THE USEFULNESS OF GOOGLE CLASSROOM AS A TOOL FOR ENHANCING E-LEARNING IN AN ACADEMIC ENVIRONMENT

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ABSTRACT

The world has seen remarkable technological advancements in recent years, with the technology pervading all aspects of life, including education. Indeed, the function of technology in teaching is rapidly growing. As a result, the educational system needs to utilize technology in the learning process, as it contributes to increased interaction and exchange of information between students and instructors. The SEEU (South East European University) is at a huge advantage regarding the use and employment of technological tools. Currently, the university uses Google Classroom to motivate and develop students' autonomy using its online services by encouraging participation in different discussions, posting activities and blogs, uploading teaching materials, chatting, etc. The method of this study is quantitative research and a modified questionnaire as the instrument to collect the data. The questionnaire contained 13 items. The data was analyzed by using frequency and means. The result indicated that students feel Google Classroom is useful, and they are satisfied with Google Classroom as an online learning tool. Its advantage is that students can do a paperless assignment submission, and they receive instant notifications regarding their assignments. On the other hand, the disadvantage of using GC has mentioned the lack of interaction, no discussion, and the lack of motivation.

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INTRODUCTION

Computers and other forms of technology have become an integral part of both learning and teaching. Just like technology has changed the world, it has also changed the approach to learning and teaching. E-learning today has become a key factor in teaching language. Improving students' language abilities is one of EFL teachers' top priorities, and standard e-courses are insufficient to assist students in boosting their language skills. Google Classroom is an interactive tool that can be used to solve this issue by exposing students to the language outside the classroom and providing them with accessible tools to independently develop their language abilities, thus activating and improving the language abilities of EFL students.

The South East European University (SEEU) uses the e-learning platform Google Classroom (GC) as a means of communicating English to ESP students. This article will discuss how the Google Classroom application enhances students' language abilities while also encouraging autonomous learning. The different activities and resources that are provided by GC have been described with an analysis of how they can be used to develop EFL students' language proficiency and independent learning. Google Classroom facilitates students' organization in this regard by organizing all assignments and work in one place. It also assists teachers in creating, copying, assigning, supervising, collecting, grading, and returning work to students (Miller, M. 2015), all of which take a significant amount of time and effort. This tool is easy to use as it merely requires teachers and students to learn how to post information and documents and how to locate the information. Teachers can effortlessly log in and ask students to join the group and track the events because the SEEU already has access to Google Classroom.

Significance of the Research

The paper aims to explore student perception of GC in supporting the teaching/learning process. It aims to be one of the few to contribute to the literature review in the field of instructional technology and e-learning resources. Through the virtual learning environment, including GC in the teaching-learning process may result in the development of an online community. This would provide additional opportunities for students and teachers to communicate, bridging the gap caused by formal and institutional regulations. Furthermore, the opportunity for collaborative work between students and instructors provided by GC may promote the blended learning method and its advantages, which include providing both teachers and students with the digital skills required for survival in the twenty-first-century teaching and learning process.

LITERATURE REVIEW

In reviewing the literature, the following studies were observed about Google virtual classrooms: Petersen (2013) investigated teachers' perceptions of using Google Apps to produce digital content and in communication and collaboration. The results revealed that the teachers were familiar with the Apps that were effective in producing the educational content, communicating, and cooperating with teachers and students. Likewise, Azhar and Eqbal (2018) assessed teachers' perceptions of GCs. The study used semi-structured interviews to interview 12 Barrett Hodgson University teachers. According to the findings,

teachers viewed Google virtual classroom as a useful tool for document and classroom management, with a considerable positive impact on teaching methods and easy-to-use interfaces.

Similarly, Azhar & Eqbal (2018) assessed teachers' perceptions of GCs. The study used semi-structured interviews to interview 12 Barrett Hodgson University instructors. The results indicated that teachers perceived Google virtual classroom as a convenient tool for document and classroom management has a significant positive impact on teaching methods and has an easy-to-use interface. Also, (Beaumont,2018) explored the perceptions of using GCs from students' and educators' perspectives at the student learning department of Keele University, UK. The results showed that the feedback was very positive, where students perceived GCs as easy to use, engage in discussions, answer, and pose questions. Meanwhile, educators perceived GCs as easy to create and enroll individuals or groups of students in, and they indicated being able as educators to use the assessment function.

Indeed, e-learning plays a significant role in promoting virtual learning through current electronic media, as both e-learning and virtual learning are terms that refer to the ability of anybody to access education through Internet resources without having to visit a school. According to Rion and Hasan (2015, pg. 7) "Many developed countries are employing virtual classrooms to give online education to students."

Sayed stated that computer-generated classrooms are "An interactive teaching and learning environment that allows live online interaction between the teacher and students, and works simultaneously and asynchronously as traditional classrooms, where the teacher and students work together at the same time regardless of the places they are at" (Sayed, 2017, pg. 373)

On the other hand, Rizq specified that virtual classrooms are comparable to traditional ones in terms of teacher and students' participation, "yet they are available online, where teachers and students do not adhere to time or place and can create virtual environments where students access through different networks to participate in collaborative learning" (Rizq, 2009). Regardless of the definition, virtual classrooms are unquestionably an important component of educational institutions in online learning (Rion & Hasan, 2015).

A good virtual classroom should be adaptable, allowing the teacher to convey instructional content in more than one language, employ multimedia, have an easy-to-use control panel, and have the essential features of electronic classrooms. Mwanza (2005) names this teacher's roles in virtual classrooms:

The teacher provides students with educational resources, the teacher encourages students to work in groups to increase their learning experiences and to share these experiences, motivates students to become self-independent, and manages time and the learning process.

Additionally, Al-Talwaty (2014) enlists the following responsibilities for the teacher: defining the objectives and outcomes of the lessons, selecting, or preparing assessment methods, following up on students' attendance and academic progress, instructing students to do assignments, and asking questions that provoke understanding and critical. Nagele (2017) said, teachers, can create active lessons which are

student-centered, collaborative, and unforgettable just through Google Classroom because it provides easy-to-use learning features with students of all categories able to cooperate. Google Classroom is helpful to all learner categories - including adult learners.

USING A BLENDED LEARNING STRATEGY

The integration of ICT in the educational process at SEEU allows for the adoption of a blended learning approach. It creates an integrated instructional approach by combining face-to-face classroom approaches with computer-mediated activities. It makes learning more engaging and accommodates students' various requirements and learning styles. The goal of combining in-class face-to-face learning with online instruction is to improve the learning process because the number of in-class sessions is insufficient for students to understand the language units presented during the seminars and practice the skills they will need in their future professions. The supplementary model of blended learning is used in English lessons, which maintains the core structure of the regular course while reinforcing traditional textbooks with technology resources. The blended learning model incorporates technology into the course's educational approach but does not change the course's main framework. Students must complete online readings and activities, as well as prepare and submit PowerPoint/Prezi presentations and reports. There is no reduction in course meeting time, and students are expected to attend classes according to the timetable.

PARTICIPANTS

Fifty-two SEEU undergraduate students, both male and female, between the ages of 18 and 25, participated in this study, all of whom were in a multicultural classroom context. They were the students from the ESP 1 group who study Computer Sciences. They have all been studying English for nearly 12 years, starting from their primary education, secondary school, and now at the tertiary level.

Their proficiency ranges from upper intermediate to advanced. They study computer science and are required to attend English for Specific Purposes classes as a compulsory course. Research participants consist of students that completed the questionnaire, responded to Likert scale statements, and participated in the Interview/discussion.

Research Questions

The goal of this study was to investigate how satisfied students were with uses Google Classroom in an academic setting, as well as to learn about their perceptions of the benefits and drawbacks of utilizing Google Classroom. The research was conducted to reveal their attitudes about utilizing Google Classroom to communicate with other students and the teacher.

Questionnaires were used to generate answers to the research questions:

1. What are the outcomes and effects of Google Classroom on academic students?
2. What are the advantages and disadvantages of using Google Classroom?

Instruments

For this research, several data collection tools were used, including a survey/questionnaire, Likert scale questions, and an interview. Student surveys were used to gather data for the study, which measured their views regarding utilizing Google Classroom. The surveys used a 5-point Likert scale with values ranging from "Strongly Disagree" to "Strongly Agree," with 1-5 given to each option. The questionnaire had been uploaded on Google Classroom by the teacher.

Students were provided resources in Google Classroom before the questionnaire, including the previously taught lessons. Additionally, different kinds of assignments and quizzes were available so that the students could practice and prepare for the examination. To encourage students' participation, they were notified that they would be granted points for participation, which would be calculated with their final grades. The questionnaire items were developed using relevant literature and hands-on experience with the skills. The items were then modified to fit the current research and confirmed by a panel of experts on the subject. For the purpose of this study, an adapted version of the questionnaire prepared by Shaharanee et al. (2016) was used as an instrument to collect the data.

Procedures

Many types of research indicate that just incorporating instructional technology into a school environment does not ensure improved learning outcomes. In addition, when it comes to teaching and learning, it's not so much what technology you use as it is when, why, and how you utilize it. The general objective of this study was to establish the impact of e-learning on academic performance. The teacher posted the questionnaire on Google Classroom. Before the questionnaire, students were given materials on Google Classroom, namely the lessons that had been previously taught.

Additionally, different kinds of assignments and quizzes were available so that the students could practice and prepare for the examination. To encourage students' participation, they were informed that they would be awarded points for participation, which would be calculated with their final grades.

The assignments used in the study were carefully selected to reflect the current need for assessing what students do and what are their perceptions as they study. That is the reason why quantitative and qualitative research methods were used. Whereas quantitative methods are good for tallying answers and creating checklists, qualitative methods provide a more in-depth analysis of students' perceptions and reactions to different tasks and environments. The study aimed to validate the fact that students need to self-select appropriate learning environments based on their learning preferences. Only then will the learning be effective and successful.

RESULTS

Students' Perception of Using Google Classroom Student perceptions can be influenced by several indicators, one of which will vary the application of teacher learning methods (Rahmah et al., 2021).

When it came to utilizing Google Classroom in an ESP setting, many students felt that it had a beneficial impact on their learning. Most of them favored the possibility of studying when it suits them. Respondents pointed to the possibility of choosing a time and place that suited them as an advantage. On the other hand, the impossibility to have enough face-to-face contact with a teacher and other colleagues was counted as a disadvantage. Students' perception was that teaching in the classroom was very beneficial for them as it helped during their learning process. The students declared that they are not willing to do some activities by themselves, for example, reading. The relevance of the teacher in the learning process was recognized by a substantial majority of students. We can easily observe that incorporating Google classroom into the ESP classroom encourages interaction and boosts students' confidence regarding their knowledge of English as well as their independence. In addition, they will likely develop learner autonomy, which may help them learn faster and in more diverse ways.

Concerning the question "I enjoy using online dictionaries, translation tools, and other equipment during the ESP class", 9% of students *strongly agreed,* 33% agreed with the statement and said that they are "forced" to acquire a new language, idioms, and words to interact or find for information. The results of the 2nd question "*Computer activities give me more chances to practice English*" confirm that only 4% were *uncertain* and 2% of the students *disagreed* that computer gives them more chances to practice English while 33%*agreed* that using computer activities have helped them, and 9% *strongly agreed* that computer activities give them more chances to practice English. Different blogs and social services help students communicate with native English speakers, read, and listen to authentic materials. On the third question, a similar result was obtained. "*I am more motivated by the task presented in computerized forms than the traditional way*" where students have differing points of view on the question. They are more motivated by tasks offered in computerized forms than they are by tasks presented in traditional ones. 15% of students disagreed, while 9% strongly agreed, and 18% agreed that they like utilizing computers in their learning activities and assigned tasks and that computers are easy to use. Students are more motivated when the teaching material is presented with audio and visual effects. The results show that questions 5 and 6 "*I use GC activities outside the classroom*" and "Learning through GC advanced my critical thinking" were

related to each other. Students said that with the help of this tool they can easily adjust their learning pace and affirmed that they enjoy using computers outside the classroom as well. This is mostly because the teaching becomes student orientated. Listening activities make the best use of computer activities since students are allowed to repeat as many times as they want and again adjust their own pace, which is very difficult in a traditional language classroom. Most students (20%) agreed, while 5% disagreed, 5% were uncertain, and 16 % strongly disagreed on the more specific question, which asked students to define their opinion on how computer-assisted learning advanced their critical thinking. According to the seventh question, Students agree that using computer activities and the internet to enhance English vocabulary is an effective way to do so.

Many types of research have shown that the most effective way of teaching students vocabulary is through visualization and illustrating what the word means. This approach is simple to implement using the many technical tools that GC provides. One of the greatest advantages of using computers is that students don't feel the anxiety and the frustration to communicate with each other. Another advantage is that they can contact more people at the same time and any time they want. This question goes in line with the 10th question, which was related to using computers to communicate with the teachers. 40% of students *agreed* that computers are useful tools to communicate with their teachers as well. In response to the question "*GC enhances students' autonomy*" 19% *strongly* agreed, and 30% *were uncertain.* They can work independently and check their progress easily. A similar result was achieved on the 11th question, where 40% agreed and 5% were uncertain, while 3% strongly agreed that finding information on the internet improved their research skills. Using GC had great improvement in the skills of collecting and analyzing information. When searching the internet students are equipped with information literacy skills (Levy, 2007); they go through an information-seeking process, develop their research process (Blake, 2004), and finally, students learn to present their findings. Regarding the 12th question, there was no doubt that they had improved their presentation skills using the computer. On the last question, students were asked if GC should be incorporated into ESP curricula. Only 33% of those polled said they were certain, while 10% said they weren't sure. From the results obtained at this phase of the study. In the field of English Language Teaching, the trend is toward student autonomy, involvement, student-generated syllabi, creating a relaxed learning environment, and need-based learning. As the above results revealed, GC can support updated trends in ELT and make the ESP classes more interesting and interactive.

A small proportion of students reported that they disliked using a computer to study. However, several of them indicated that they enjoyed it since all the information was on one site. Many students stated that having direct contact with a teacher is crucial to them as they can comprehend better. Students were generally satisfied with the content they were given, based on the instructional materials available on Google Classroom. Concerning their opinion on the possible improvement of their knowledge of English, almost half of the respondents assumed that their knowledge improved. When it comes to studying styles, students favored a mix of the two options: both in the classroom and on computers. As for using technology in an ESP context, most of the students liked it. In response to the issue of whether this type of communication made it easier for them to understand the lectures, over half of the students said it did not. When questioned about the usefulness of discussion forums as a technique for enhancing learners' writing abilities in English, most students said that forums were beneficial in increasing writing skills in the target language. Regarding the question of what kind of device students use to access Google Classroom, where

different possibilities were offered to students, many of them chose more than one option, and the results assert that the most frequently used device for students is still the personal computer. Some weak students prefer activities that are not related to the usage of ICT, and they prefer textbook materials that focus on grammar and vocabulary. Traditional teaching strategies like completing grammar tasks and discussing and interpreting foreign vocabulary would be preferred by students at levels A1 and A2. Only a small percentage of students at these two proficiency levels choose to practice their communication skills and prepare for self-study. Students with advanced language skills, on the other hand, choose English instructional content that emphasizes various types of communication, such as oral presentations, dialogues, and case studies. Higher-level pupils are keener to display their progress and practice their language abilities in a variety of classroom activities.

DISCUSSION

The Internet has opened the doors to knowledge and the construction of collective intelligence outside the traditional academic structures. Google Classroom is a technology that allows students to learn both inside and outside the classroom. Students need to actively participate in their process of knowledge construction, and Google Classroom enhances this active participation, access, and sharing of information. The wide variety of activities and resources on the Google Classroom needs to be stimulated in the English language Modules to increase the time that students interact with the language. This will motivate students to work autonomously, which will encourage lifelong learning. The combined use of traditional textbooks and the use of the Internet can be a solution. Indeed, Google Classroom has its benefits, but it can never be a replacement for a teacher in a face-to-face environment. Technology will not substitute teachers because they cannot do most of the significant thing's teachers can do: lesson planning, individual counseling, preparation and selection of materials, evaluation of process and product, and so on. Teachers of the future will perform the very same functions they do now, in terms of planning and evaluation, the use of technology gives students a richer, more stimulating learning environment.

To sum up, learning can be enhanced using digital devices. Due to technology, ideas and individuals can connect and collaborate anytime, anywhere. Failing to recognize that simple fact is a failure on the part of the instructor and the institution. Devices can be used to support the dialog between instructors and learners, thus reducing the advantage that face-to-face instruction has with having teachers present in class. This can be done as simply as using tools that provide immediate feedback, such as by a taking quick and live polls of students' opinions, engaging students in discussion forums on Google Classroom, using phones for doing quick class research, and using various communication platforms to offer personal tutoring to students worldwide. Students have infinite access to information and little knowledge and few skills on what to do with that information. This is where learning opportunities in the digital environment find their biggest potential.

This research's objective was to identify students' perceptions of the effectiveness of using GC in language learning. Students use computers primarily for educational and research purposes. It provides extensive opportunities to accomplish students' research, assignments, and presentation and helps them learn the language better and faster. GC motivates students, advances their critical thinking, and enhances students' autonomy. The English skills courses should emphasize using GC as part of their teaching tool.

Students need a classroom environment equipped with computers that will be supportive of their active participation and GC usage. They need to improve their abilities to involve GC in finding appropriate materials for their research and project papers. Students attach great importance to the use of GC. They believe that the present approach and course material is not contributing to the improvement of their English. They have a favorable opinion of the suggestion that a modern approach can help improve their learning of English, and that it should be adopted. Nowadays, the teacher is not the main provider of the newly presented information in the classroom. The students can easily access that information by searching the net. For this reason, the teachers need to focus on using different tools and techniques which will produce a measurable output and at the same time keep students motivated to participate and interact.

CONCLUSION

The purpose of this study was to find out students' perception of Google Classroom in terms of aiding the teaching/learning process. The Google Classroom questionnaire was completed by 52 students. The conclusion of this study is based on the findings of the research and a discussion of the responses of the students. It reveals that the Google Classroom is the most essential component in improving ESP lecturers' teaching techniques. Among the advantages that students stated regarding the Google Classroom usage, was that it allowed them to keep track of their work, feedback, and grades, as well as approach the teacher instantly. Similarly, students revealed that using Google Classroom made it easier to clarify their issues. Moreover, students viewed the activities in Google Classroom to be unique and imaginative, with the teacher sufficiently instructing them, and they were able to participate in a more interactive classroom than usual. Similarly, when it came to understanding the topic, the students unanimously stated that they were able to grasp concepts quickly and submit assignments on time, unlike in a typical classroom. Furthermore, measuring students' readiness to learn to use technology supports independent learning, as Nagele (2017) stated. Teachers can develop active, student-centered lessons. Some advantages listed in this study's findings are also supported by the findings of a previous study conducted by Laili and Muflihah (2020), which found that Google Classroom was very effective and efficient and that it had a substantial impact on student writing performance. Furthermore, Soni et al. (2018) claim that Google Classroom learning activities are more effective because both teachers and students can conduct conversations using Google's apps. Regarding the disadvantages of using GC in English Language classes, most of the students mentioned that due to poor internet connection they were not able to incessantly follow the activities, and because of that they were not able to submit their assignments on or before the deadline. Similarly, some students claimed to be unfamiliar with GC tools, they found it difficult to understand the activities and mentioned that sometimes they were not interested to participate in certain tasks.

LIMITATIONS
The limitations of this research are influences that are out of control for the researcher and may suggest potential weaknesses of the study. The number of participants in the study was rather small, as only 52 students were participating in the research. However, given the context, there was a substantial sample size of students. Namely, only the second-year students that studied at the CST faculty were included in the study. Including other faculties and different semester students, might have resulted in a different outcome of the study. Another limitation is the lack of gender balance since only three of the twelve students were female.

APPENDIX

Questionnaire. Student attitudes towards Google Classroom

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I enjoy using online dictionaries, translator tools, and other equipment during the ESP class	9	33	2	4	4
2. Google Classroom (GC) activities give me more chances to practice English.	9	33	4	2	/
3. I am more motivated by the task presented in GC than in the traditional way	9	18	10	15	/
4. GC help to adjust my pace of learning	43	9	/	/	/
5. I use GC activities outside the classroom	40	10	2	/	/
6. Learning through GC advanced my critical thinking	6	20	5	5	16
7. I actively participate in GC discussion forums	3	46	/	3	/
8. GC enhances students' autonomy	/	19	30	2	1
9. I use GC to complete my assignments	3	49	/	/	/
10. I feel more confident when using GC to communicate with my teachers and classmates than in class discussions.	/	40	5	7	/
11. Finding information on the internet improved my research skills	3	40	5	4	/
12. I improved my presentation skills using the GC	10	38	2	2	/
13. Online activities should be used in the ESP syllabus	6	33	10	3	/

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