

تقييم كفاءة كوكل كلاس روم في تحقيق أهداف تدريس

اللغة الإنكليزية كلغة أجنبية من وجهة نظر التدريسيين

**An Assessment of Google Classroom's Efficiency in
Achieving the Goals of Teaching EFL from the
Perspectives of Teachers**

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المخلص

تهدف الدراسة إلى تقييم كفاءة المنصة التعليمية (كوكل كلاسروم) في تحقيق أهداف تدريس اللغة الانكليزية كلغة أجنبية من وجهة نظر التدريسيين. يشمل مجتمع البحث تدريسيي قسم اللغة الانكليزية /كلية التربية للعلوم الانسانية /جامعة الموصل والبالغ عددهم (23) بواقع (15) تدريسياً و (8) تدريسيات. تمت صياغة هدفين للبحث ولتحقيقهما أعدت الباحثتان مقياساً لقياس مدى تحقيق أهداف تدريس اللغة الانكليزية كلغة أجنبية من وجهة نظر أفراد مجتمع البحث. بعد التحقق من صدق المقياس و ثباته، تم تطبيقه على مجتمع البحث ككل عبر الانترنت كنموذج كوكل. إذ تم إرسال رابط النموذج للتدريسيين عن طريق مجموعة على تطبيق الواتساب. بعد استلام إجاباتهم وتصحيحها ، تم تحليلها إحصائياً بمساعدة البرنامج الاحصائي SPSS وتظهر النتائج أن أغلب الأهداف المتضمنة في المقياس تتحقق بمتوسط مرجح معين و وزن نسبي معين و بناءً على ذلك رُتبت فقرات المقياس بحسب نسبة تحقيقها. خمس من الفقرات لا تتحقق من وجهة نظر التدريسيين لكون الوزن النسبي لها أقل من 60%. كما تظهر نتائج الاختبار الزائي للفرق بين نسبتي عدم وجود فرق ذي دلالة احصائية فيما يتعلق بنسب تحقيق فقرات المقياس وفقاً لمتغير الجنس (أي بين نسب تحقيق الأهداف من وجهة نظر التدريسيين والتدريسيات).

Abstract

The study aims to assess the efficiency of the educational platform (Google Classroom) in achieving the goals of teaching EFL from the perspectives of teachers. The research population includes the teachers of the Department of English, College of Education for Humanities, University of Mosul whose number is (23) : (15) male and (8) female teachers. Two research aims have been formulated and to achieve them, the researchers have prepared a scale to measure the extent to which the goals of teaching EFL are achieved from the research population members' perspectives. After investigating the validity and reliability of the scale, it has been administered online as a Google Form to the research population as a whole by sending them the link of the form through a group on WhatsApp application. After receiving their answers and scoring them, the answers have been statistically analyzed with the aid of SPSS statistics. The results reveal that most of the goals implied in the scale have been achieved with a certain weighted average and a certain relative weight, and on the basis of this, the items of the scale have been arranged according to the percentage of being achieved. Five of the scale items have not been achieved from the teachers' perspectives as their relative weights are less than 60%. Also, the results of Z test for the difference between two percentages show that there is no statistically significant difference concerning the percentages of achieving the scale items according to the variable of gender (that is, between the percentages of achieving the goals from the perspectives of male teachers and female ones).



Section One: Introduction

1.1 Statement of the Problem

The idea of E-learning is not new and exists in many countries of the world, including Iraq, but it has clearly emerged after the outbreak of Coronavirus in the world in 2020 when all countries have tended to use alternative choices instead of classroom teaching, look for classrooms for e-learning and use various educational platforms, including Google Classroom.

When some cases of infection with Coronavirus have appeared in Iraq, specifically in February 2020, the Iraqi government has directed the administrations of educational institutions to apply e-learning. University of Mosul has been one of the pioneer universities in responding to the instructions. Google Classroom platform has been chosen to be the means of communication with students by most of Mosul University colleges. However, there have been some obstacles and difficulties due to the lack of teachers' and students' experience in e-learning. Throughout the researchers' communication with some teachers from University of Mosul, teachers have talked about the difficulty of converting the content of the course material into online lectures. On the other hand, some university students have expressed their dissatisfaction with the idea of e-learning and that they miss to study in their traditional classes. However, it has been necessary to adapt to the new situation and continue studying online. Here, it is necessary to think whether the teaching goals are achieved at a good level or not. As teaching English is the specialization of the researchers, they have chosen to investigate the extent to which the goals of teaching English as a foreign language are achieved from the points of view of the teachers working in the Department of English, College of Education for Humanities, University of Mosul as they are teaching English for the second academic year using Google Classroom. The researchers have also tackled the variable of gender in their study by comparing the levels of achieving the goals from the male and female teachers' perspectives to find out whether there is any statistically significant difference between the two.

1.2 Significance of the Research

The goals of English language teaching (ELT) are both far-accomplishing and quite individualized. This is because most of the motives of learning a language come from the individual's desires. Although most of the goals may be individual, some of them are universal; including the concept that English is one of the international languages spoken in a huge variety of nations worldwide. From a general perspective, people may think of various reasons for learning English; including the future of one's career, journeying reasons especially to countries wherein



English is spoken, advantaging a better comprehension of the lifestyles of those countries and to be able to live in a country where English is spoken. (Aljohani,2016:442)

Goals influence performance in four ways. First, goals have a directional function; they direct attention and effort towards activities that are relevant to the goal and away from activities that are irrelevant to the goal. Second, goals have a stimulating function as high goals result in greater effort than low goals. Third, goals affect persistence; if the students have the choice to control the time they spend on each task, difficult goals require more time and effort. Fourth, goals have an indirect effect on action causing activation, discovery and / or use of task-related knowledge and strategies. (Locke and Latham,2002: 706-707)

For the importance of goals and their impact on students' achievement and the increasing need for e-learning at the present time due to the circumstances imposed by Covid-19 pandemic, the researchers have chosen to study the extent to which the teaching goals are achieved when EFL is taught through e-learning (by Google Classroom software) from the teachers' points of view.

Google Classroom platform is considered a developed process that employs technology instead of paper to present academic content to students. This free application is available in 42 languages, including English and Arabic, and can be used on mobile phones, computers, tablets and other devices. The application is easy to be used. All you need to do is to sign in with your gmail account, then click on Google Apps and select Classroom and the main screen of the application will appear. (Albawi and Ghazi,2019:128)

Many studies have proved that Google Classroom is effective in teaching EFL, for example, Alsamkari (2017) has concluded that Google Classroom has a positive effect on achievement and scientific thinking skills. Sukmawati and Nensia (2019) have found that Google classroom has a positive role in English learning and teaching. Albashtawi and Al Bataineh (2020) indicate that Google Classroom has improved the performance of Syrian students in reading and writing and that students have positive attitudes towards using Google Classroom as it is easy to be used, useful and accessible. (Albashtawi and Al Bataineh,2020:78)

Isda et al. (2021) have concluded that Google Classroom has a significant impact on students' speaking skill and helping them complete their homework without any time or space constraints. (Isda et al. ,2021:54) Based on the foregoing, the importance of the current study can be summarized in the following:



1. To the best of the researchers' knowledge, it is the first study in Iraq to examine the levels of achieving the goals of teaching EFL from the perspectives of teachers.
2. It sheds light on the importance of the goals of teaching.
3. It is hoped that the study instrument, results and recommendations will be useful for future research.

1.3 Aims of the Study

The study aims at :

1. measuring the levels of achieving the goals of teaching EFL from the teachers' perspectives.
2. exploring whether there is any statistically significant difference in the levels of achieving the goals of teaching EFL from the perspectives of male and female teachers.

1.4 Limits of the Study

The present study is limited to the following:

- ❖ The teachers who work at the Department of English ,College of Education for Humanities,University of Mosul.
- ❖ The academic year 2020-2021.

1.5 Definitions of Basic Terms

1.5.1 Google Classroom

- ❖ Beal (2017) defines 'Google Classroom' as "a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free."(Beal, 2017 cited in Muslimah,2018:8)
- ❖ It is defined by Sukmawati and Nensia (2019) as a "a platform of blended learning in schools in order to simplify creating assignments and getting the grade out to the students in a paperless way." (Sukmawati and Nensia,2019 :144)
- ❖ The researchers define Google classroom as: the virtual classroom which is currently used by the teachers of the Department of English ,College of Education for Humanities ,University of Mosul to teach the required curricula of English.



1.5.2 Goal

- ❖ Locke & Latham (2002) define the term 'goal' as "the object or aim of an action" (Locke & Latham,2002:705).
- ❖ It is defined in Collins English Dictionary (2014) as "the aim or object towards which an endeavour is directed" (Collins ,2014:191262)
- ❖ The researchers define the 'goals' (the plural form of 'goal') as :the outcomes which are expected to be accomplished by the students of the Department of English,College of Education for Humanities,University of Mosul as a result of teaching them English language curricula through Google Classroom.

Section Two : Literature Review

2.1 Introduction

After reviewing the available literature, the researchers have not found any study that has the same aims and limitations of the current one. However,three studies about using Google Classroom platform in teaching have been chosen to be briefly presented in the following :

Azhar &Iqbal(2018)aimed at measuring teachers' preception of the effectiveness of Google Classroom teaching. The study adopted a qualitative research design.The Sample of the study consisted of (12) higher education teachers from Barrett Hodgson University in Pakistan who have employed google classroom for at least one course in their classroom.The instrument of the study was a semi-structured interview. The data were put through comprehensive analysis by coding and classifying the data through NVIVO. The results showed that teachers see it as only a facilitating tool that can be used for document management and basic classroom management without significantly affecting classroom practice.The responses of teachers indicated that the lack of user-friendly interface is the main reason for its inefficiency.

Albawi and Ghazi (2019) aimed at determining the impact of the use of "Google Classroom" on the achievement of computer science students in the subject of "image processing" and their attitudes towards e-learning. To achieve the objectives,two hypotheses were formulated . The sample of the study included two groups ,experimental group ,(47) students who were taught by using Google Classroom ,and control group , (48) students who were taught by using the tradional method. Two instruments (achievement test and attitude scale towards the E-learning) were used. After finishing the experiment ,the data were treated staisically by (SPSS) application and the findings revealed the positive effect of using Google Classroom method



on the achievement of the experimental group and their attitudes towards e-learning as compared with the traditional method.

Warman(2021) examined the impact of Google Classroom on blended learning on college students' English ability. The study used a quasi-experimental design which included experimental and control groups design. The sample of the study consisted of (68) students , the experimental group contained (34) students and the control group contained (34) students in the first course at Stmik Amik Riau, Indonesia. The study instrument was an achievement test in multiple-choice questions applied on the participants in pre- and post tests. The data were gained by using pre-post tests to measure the students ability before and after the treatment in both groups. The results showed that there was a statistically significant difference in the mean scores between the two groups at 0.05 level of significance and the superiority is for the group that was learning English through Google classroom in blended learning.

2.2 Comparing the Present Study with the Previous Studies:

The study under investigation is different from the previous studies in many aspects. The aims of the current study are to measure the levels of achieving the goals of teaching EFL from the teachers' perspectives and to explore whether there is any statistically significant difference in the levels of achieving the goals of teaching EFL from the perspectives of male and female teachers, thus the study has different aims from the three studies above. The study has adopted the descriptive design which differs from the designs of the previous studies. Like Azhar & Iqbal's (2018) study, the current study is interested in teachers' points of view, but the current study is limited to the teachers of Department of English , College of Education for Humanities, University of Mosul. The researchers have prepared a scale to measure the levels of achieving the goals of teaching EFL and have used it as an instrument which is different from the instruments used by the previous researchers. The study resembles Albawi and Ghazi's (2019) study in being conducted in Iraq and in using SPSS software to analyze data. The study is conducted in 2021 like Warman's(2021).

Section Three: Methodology

3.1 The Design of the Study

The present study adopts the "Descriptive Design". A descriptive study is usually used to describe and to interpret something. Such a study may deal with individuals, groups, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the elements and the events that constitute their different areas of inquiry. (Cohen et al ,2007:205)



3.2 Population

The population of the study includes all the teachers who work at the Department of English, College of Education for Humanities, University of Mosul during the academic year (2020-2021). The total number of the teachers is (23) which includes (15) males and (8) females.

3.3 The Research Sample

As the population of the study is well-defined and small in number, "Total-Population Sampling" has been adopted, i.e., (23) teachers (15 males and 8 females) from the Department of English, College of Education for Humanities, University of Mosul.

3.4 The Scale

For the necessity of the study and its aims, the researchers have prepared a scale to measure the extent to which the goals of teaching EFL are achieved from the research population members' points of view.

3.4.1 Constructing the Items of the Scale

The researchers have prepared a scale to measure the levels of achieving the goals of teaching EFL after reviewing the available literature about the goals of teaching English like Aljohani(2016) as well as some pages on the web. The researchers have also thought of the various aspects related to the learning goals with respect to Bloom's three domains of learning: cognitive, affective and psychomotor (See Hoque, 2016:45) The initial version of the scale consists of (22) items, (11) positive items and (11) negative ones.

3.4.2 The Validity of the Scale

The scale has been exposed to a number of (15) jurors specialized in TEFL, Educational Psychology and Educational Sciences in order to examine the suitability of the items. The jurors have been requested to delete the items that seem invalid or to modify them. As a result, two items have been omitted because the percentages of the jurors' agreement on them are less than 80%. Few items have been modified and the final version of the scale consists of (20) items: (10) positive items and (10) negative ones. (See Appendix 1)

3.4.3 Scoring the Scale

The respondents' answers on the scale have been graded according to the common way of scoring Likert scales. That is, for the positive statements: (5) is given for choosing "strongly agree", (4) for "agree", (3) for "undecided", (2) for "disagree" and (1) for "strongly disagree". For the



negative statements : (5) is given for "strongly disagree", (4) for "disagree", (3) for "undecided", (2) for "agree" and (1) for "strongly agree".

3.4.4 Reliability Coefficient of the Scale

A reliable test is a “test which would provide a consistent set of scores for a group of individuals if it was administered independently on several occasions.”(Ross, 2005:41).Miles and Banyard (2007:284) indicate that when the value of coefficient alpha is more than (0.7), the reliability is ‘high enough’.

The scale has been administered to a sample of (20) teachers from the Department of English, College of Arts, University of Mosul on (2/12/2020).The researchers have graded the respondents' answers and then Cronbach’s Alpha formula of testing reliability has been adopted. The value of Cronbach’s Alpha coefficient reliability for the current scale has been (0.81) which indicates that the scale is reliable. To ensure the reliability of the scale, another way for testing reliability ,which is "test-retest", has been adopted. The test has been administered to the same group of teachers on (13/12/2020). Teachers' responses have been graded. Then, Pearson correlation formula has been used to estimate the correlation coefficient between the respondents' scores in the two times of applying the test.The value has been (0.83).This assures that the scale is stable and ready to be applied.

3.4.5 The Application of the Scale

The scale items have been compiled in a google form.On (4/4/2021),the link to the form has been sent to the target population members through a group on WhatsApp application.The teachers have been kindly asked to open the link and answer. Fortunately, all the teachers have been helpful and have responded to the researchers’ request.Their answers have been soon received online.

Section Four : Results, Conclusions, Recommendations and Suggestions

4.1 Discussion of the Results

After receiving the teachers’ answers on the scale in the Google Form and scoring them by the researchers, the results have been statistically analyzed with the aid of SPSS statistics.

1. Concerning the first aim of the study which is “**measuring the levels of achieving the goals of teaching EFL from the teachers’ perspectives**”, the wheighted average , relative weight and rank have been estimated for each of the (20) items of the scale as shown in Table (1):



Table (1) : Measuring the Levels of Achieving the Goals of Teaching EFL from the Teachers' Points of View

No.	Weighted Average	Relative Weight	The New Rank
1	4.348	86.96%	3
2	3.652	73.04%	7
3	3.174	63.48%	13
4	3.435	68.70%	9
5	3.217	64.35%	12
6	2.826	56.52%	19
7	3.87	77.39%	5
8	2.957	59.13%	16
9	3.174	63.48%	14
10	2.609	52.17%	20
11	4.435	88.70%	2
12	3.13	62.61%	15
13	4.609	92.17%	1
14	2.957	59.13%	17
15	3.348	66.96%	11
16	3.87	77.39%	6
17	3.957	79.13%	4
18	3.565	71.30%	8
19	3.435	68.70%	10
20	2.957	59.13%	18

As clear in Table (1) ,the relative weights of the items range from (52.17%) for item number (10) to to (92.17%) for item number(13).All the items have been given ranks according to their relative weights. The items that have the same relative weight are arranged according to the precedence of their sequence in the scale.

Item number (13) is ranked (first) as it has got the highest relative weight which is (92.17%).This means that Google Classroom helps improving students' collaborative work outside university.(See Table 1 and Appendix 1)

Item number (11) is ranked (second) with a relative weight of (88.70%).This means that teachers find students' scores in online tests unreliable.(Table 1 and Appendix 1)

Item number (1) is ranked (third) with a relative weight of (86.96%).This means that teachers see that using Google Classroom can build a better relationship with their students.(Table 1 and Appendix 1)



Item number (17) is ranked (fourth) with a relative weight amounting to (79.13%). This indicates that teachers see it difficult to teach phonetics via Google Classroom and to make sure of students' abilities to produce sounds correctly. (Table 1 and Appendix 1)

Item number (7) is ranked (fifth) and its relative weight equals (77.39%). This can support the idea that using Google classroom helps break the barrier of shyness which prevents some students from participating in the traditional lectures. (Table 1 and Appendix 1)

Item number (16) is ranked (sixth) with a relative weight of (77.39%). This means that teachers think that using Google classroom's assignments encourages students to do their tasks on time. (Table 1 and Appendix 1)

Item number (2) is ranked (seventh) with a relative weight of (73.04%). This indicates that teachers see it easy to communicate with students through Google Classroom by having students comment on the lecturer's announcements, do the given assignments or send e-mail messages. (Table 1 and Appendix 1)

Item number (18) is ranked (eighth) with a relative weight of (71.30%). This means that teachers consider Google Classroom successful in keeping students engaged in the learning process. (Table 1 and Appendix 1)

Item number (4) is ranked (ninth) and its relative weight equals (68.70%). This means that teachers see it difficult to measure students understanding through Google Forms as most of the items are usually objective. (Table 1 and Appendix 1)

Item number (19) is ranked (tenth) with a relative weight of (68.70%). This indicates, from the teachers' perspectives, that teaching EFL through Google classroom does not improve students' critical thinking skills. (Table 1 and Appendix 1)

Item number (15) is ranked (eleventh) and its relative weight equals (66.96%). This means that teachers believe that using Google classroom in teaching can save time and effort. (Table 1 and Appendix 1)

Item number (5) is ranked (twelfth) with a relative weight of (64.35%). This means that the teachers think that the subjective items in Google Forms are insufficient for measuring students' abilities to express ideas and analyze them. (Table 1 and Appendix 1)

Item number (3) is ranked (thirteenth) with a relative weight of (63.48%). The item states that "Giving assignments to students via Google Classroom can help improving their self-realization". (Table 1 and Appendix 1)

Item number (9) is ranked (fourteenth) and its relative weight equals (63.48%) , so teachers reveal that students have achieved higher scores through e-learning. (Table 1 and Appendix 1)



Item number (12) is ranked (fifteenth) and its relative weight equals (62.61%). This means that teachers find it easy to give feedback to students while using Google Classroom. (Table 1 and Appendix 1)

All the items above are seemed to be achieved from the research subjects' points of view as their relative weights are over (60%), whereas the items (8, 14, 20, 6 and 10) are considered unachieved from the teachers' perspectives as their relative weights are less than (60%).

Item number (8) is ranked (sixteenth) with a relative weight of (59.13%). Such a percentage indicates that the item which states that "Most of the students are unsatisfied with the idea of e-learning via Google Classroom platform and they may be unmotivated to cope with lectures" is untrue from the teachers' perspectives. (Table 1 and Appendix 1)

Item number (14) is ranked (seventeenth) with a relative weight of (59.13%). The item states that "Employing Google classroom in teaching does not help students to develop the skills of listening, speaking, reading and writing", but this is untrue from the teachers' perspectives. (Table 1 and Appendix 1)

Item number (20) is ranked (eighteenth) and its relative weight equals (59.13%). The item states that "Teaching through Google Classroom can not develop Students' ability to present information in an organized way". The item is also untrue from the teachers' perspectives. (Table 1 and Appendix 1)

Item number (6) is ranked (nineteenth) with a relative weight of (59.13%). The item states that "Teaching conversation through Google Classroom is not vital as not all students can participate in dialogue and exchange the opinions with others". The item is rejected by the teachers, so they may think that teaching conversation through Google Classroom is vital and effective. (Table 1 and Appendix 1)

Item number (10) is ranked (twentieth) with the lowest relative weight equaling (52.17%), so the teachers reject the item which states that "Applying online tests via Google forms does not show individual differences among students". (Table 1 and Appendix 1)

2. To achieve the second aim of the study which is **"exploring whether there is any statistically significant difference in the levels of achieving the goals of teaching EFL from the perspectives of male and female teachers"**, Two-Proportions Z-Test have been used to find out if there is any statistically significant difference at 0.05 level of significance between the relative weights of males and females' answers on each item of the scale. (See Table 2)



Table (2): Comparing the Levels of Achieving the Goals of Teaching EFL from the Perspectives of Male teachers and Female Teachers

No.	Males 15		Females 8		Z Test
	Weighted Average	Relative Weight	Weighted Average	Relative Weight	
1	2.800	0.5600	3.250	0.6500	0.425
2	3.400	0.6800	3.323	0.6646	0.075
3	3.333	0.6667	3.440	0.6880	0.104
4	3.800	0.7600	3.822	0.7645	0.024
5	3.600	0.7200	3.733	0.7466	0.138
6	3.200	0.6400	3.234	0.6467	0.032
7	3.067	0.6133	2.867	0.5734	0.185
8	4.533	0.9067	4.458	0.8915	0.114
9	3.200	0.6400	3.034	0.6067	0.157
10	4.400	0.8800	4.291	0.8582	0.146
11	2.867	0.5733	2.538	0.5075	0.302
12	3.133	0.6267	3.070	0.6141	0.059
13	2.933	0.5867	2.861	0.5722	0.067
14	3.733	0.7467	3.739	0.7478	0.006
15	2.800	0.5600	2.734	0.5469	0.060
16	3.000	0.6000	3.104	0.6208	0.098
17	3.333	0.6667	3.320	0.6640	0.013
18	3.067	0.6133	3.067	0.6134	0.000
19	3.667	0.7333	3.536	0.7072	0.132
20	4.200	0.8400	4.202	0.8403	0.002

As clear in the table above ,all the calculated values of Z test are less than the tabulated value at 0.05 level of significance which is (1.960).This means that there is no statistically significant difference in the levels of achieving the goals of teaching EFL from the perspectives of teachers according to the variable of gender.

4.2 Conclusions

It can be concluded that the teachers of the Department of English, College of Education for Humanities, University of Mosul perceive Google Classroom successful in achieving most of the goals of teaching EFL. The scale which is applied in the study implies (20) goals and the teachers' responses show that (15) of them can be achieved to various extents. The following goals are thought to be achieved from the teachers' perspectives:

1. Improving students' collaborative work outside university.
2. Building a better relationship between teachers and students.



3. Breaking the barrier of shyness which some students suffer from.
4. Encouraging students to do their tasks on time.
5. Communicating with students easily.
6. Keeping students engaged in the learning process.
7. Saving time and effort.
8. Improving students' self-realization.
9. Achieving high scores in the exams.
10. Giving feedback to students either privately or on public.
11. Keeping students motivated and satisfied.
12. Developing the skills of listening, speaking, reading and writing.
13. Developing students' ability to present information in an organized way.
14. Teaching conversation in an interesting way.
15. Showing the individual differences among students.

Five goals are seemed to be unachieved from the teachers' perspectives as their relative weights are less than (60%), and they include the following:

1. Measuring students' understanding.
2. Measuring students' abilities to express ideas.
3. Achieving reliable scores in the exams.
4. Making sure that students are able to produce English sounds correctly.
5. Improving students' critical thinking skills.

4.3 Recommendations

In the light of the conclusions of the study, the researchers recommend the following :

1. University teachers are encouraged to expand their knowledge of using Google Classroom and other educational platforms and try to get the most out of them.
2. Teachers should always consider whether or not the teaching goals are being met well and strive to achieve them.
3. It is recommended to diversify the test questions in Google Forms and focus on subjective questions that assess students' understanding and ability to express ideas.
4. Teachers should pay more attention to assigning online tasks that stimulate students' thinking and develop their critical thinking skills.



4.3 Suggestions for Further Research

The researchers propose carrying out the following studies in the future:

1. conducting similar studies in other departments and colleges in University of Mosul to assess the extent to which the teaching goals are being achieved throughout teaching via Google Classroom.
2. Comparing the effect of teaching through Google Classroom with the effect of teaching through another educational platform, such as Edmodo, on students' achievement in a particular material.
3. Examining the effect of teaching English grammar through Google Classroom on students' attitudes towards EFL.

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Appendix (1): The Scale of Measuring the Levels of Achieving the Goals of Teaching EFL (The Final Version)

No.	Items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Using Google Classroom can build a better relationship between teachers and students.					
2.	It is easy to communicate with students through Google classroom by having them comment on the lecturer's announcements, do the given assignments or send e-mail messages.					
3.	Giving assignments to students via Google Classroom can help improving their self-realization.					
4.	As most of the items in electronic exams are objective, students' understanding can not be measured successfully.					
5.	The subjective items in Google Forms are insufficient for measuring students' abilities to express ideas and analyze them.					
6.	Teaching conversation through Google Classroom is not vital as not all students can participate in the dialogue and exchange the opinions with others.					
7.	Using Google classroom helps break the barrier of shyness which prevents some students from participating in the traditional lectures.					
8.	Most of the students are unsatisfied with the idea of e-learning via Google Classroom platform and they may be unmotivated to cope with lectures .					
9.	Through e-learning , students have achieved higher scores than those of the previous years.					
10.	Applying online tests via Google forms does not show the individual differences among students.					



11.	I find students' scores in online tests unreliable.					
12.	I find it easy to give feedback to my students by replying to and commenting on their assignments privately.					
13.	Google classroom helps improving students' collaborative work outside university.					
14.	Employing Google classroom in teaching does not help students to develop the skills of listening, speaking, reading and writing.					
15.	According to me, using Google classroom in teaching can save time and effort.					
16.	The use of Google classroom's assignments encourages students to do their tasks on time .					
17.	It is difficult to teach phonetics through Google classroom and to ensure students' abilities to produce sounds correctly .					
18.	As most of university students are interested in technology, Google classroom can help them stay engaged in the learning process.					
19.	Teaching EFL through Google classroom does not improve the critical thinking skills of students.					
20.	Teaching through Google Classroom can not develop students' ability to present information in an organized way.					