIX B: SURVEYS FOR TEACHERS

Hello,.....! Thank you for your willingness to participate in this research. This means a lot to me.

### Background information:

Before we start, I'd like to confirm that your full name is ....  
(participant's full name)?

- 1 How old are you?
- 2 How long have you been teaching English?
- 3 Which grade level do you often teach?
- 4 Do you have VIS in your class?
- 5 How long have you been teaching in an inclusive class?
- 6 Have you got any training in teaching English to students with special needs in general and visual impaired students in particular?

### Interview questions:

#### *Learner control:*

1. Do you have any difficulties teaching visually impaired students in inclusive classes?

If yes, What are the difficulties?

What have you done so far to overcome these difficulties?

1. How does students' vision loss affect their learning in general?
2. What kind of problems do VI students often encounter in your online lessons? What have you done to help them overcome the difficulties?
3. Are there any benefits for visually impaired students taking part in online classes? What are they?

**Curriculum:**

4. Do you use any different strategies to assist VI students learning? What are the strategies that you used? (i.e., peer tutoring, extra exercises, etc.)
5. How do you adapt teaching materials for an online course so as to fit the students' goals?
6. What kind of lesson tools do you use in online classes to make VI learners learn easier?
7. What teaching strategies do you think may be helpful to your VI students?
8. How do you assess your VI students' learning and how does assessment affect their learning?
9. Compared to offline classes, do online classes need to adjust anything?

**Context/Community:**

- 1 How is the interaction between visually-impaired learners and sighted learners in online EFL classes? Does it affect their learning?
- 2 How is the interaction between you and your visually impaired students in online EFL classes? How does it affect your learning?
- 3 What is your opinion about the inclusiveness of your school in general and the inclusion of visually-impaired learners in particular

**Climate:**

- 1 What rules are established to ensure their safety in an online class?
- 2 Does your school have any regulations/programs to support VI learners inside and outside of the classroom?



***Connections/Goals:***

- 1 What topics taught in the course interest VI learners? How does it affect their learning?
- 2 Do you know about your Ss' goals before the course?
- 3 Does the course help them to achieve their goals? How?

**That's the end of the interview. Thank you for joining**