

An Examination of Students' Attitude towards the Use of Google Classroom in Preparatory Year English Program

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Abstract

This paper examines students' attitude towards the use of Google Classroom for learning English as a Foreign Language. Generally, in the Middle East and Sub-continent the traditional approach is used in English Language Teaching. However, with the advancement in educational technologies online platforms are also used as they provide students with more learning autonomy, and freedom. Educators are moving towards online platforms, and Google Classroom (GC) is one of them. Teachers can create, share material, and conduct quizzes on GC. The present study is an attempt to examine the students' attitude towards the integration of GC in the Preparatory Year English Program at Yanbu English Language Institute. To examine students' attitude and acceptance of GC, the study uses Technology Acceptance Model (TAM). TAM has widely been used in multiple research studies to investigate the attitude and perception of the users to certain technologies. The data has been collected during the 2018-19 academic session through questionnaires and the GC statistics. The findings of the study suggest that students had spent more time practicing English language while completing the assigned tasks, collaborating with teachers and peers, and teachers' feedback provided them with increased learning opportunities.

Keywords: Student attitude, Google classroom, Preparatory year english program

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Introduction

This paper examines students' attitude towards the use of Google Classroom for learning English as a Foreign Language. Generally, a traditional approach is used in English Language Teaching in the Middle East and Sub-continent. During the last two decades, technological advancement has been unprecedented and transformational in all fields of life including education. The integration of technology in teaching and learning has been an important factor in the digitalization of the ways we learn. Educational organizations are offering online courses through virtual classrooms and a lot of faculties are adopting synchronous virtual classrooms that enable students to communicate with students regardless of space and time (Martin & Parker, 2014). Technology has become an inevitable phenomenon in education, especially in Teaching English as a Foreign Language (TEFL) that is the reason we can see most universities, schools and educational organizations are adopting online learning models. There has been a perception that technology is going to replace teachers in the classroom but it has been refuted by Krishna (2015) as he said that teachers will not be replaced by technology, but teachers who do not use technology will be replaced by those who do. The literature (Albadry, 2015; Alzaidiyeen, 2017; Cavus & Uzunboylu, 2009; Montrieux, et al., 2015; Stephens & Pantoja, 2016) shows that online learning platforms are highly useful for teaching inside and outside the classroom as they eliminate the factors of time and space. Educators are moving towards online platforms, and Google Classroom (GC) is one of them. Teachers can create, share material, and conduct quizzes on GC. The present study is an attempt to examine students' attitude towards the integration of GC in the Preparatory Year English Program at Yanbu English Language Institute, Royal Commission Yanbu, Saudi Arabia.

Significance of the Study

The online learning platforms have been integrated into teaching and learning at educational institutes worldwide to provide students with better learning experiences by utilizing the available technologies. Multiple studies have been conducted exploring and investigating the efficacy of these platforms and teachers' perceptions regarding such integrations in the curricula. One of the most commonly used learning applications is Google Classroom which is comparatively new and has been adopted by many educational institutes. Most of the existing literature is about Computer Assisted Language Learning (CALL), and other Learning Management Systems (LMS). Moreover, in most of the studies, the sample population is considerably small. However, in the current study, a large group of students has been considered to get more reliable results for future use. This study will investigate students' attitude towards the use of GC in their English courses in the Preparatory Year Program.

The data collected during this study will be utilized in improving the integration of GC in the Preparatory Year Program and the online learning at Yanbu English Language Institute (YELI) in particular and other institutes in general. It will also provide an insight to the management to extend the use of GC in other courses and programs. The study's findings will offer important insights for English as Foreign Language (EFL) teachers who intend to upgrade their class with the implementation of online learning platforms, such as GC, use of Google Forms, and Google docs in their courses about students' attitude towards these platforms. The study will also provide a guideline and roadmap to the policymakers of the institute and the sector to improve the efficiency of online learning platforms.

The current study answered the following questions to find out students' attitude towards the use of GC in their English courses.

1. What are the materials posted on Google Classroom?
2. What time did students access Google Classroom?
3. What is the accuracy of the completed tasks?
4. What is students' attitude towards using Google Classroom in their English courses?

Yanbu English Language Institute (YELI)

The Yanbu English Language Institute (YELI) works under the umbrella of the Royal Commission of Yanbu Colleges and Institutes (RCYCI) in the Kingdom of Saudi Arabia. The institute offers a wide range of programs and courses to meet the needs of the thousands of learners who study within the RCYCI. The institute mainly offers a Preparatory Year Program which all the RCYCI students must complete before joining their specializations in the degree programs. It is a comprehensive program that provides a solid basis in English, integrating the essential language skills of reading, writing, listening, and speaking. In addition to the PYP, the institute also offers English language training programs to the trainees of the oil and gas industry to meet the needs of the industries and refineries in the industrial city.

The institute has a major Key Performance Indicator (KPI) for the integration of technology into the existing instructional and pedagogical model to match the Vision 2030 of Saudi Arabia. The Vision 2030 was presented by His Excellency Crown Prince Mohammad Bin Salman to upgrade the kingdom in all fields including education. The institute has taken different initiatives and has been trying to implement online learning, CALL, and now Google Classroom to meet the needs of digital-based learning and teaching systems. The Yanbu English Language Institute (YELI) decided to integrate virtual learning into its Preparatory Year Program (PYP) in 2017 and took the initiative.

Google Classroom is a very flexible online platform with a range of options for uploading material, assignments, and creating class discussions. In addition, it is a free platform, which is easily accessible and compatible on all devices, such as computers, tablets, iPad, and mobile phones (Windows, Android and iOS).

Google Classroom

Google Classroom (GC) is a part of G-Suite for Education and is one of the free services provided by Google that was first released in 2014. Google Classroom helps in managing teaching and learning on a virtual platform where teachers and students can organize assignments, boost collaboration, and foster better communication inside and outside the classroom. "Of all the technology solutions I have used within education, Google Classroom has had the most dramatic impact on teaching and learning from the very moment I used it in my schools." (McGill., 2021). Since the launching of GC in 2014 it has widely been used by educators especially for teaching English at schools, colleges, and universities. Various studies (Fonseca & Peralta, 2019; Khalil, 2018) have been conducted to evaluate various aspects of the classroom with regards to the evaluating attitude of teachers and students towards GC and its use in ELT. It is considered as one of the most effective learning platforms out there for enhancing teachers' workflow. "It provides a set of powerful features that make it an ideal tool to be used with students inside and outside of the class". GC helps teachers save time, keep classes organized, and improve communication with students. It is available to anyone with Google Apps for Education, a free suite of productivity tools including Gmail, Drive, and Docs which are directly linked and used as components of GC (Iftakhar, 2016a).

Google Classroom is a place where teaching and learning comes together. GC is an all-in-one place for teaching and learning which has multiple user-friendly features, through which teachers can manage, measure, and enrich teaching-learning experiences (Google, 2021). GC helps in managing teaching and learning on a virtual platform where teachers and students can organize assignments, boost collaboration, and foster better communication inside and outside the classroom. The platform is continuously evolving and introducing new features to address emerging needs. GC is one of the components of Google Suite for Education, and it is connected with other apps, i.e. Google docs, Google Forms, Google Drive, Google Slides, and Gmail. The classroom has multiple features, some of them are mentioned below:

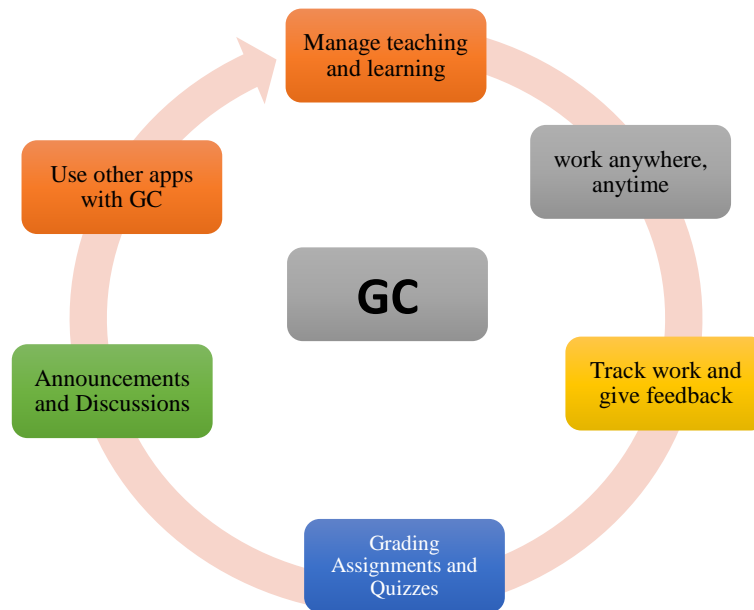


Figure 1. *Google Classroom Features*

Manage Teaching and Learning

By using Google Classroom, teachers can upload a variety of learning activities, assignments, and announcements. It provides the freedom to add teachers, co-teachers, students, and guardians with specified roles and restrictions. It keeps materials and resources organized on the “Classwork” page and manage them automatically (Google, 2019).

Work anywhere, anytime, and on any device

Another major advantage of the classroom is that it is accessible on any computer or mobile device to access class assignments, course materials, and feedback. One of the best things about it is that it is available for free around the world to everyone with high-security standards. One of its best features is that it is equally functional on mobile devices, Android or iOS, and does not limit the use of computers.

Track students’ work and give feedback

Educators can track student progress to know where and when to give additional feedback. With simplified workflows, more energy can be put on giving students constructive, personalized recommendations.

Grading Assignments and Quizzes

Teachers can create or upload assignments in Google docs or Google Forms which can be auto-graded securely with password protection. In addition, teachers can reuse or collaborate, post comments, and facilitate classroom discussions in multiple classrooms simultaneously.

Announcements and Discussions

Teachers can post quick announcements and create discussion topics encouraging the student to student communication allowing them to comment on each other's replies.

Using other educational apps with Google

The classroom also allows adding multiple apps to create further fun and expand the learning resources access for students.

Use of Google Classroom in the Preparatory Year Program (PYP)

The Yanbu English Language Institute decided to implement Google Classroom in the PYP in its existing instructional and pedagogical models to align with the mission and vision of the institute and the Kingdom's Vision 2030. The decision was taken in the institute's council meeting after studying the multiple options, such as Blackboard, Google Classroom, and Smart Class. Google Classroom was selected to be used as it was a free and mobile-friendly platform with multiple flexible features. There are two English courses in the PYP, ENG 001 (English CEFR Level A1-A2) and ENG 002 (English CEFR Level A2-B1). There were 24 sections for ENG 001 (16 sections for males, 8 sections for females) and 25 sections for ENG 002 (16 sections for males, 8 sections for females). The GC was introduced in both courses and to ensure the utilization and efficiency of the platform the weekly face-to-face contact hours were reduced from 20 hours (weekly) to 15 hours (weekly). The remaining 5 hours (weekly) were shifted online and students were required to complete the assigned tasks, assignments, projects, and quizzes on Google Classroom. The committee was formed in collaboration with the curriculum department to prepare the materials matching the course intended learning outcomes (CLOs) so that the uploaded material does not deviate from the learning paths. Few members of the committee were assigned the task to transform the MS Word and Google docs exercises to Google Forms so that the "Auto Grading" option of the classroom can be used.

Previously all 20 weekly hours were taught face-to-face in the classroom, but with the new policy, the students only attended 15 hours weekly in class with teachers and 5 hours online via Google Classroom. It was ensured through the material bank that sufficient material is uploaded to meet the minimum of 5 hours of lessons per week. Furthermore, the students' actual online learning hours were also monitored and they were told to catch up if they were found behind.

The teachers and students were given the proper orientation and hands-on training on using Google Classroom. A professional development session was conducted at the start of the semester for teachers and then they were put in smaller groups; 4-5 teachers in a group to practice the platform on computers in the computer labs, iPads, and mobile phones. Some teachers, especially those who were older or had less IT skills were

given personalized hands-on training to use the classroom efficiently. It was very significant to have all the teachers onboard and being trained on using Google Classroom as it was implemented across the program. Likewise, the students were also taken to the computer labs during the first two weeks for the hands-on experience of GC. In addition, one class on GC was created for teachers to ask any questions, share concerns, difficulty related to GC, and their questions were addressed immediately. Short videos and pictorial guidelines were also made available in the classroom for teachers to seek guidance and help at any time.

Use of Google Classroom in English Language Teaching

Google Classroom (GC) is one of the newest learning platforms, which is a part of the Google Education Suite, offered by Google, and we yet, do not have enough studies on it. This study will examine students' attitude towards using GC in their English courses, more specifically in the Preparatory Year Program. Google Classroom has multifold benefits that permit students and faculty to have an easier mode of learning and teaching with user-friendly features for EFL writing (Fonseca & Peralta, 2019). Students can practice their language skills in their own time with a facility to edit drafts and then submit them to their teachers. It then facilitates teachers to check plagiarism for writing assignments by the built-in feature of "check plagiarism" and giving feedback in "suggesting" mode so that the students can do the needed correction and submit their writing again. The students and teachers found this experience fruitful and more productive than the other available platforms (K. A. Brand Fonseca & F. Soto Peralta, 2019). One of the major advantages of this platform is that it provides an opportunity for students to have their ICT skills improved while sitting in their comfort zones at their place.

According to the latest studies conducted by the researchers, they have concluded that GC is an innovative platform to be used in teaching English as a foreign language. They have conducted different experimental studies to show the suitability and efficacy of the platform and they found out that it had good results in the given circumstances (Albashtawi & Al Bataineh, 2020). Furthermore, the researchers have also explained the students' and teachers' attitude towards the use of the platform which has been reported as encouraging and positive. The platform has also been used in the pandemic situation where it served as a great support to faculty and the organization to communicate with their students and provided essential support in continuing the education in an online mode (Albashtawi & Al Bataineh, 2020; Octaberlina & Muslimin, 2020).

Since the launching of Google Classroom in 2014, it has widely been used by educators especially for teaching English at schools, colleges, and universities. Various studies (Fonseca & Peralta, 2019; Kasula, 2015; Khalil, 2018) have been conducted to evaluate different aspects of the classroom with regard to the perception of teachers and

students towards GC and its integration in ELT. Another study which was conducted at Daffodil International University (Iftakhar, 2016b) shows that the teachers who used GC in their classrooms had pleasant and fruitful experiences. They found out that students' motivation was increased with the use of virtual classrooms and teachers could interact with students freely and instructions were passed on more efficiently. It also represented that students had a positive attitude to this shift and they enjoyed using the classroom as they said it was easy to use and they had open access to the materials and easy access to the teachers. Google classroom encourages collaborative learning and it also provides a personalized platform to students where they can work at their own pace with no fear of staying behind from their peers. It also provides students an opportunity to monitor their performance regularly and do the needful to improve their performance in the upcoming tasks and assignments. The virtual classrooms promote learning, expand knowledge, and reinforce macro and micro linguistic skills (Fonseca & Peralta, 2019).

Another study conducted by Sepyanda (2018) explores students' attitude towards the use of Google Classroom for submitting their assignments and completing their assigned tasks in a translation subject. It shows that GC was used as an additional component to the existing system to reinforce the taught content and students used it for submitting their homework tasks and summative assignments. The results of the study showed that the third-year students at the English Department of the University Mahaputra Muhammad Yamin (UMMY) Solok found the use of Google Classroom positive in their courses and they found it effective for receiving teachers' feedback on the submitted tasks. Students accept the integration of Google Classroom easily as it provides them opportunities to have effective participation in their classes and allows their teachers to provide them individual feedback.

Different aspects influence students to accept GC in their courses and it provides them alternate ways to work by using online platforms to interact with their teachers and complete their tasks. A study conducted by Al-Marroof and Al-Emran (2018) uses Technology Acceptance Model (TAM) to examine students' acceptance of GC at Al Buraimi University College (BUC) in Oman. The study showed that both the factors of TAM, the perceived ease of use (PEOU) and perceived usefulness (PU) positively influenced students' acceptance of Google Classroom (Al-Marroof & Al-Emran, 2018). They found GC as an effective and friendly platform to be used. Google Classroom has a great impact on students' learning styles, it provides them with the freedom to choose to communicate with their classmates, teachers and it allows them access to their learning activities round the clock making it easier for them to choose the time and pace that suits them. Furthermore, they experience more autonomous learning while using GC and it provides them with ease to access resources such as course related notes, books, and recordings of the lectures (Gupta & Pathania, 2021).

Theoretical Perspective-Technology Acceptance Model (TAM)

The framework used in this study has been adapted from the Technology Acceptance Model (TAM) which was originally developed by Davis (1989) and has widely been used by researchers worldwide for measuring the attitude and perception of the users about the technologies introduced. TAM assumes that when users perceive that a type of technology, software, and tools are useful and also easy to use, they will be willing to use them. As a result, other users will recognize that the system will make their tasks easier to perform through the use of the target technology and there are high chances that they will accept the use of that specific technology considering it being useful to perform their tasks Dillon and Morris (1996).

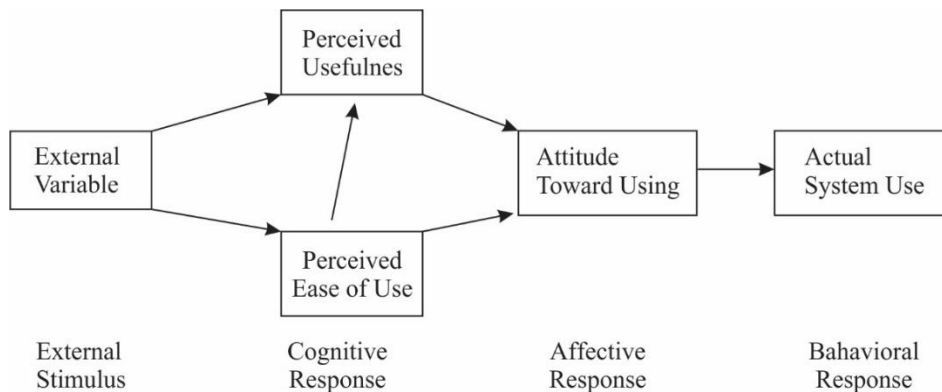


Figure 2. *Technology Acceptance Model (Hubona & Geitz, 1997)*

This study uses three variables of TAM that determine the individual's acceptance of the information system, (a) Perceived Ease of Use (PEOU), (b) Perceived Usefulness (PU), and (c) attitude toward use (ATU). Davis defined PEOU as “the degree to which a person believes that using a particular system would be free from effort” (Davis, 1989). PU was defined by Davis as “the degree to which a person believes that using a particular system would enhance his or her job performance” (Davis, 1989). The first two variables PU and PEOU are the most influential and have a great impact on the attitude of the users (Albashtawi & Al Bataineh, 2020; Toland, et al., 2014).

Landry, Griffeth, and Hartman (2006) Lee, Kozar, and Larsen (2003) noted that TAM is an influential model and it is one of the most widely used models in the IS research to address the issue of how users accept and use technology. Different other studies (Al-Marroof & Al-Emran, 2018; Navaris, 2015; Soleimani, et al., 2014; Wu, 2011) have adapted TAM to examine students' and teachers' attitude and perceptions towards the use of Google Classroom and other LMS. The extended model of TAM as recommended by Wu (2011) and used by Navariz (2015) is applied in this study to examine students' attitude towards the introduction of GC in the PYP English courses.

Methodology

Having to explain Google Classroom and its benefits, this section continues by explaining the implementation of Google Classroom at the Preparatory Year Program (PYP) of the Institute. This research employs a quantitative research design to identify students' perception of the use of Google Classroom in the PYP at the institute. A cross-sectional survey questionnaire was used to acquire student's opinion about Google Classroom (Table 2). Survey Research can be used to generalize from a sample to a population so that inferences can be made about some characteristic, attitude, or behavior of the population (Babbie, 1990)

Research Sample

In terms of sampling, all of the 49 sections with an average of 20 students in sections of ENG 001 and ENG 002 (male and female students) were selected to conduct the questionnaire. In total there were 931 students in both the courses.

Research Instrument

To examine students' attitude towards using GC in their English courses and to find out to what extent students' attitude towards the use of Google Classroom influenced their performance in English courses a closed questionnaire with a 5-points Likert Scale was developed. The statements of the questionnaire were developed based on the feedback from the course meetings and the multiple reports which were submitted to the accreditation bodies. In the course meetings, teachers raise genuine concerns by asking different questions which assisted in forming the questionnaire's items. In addition to the questionnaire, the Google Classroom Database provided a complete statistic of all the elements such as (1) how many students accessed the classroom? (2) what time did they access it? (3) how many times did they attempt to solve the activities, (4) what was the level of accuracy of their submitted tasks?

Validity and Reliability of the Instrument

A group of 4 researchers was consulted to review the questionnaire for its validity before the data collection. Based on the recommendations given by the focus group the statements were altered. For the pilot study, the questionnaire was tested in two sections that were not part of the original population of the study. The students did not find any difficulty in the given questions. The researcher used Cronbach's alpha to assess the consistency and reliability of the questionnaire that had a 0.92 value which shows the appropriateness of the questionnaire. The questionnaire was divided into two sections: (1) demographic profile and (2) Google Classroom learning experience. In the first part information related to demography such as age, gender, course, and discipline was asked. Whereas, the second section contained questions related to students' experience with Google Classroom and online learning to examine their attitude.

Data Collection Procedures

With regards to the data collection procedures, the data for the present study was collected after seeking formal permission from the Head of the English Department and the Managing Director of the Yanbu English Language Institute. In addition, students were assured that their participation is voluntary and their responses will be kept confidential.

Results and Analysis

In this section, the results of the study and analysis are explained as per the findings of the research. To summarize, the current research aims at finding out the students' interest in the use of Google Classroom in two English courses, ENG 001 and ENG 002, at the Preparatory Year Program at Yanbu English Language Institute. Descriptive analysis using the data acquired was mentioned under the heading of each descriptive & inferential question.

Results of The Questionnaire and GC Data

The current study intends to examine the students' attitude towards using Google Classroom (GC) in English language classes at the Preparatory Year Program (PYP). The main aim of the data collection and questionnaire was to examine the students' interest, liking, find out their views and examine their attitude towards the use of Google Classroom in their respective English courses.

Research Question 1: What are the materials posted on Google Classroom?

Research Question 2: What time did students access Google Classroom?

Research Question 3: What is the accuracy of the completed tasks?

Research Question 4: What is the students' attitude towards using Google Classroom in their English courses?

What are the materials posted on GC?

The online material was created to achieve and reinforce the course learning outcomes (CLOs). Therefore, activities for all the language skills, competencies and functions were created by the PYP team to be uploaded on GC. Different types of material were posted so that students get sufficient practice for the language skills and functions including reading, writing, listening, speaking, vocabulary and grammar. The students were given enough material to have independent practice on all the skills in their own time at their own pace. The material was uploaded in the form of worksheets, books, online resources, and PowerPoint presentations (PPT).

Figure 3 below shows that 25% of the material was uploaded for reading skills that included reading passages, speed reading, and reading comprehension activities. Next to reading skills, it was grammar as students need to have more independent practice on grammar ILOs which was 20%. Listening, writing, and vocabulary was 15% each. The least material was uploaded for speaking skills which were 10% only. Teachers were having more in-class practices and exercises for speaking skills therefore they did not upload more material for speaking skills.

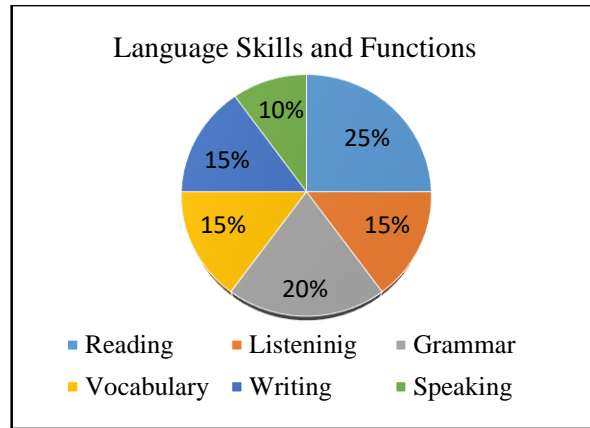


Figure 3. *Language Skills and Functions Material Uploaded on GC*

Google Classroom has different features and categories for teachers to use in their teaching. The 'Question Section' on Google Classroom was used for posting questions for brainstorming, flip class, and discussion purposes. Figure 4 below reflects that 13% of the uploaded activities were in the form of questions and discussions. Teachers would post a question on the stream and students would reply to that. They could also see each other's responses and reply to their classmate's comments, which created an online collaboration and at the same time served as a brainstorming and flipped class activities for the next day's classes.

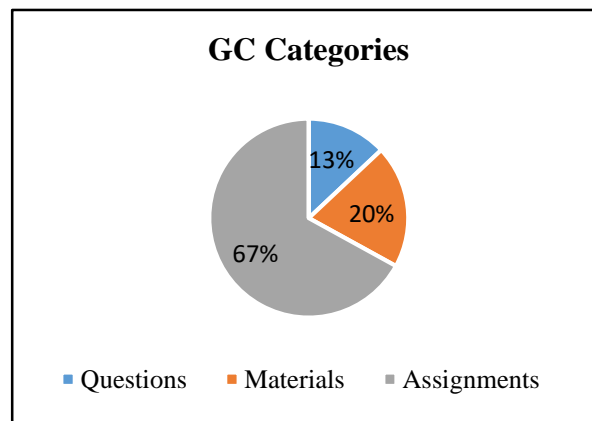


Figure 4. *GC Categories used for uploading material and tasks*

Figure 4 above shows that 76% of the uploaded material was in the form of assignments that included Google Forms activities, Google Forms quizzes, and Google docs writing practices. The average number of materials uploaded in both ENG001 and ENG002 was 123, including all the types of the material mentioned earlier. In addition to the questions and assignments sections, the material option was also used for uploading the material. 20% of the activities were uploaded under the material category that included resource books, graded readers, PDF stories, PPTs, and videos.

What time did the students use GC?

One of the main objectives of the project was to encourage students to use the platform after school hours to complete the assigned tasks so that they can enjoy learning autonomy and complete the tasks at their own pace. Since English is taught as a foreign language in Saudi Arabia and students do not find enough chances to practice the target language, therefore, the GC was brought in to serve as one of the means for students to use the English language therefore, it was also intended that the students engage with their classmate and get connected with their teachers so that they use the English language for their everyday communication. It was noted from the Google Classroom database that most of the students accessed the GC platform in the evening (after school hours) from 5 pm to 12 pm. Figure 5 below shows the response time of students in two time blocks; first from 7 am to 4 pm, which shows the working hours, and second from 5 pm to 12 pm which shows the after-school hours.

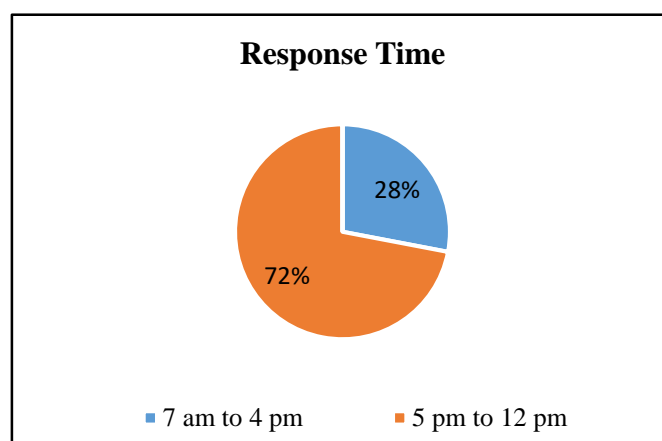


Figure 5. *Students' response time on GC*

It is evident from the pie chart above that 72% of the students used the platform from 5 pm to 12 pm and only 28% of the students used it during the first block of 7 am to 4 pm. The students have free hours during the first time block so they sometimes use it to complete their work. However, most of the students used it in the second time block, which shows that the students had a positive attitude as they used the platform in their free time and completed the tasks.

What is the accuracy of the completed tasks?

The results of the database showed that on average students' work was 72% correct. In addition, it was also seen that the students who scored less than 50% of scores made second and third attempts to complete the activities, which is an interesting thing to be

noticed. Figure 6 below shows the accuracy of the completed tasks by the students. The uploaded material was not restricted to single attempt therefore, students had an option to re-do the tasks if they had scored lower than 50%. The students received instant feedback on most of the work and they could see their mistakes instantly. Later, they tried to complete the task again with higher accuracy, as after seeing the correct answer they had a better understanding of the tasks and they had fewer chances of repeating the same mistakes.

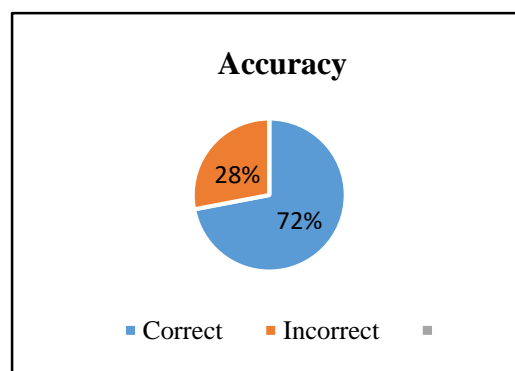


Figure 6. Accuracy of the submitted tasks

Among some teachers at YELI, there was an opinion that students could take a picture of the answers and solve the exercise again with 100% accuracy. However, the opinion was not justified as these activities did not carry any weight on the results of their final assessment and they were used as formative assessment only. The same has been confirmed by the Google Forms engineer and some other research that quizzes in Google Forms save time, and provide instant feedback to the students (Cossette, 2015; Lenton, 2015; Yang, 2016). The pie chart also shows that 28% of the work submitted by the student was not accurate. It validates the previous argument that the students did not copy and paste the answers otherwise the accuracy would have been high.

What is the students' attitude towards using Google Classroom in their English courses?

The questionnaire was given to the students at the end of course completion in week 14 of the semester (2018-19). As per the general statements in the questionnaire, the data showed that almost all the students used the GC for the first time, especially for learning English. The later questions in the questionnaire present more details to answer the above research question with regards to the students' attitude. Table 1 below shows the correction key as per the Likert Scale showing the opinions as follows: (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, and (5) strongly agree.

Table 1
The Correction Keys

Mean Intervals	Opinion Scale
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

Table 1 above shows the opinion scales with 5 mean intervals: (1), (2), (3), (4), and (5). The mean squares between the first interval (1) mirror that the students strongly disagree with the given statements; whereas, the mean squares within the second interval (2) reflect the opinion 'disagree'. The third (4), fourth (4), and fifth (5) intervals represent the following opinions: 'neutral', 'agree', and 'strongly agree' respectively. The means of the questionnaire statements are calculated and listed in Table 2.

Table 2
The Results of the Survey

#	Item	N	Min	Max	M	SD
1	Google Classroom helped me to track my learning progress	981	2	5	3.84	3.40
2	The uploaded material, course syllabus, worksheets, and books were easy to access on Google Classroom	981	3	5	4.39	3.90
3	Reading the material online on Google Classroom at home helped me to be prepared for class discussion on the next day	981	2	5	3.75	3.30
4	I enjoyed completing Google Forms quizzes and assignments on Google Classroom	981	3	5	4.26	3.77
5	The instant feedback of assignments was helpful in understanding my mistakes and errors	981	3	5	4.34	3.84
6	I solved the activities where I got less than 50% scores	981	1	5	2.74	2.50
7	It was easy to do listening tasks on Google Classroom, as I could listen to the track more than once.	981	1	5	3.93	3.48
8	I felt comfortable in completing speaking tasks on Google Classroom	981	1	5	3.48	3.10
9	I felt comfortable completing writing tasks using Google docs on Google Classroom	981	1	5	3.72	3.30
10	Teachers' comments and feedback on writing assignments helped improve my writing skills	981	3	5	4.30	3.82
11	The announcement section provided urgent information	981	1	5	3.25	2.89
12	Google Classroom helped me to learn on my own during my free time	981	2	5	3.74	3.30
13	I would like to use Google Classroom Application for future courses	981	2	5	3.63	3.19

It is evident from Table 2 that the majority of the means related to the questionnaire statements fall in the fourth category "Agree". The means of the statements reflect that students "agree" to the given statements in the questionnaire with regard to the use and liking of Google Classroom for learning English in their respective courses. That shows the students had a positive attitude towards the use of the GC in their courses. Statements number 2, 4, 5, and 10 received the highest scores, which is 4.39, 4.26, 4.34, and 4.30 respectively, which fall in the category "Strongly Agree". These statements are related to the material, the ease of use, the involvement of the students, and the teachers' feedback, so it shows that students felt positive about their experience of using GC. Statement 2, which has a mean of 4.39, approves the point that Google Classroom provides ease and free access to students with regard to the material and organizing their learning. Whereas, statements numbers 8 and 11 received the moderate score, 3.48, and 3.25 respectively, which still falls in the category "agree". However, statement number 6 received the lowest score of 2.74, which shows that almost 55% of the students who received less than 50% marks in their assignments attempted the exercises again. The average mean of all the statements was 3.85, which confirms that students had a positive attitude towards the use of the Google Classroom application and the GC had a positive impact on learning English as a foreign language.

Discussion and Analysis

The data collected through the questionnaire and from the GC database reflects that students showed increased interest, and liking towards the use of GC for learning English inside and outside their classes. As per the statements mean 77% of students favored the use of GC and they enjoyed learning through online learning platforms, as it provides them with the freedom to do the tasks in their own free time, track their progress and learning. The findings of the study go parallel with the study conducted by Albashtawi & Al Bataineh (2020). In addition, the GC application was easy to use on all the devices, which made it convenient for students to use it on their smartphones. The students are frequent users of smart devices and they find it extremely easy and convenient to use applications on their mobile phones as they are with them all the time and easy to manage. The same findings have been shown by a study conducted by Azhar & Iqbal (2018) that GC is a far better platform than many other applications in respect of communication, interaction, and usability on various devices without any hassle. The GC application is available on iOS, Android, and Windows which makes it more acceptable to the users.

Furthermore, Google Forms activities provided instant feedback and teachers provided corrective feedback through Google docs, which helped students to learn from their mistakes and improve their language skills. The same has been reflected in another study that instant feedback through quizzes on GC helps students correct their mistakes

and learn from them (Khalil, 2018; Woodrich & Fan, 2017). According to Zeiadee Khalil (2018), students enjoyed the use of Google Classroom for learning English Grammar, and a study by Woodrich and Fan (2017) suggested that the use of Google docs and Google Forms are useful tools and the students enjoyed using them for learning writing skills in their English courses.

The present study also shows that online platforms increase students' engagement time as they stay connected on these platforms for completing their assigned tasks, assessments, and interacting with their teachers and classmates. As we can see in the results, students accessed the platform at different times and they stayed connected with their teachers and had been solving the uploaded activities. That is clear evidence that the students liked and enjoyed using GC for learning purposes. The study conducted by K. Brand Fonseca & F. Soto Peralta (2019) approves the findings that the online learning platform increases students' participation in the classroom and provides those opportunities to learn more autonomously as they complete the tasks themselves in the absence of their teachers.

Conclusion

To conclude, the use of Google Classroom, in addition to face-to-face teaching, in English Language teaching and learning can provide students with increased exposure and interaction to the target language that offers students an opportunity to improve their English language skills more autonomously as they feel responsible for their learning and try completing the assigned tasks in their own time. Online learning platforms provide students with more autonomous learning opportunities and convenience to do their tasks. Furthermore, Google Classroom provided opportunities to flip the class and receive increased participation of students in the face-to-face class discussion as well as on the online platform. It provides teachers an opportunity to share the most relevant material with students before the class which helps in flipping the class successfully. It is also evident from other studies that online learning platforms improve students' participation and motivation (Khalil, 2018; Pacheco, 2006). Furthermore, the classroom provides students with the ease to access material and complete tasks at their ease with no restriction of time and place. The freedom of completing the tasks in their own time encourages them rather than causing stress and anxiety. It is also worth mentioning that students enjoy the use of online classroom integration as it helps to manage their studies, track performance, collaborate more actively, and receive instant feedback on their formative assessments. Therefore, it would be safe to say that teachers can use online classrooms such as Google Classroom for teaching English language skills, as the present research shows the students had a positive attitude towards this kind of learning experience.

Recommendation and Limitations

After careful review of the data, the study recommends integrating GC after proper planning in teaching English as a foreign language as it provides students extended opportunities to learn while using online features of the classroom. Moreover, such integration of classrooms would provide management with valid data to track students' performance and participation in their courses and make future decisions accordingly. It also facilitates the assessment process and can be used as an effective online assessment tool that would save enormous resources, time and have improved efficiency.

The current study provides significant evidence of the findings however, there are still some limitations that can be considered in further studies. One of the limitations was the selection of the skill as the courses are taught in integrated skills; therefore, it was difficult to focus on one of the language skills to provide a concrete finding on a specific skill. Another variable may also be considered in further studies regarding the social acceptability of the offered technologies. This factor can also be explored as it would provide evidence of the general acceptance of technology in the given society. Some researchers in the field can do a further study using a control group to determine whether GC students perform significantly better than students in a traditional classroom if traditional classrooms aren't even available any longer.

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