English Major Students' Attitudes Towards Using Google Classroom in Teaching

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Abstract

This study investigated English major students' attitudes towards using Google classroom in teaching This study involved (50) male and female English major students at Hebron University . An electronic questionnaire was distributed to students to know their attitudes. To achieve the objectives of the study, the researcher used the descriptive and analytical method. Results of the data analysis showed very high positive attitudes toward the use of Google classroom in teaching. The study also revealed that there are no statistically significant differences attributed to (gender, students level ,year of study)variables . Therefore, the researcher recommended that education institutions should use this application even after the end of Corona pandemic , and should ensure quality content and also improve the infrastructures.

Key words : attitudes , Google classroom

Introduction.

Educational systems all around the world have been affected by the Covid-19 pandemic. Most governments all over the world have closed institutions such as schools and universities in order to reduce the spread of Coronavirus. As a result of this pandemic, there has been an increasing move towards teaching online (Martinez, 2020).

Many platforms of digital sources have been implemented by universities and schools, and one of them is Google Classroom. Google Classroom is a free web service developed by Google as a part of G-Suite, and by using it educators can **create** a virtual classroom, and invite students to attend live instruction (Dicicco, 2016) . Since Google classroom used widely in 2014, it has vastly become one of the more known online tools and because of COVID-19-which causes schools and universities' closures, the number of active Classroom users has doubled, to 100 million users. By using Google Classroom, students and teachers can have conversations about the assignments, and teachers can interact with their students and assess them (Vangie, 2020).

Furthermore, by using Google classroom teachers and students can combine other Google apps such as Google Drive for assignment creation, Google Docs, Sheets and Slides for writing, Gmail for communication by emails. Students can be invited to join the course class through a certain code. Also, students can submit their work to be graded by a teacher. Teachers can assess the

improvement for each student, and after being graded, teachers can return students' work along with some comments (El Emran & Malik, 2016).

 The aim of this study is to know English major students' attitudes towards using Google classroom in teaching at Hebron university, and to know if there is a significant difference in the students ' attitudes related to their gender.

The Statement of the Problem:

 There is no doubt that the moving to online learning due to COVID-19 was very quick, and this drives a huge demand for Google Classroom apps and causes a challenging time for both students and teaching staff. This study will investigate the students' attitudes toward using Google classroom in teaching .Which is an important thing to know especially because it is a new experience for them. This study will answer the following question:

- What are English major students' attitudes toward using Google classroom in teaching?

- Are there statistically significant differences in the students' attitudes toward using Google Classroom in teaching due to the gender variable?

- Are there statistically significant differences in the students' attitudes toward using Google Classroom in teaching due to the year of study variable?

- Are there statistically significant differences in the students' attitudes toward using Google Classroom in teaching due to the students level variable ?

Study objectives

This study aims to:

1. To recognize English students' attitudes toward using Google classroom in teaching.

2. To identify if there are statistically significant differences in English students' attitudes towards using Google Classroom in teaching according to gender variable.

3. To Identify if there are statistically significant differences in English language students' attitudes toward using Google classroom in teaching due to students' level of study.

4. To identify if there are statistically significant differences in English students' attitudes towards using Google Classroom in teaching according to the year of study variable.

 The importance of the study:

 The importance of this study stems from the importance of its topic, which dealt with the students' attitudes toward using Google Classroom in teaching. This study draw the attention of officials and decision makers to the importance of employing Google Classroom In teaching. This study is also one of the few studies in this field - according to the researcher knowledge- as it is one of the first studies at Hebron Governorate. It is hoped that this study will covey recommendations

that can benefit both university students and faculty members. This research is expected to open the way for researchers to conduct other similar researches in different contexts , especially at this time where the online learning became one of the crucial tools in teaching .

Study limits:

The study was limited to the following limits:

1. **Human Boundaries:** All students specialize in English at Hebron University.

2. **Spatial Boundaries:** Hebron University

3. **Time Boundaries:** the first semester of the academic year 2021-2022.

Literature Review:

Students' Attitudes :

Eagly and Chaiken, (1993) argues that attitude is "a psychological tendency to view a particular object or behavior with a degree of favor and disfavor"**.**

In teaching, it is not enough just to have knowledge about the subject to be taught. The students should adopt suitable attitudes, beliefs and seriousness toward teaching. Definitely, according to Üstüner (2006), this is one of the crucial requirements for being a good student.

Attitude is a trend attributed to the individual and establishing his beliefs, feelings, and behavior (Üstüner,2006). Studying attitudes in general is considered an essential issue, because attitudes can be used as predictors for individual behavior (Jaccard and Blanton, 2005).

Positive attitudes are seen as a sign for effective teaching, and negative attitudes can have a negative influence on teaching practices .So ,it is important to know students' attitudes   (Clarke, Thomas & Vidakovic, 2009).

Attitude can be regarded as the most significant sign of success, and without attitudes students can't have good achievement (Terzi & Tezci, 2010).

Google Classroom :

One of the applications that can be used for teaching is to use Google Classroom. Google Classroom offers a platform of blended learning in order to create tasks easily and give the grade to the students easily (Yates, 2017).

Google Classroom is an application provided by Google. which is used as an online educational platform. Google Classroom is very easy to set up and it helps instructors to create classes, distribute assignments, post announcements, send feedback, and upload course materials for students to view. Google Classroom can be used for any course in any educational institution and is very convenient

and adaptable (Iftakhar, 2016). Ajjan and Hartshorne (2008) argued that Google class tool is effectively available for both the student and the instructor in an online environment..

This Platform can be one solution to complete the teaching-learning process while the educational institutions closed. Google Classroom provides students to be independent, engaged and motivated because most young learners tend to use technology in their daily life (Wijaya, 2016).

Hamzat (2020) did a study including male and female students from various Nigerian colleges studying various subjects. It was determined, based on the data, that Students' perceptions of Google Classroom were discovered to be positive.

Shaharanee, Jamil and Rodzi (2016) did a study with Malaysian university students to see how efficient Google Classroom was. The researchers determined that students were satisfied with Google Classroom's capabilities based on the findings. Furthermore, unlike in traditional face-to-face classes, students admitted to feeling more competent to actively participate in conversations when using Google Classroom.

Furlong, et al., (2000) conducted a study to know the effect of using computers and the attitude of 800 students in the United Kingdom. The findings of the study reveal that students who used computers at their homes have positive attitudes.

In Jordan, Awad and Alkaraki (2013) attempted to investigate the views of 100 secondary school pupils on the usage of technology. They discovered that computer-assisted English language instruction improves students' attitudes. They also discovered that older students had a good attitude toward computers and are aware of the advantages of utilizing computers in language learning.

Previous studies

Samkari and Aljarrah (2019) The Effect of Using (Google Classroom) Application in Teaching Introduction to Curriculum on the Scientific Thinking Skills This study aimed to identify the impact of using (Google Classroom (GC)) application as an e-learning management system through using it in teaching the "Introduction to Curriculum" course. It also aimed to analyze the application's impact on development of the scientific skills of students in the School of Educational Sciences at The University of Jordan. The study conducted in the second semester of the academic year 2017/2018. The researcher used the semi-experimental method, which he applied, on two sections. The first section, which is the experimental group, included (37) male and female students, and the second section, which is the controlling group, included (40) male and female students. The experimental group taught by e learning through using the (GC) application, whereas the controlling group taught by following the ordinary way. The researcher used three different scales to measure the students' scientific thinking skills. They also used the One Way ANCOVA test, the arithmetic averages, and the standard deviations to analyze the data. The study found out that the (GC) application has a statistically significant effect on the experimental group. The application's effect on students' scientific skills is of an average size. The study recommended using the (GC) application in The University. Keywords: e Learning, Learning Mengment Systems, Google Classroom.

Morquin (2016)Teachers' Perceptions Regarding The Use Of Google Classroom And Google Docs And Their Impact On Student Engagemen The International Society for Technology in Education (ISTE) Standards, in correlation with the 21st Century Learning skills, emphasizes the importance of developing creativity and innovation, promoting communication and collaboration, stimulating decision making and leadership, stressing digital citizenship, and experiencing a digital learning culture. Google Classroom in combination with Google Docs has been adopted by many school districts to meet ISTE standards. Using the Technology Pedagogical Content Knowledge (TPACK) Model as a framework, this study explored teachers' perceptions as they use Google Classroom and Google Docs and their impact on student engagement. The results obtained from this research provide school districts with information to assist them in the decision to adopt Google Apps for Education (GAFE) and Google Classroom as a cloud-based learning environment to reach ISTE Standards.

Crane(2016) Leveraging Digital Communications Technology in Higher Education: Exploring URI's Adoption of Google Apps for Education 2015 Many institutions of higher education are accelerating efforts to implement technology in support of the learning process. This research paper examines the adoption of Google Apps for Education (GAFE) by the University of Rhode Island (URI). GAFE is a suite of cloud-based integrated communication and productivity applications and Google is offering this software platform to educational institutions and nonprofits free of cost. The GAFE product has many options to consider when deployed within the university setting and the university's technical personnel are the first to encounter configuration choices that affect the functionality and usability of GAFE's software's design. Interviews with the professional personnel responsible for deploying GAFE at URI were conducted to explore each staff member's experience in planning and deploying the product at the University. The university's technical personnel are asked questions that investigate their roles and responsibilities in the GAFE deployment project, inquire into the goals, accomplishments, complications, perceived affordances, disappointments and business model reasoning concerning the adoption of GAFE, as well as explores the influence using the GAFE product has on communications behavior. This research paper correlates the principles recommended in the National Education Technology Plan (NETP, 2016) with GAFE functionality by providing examples of how NETP's recommendations may apply to the adoption of GAFE at an institution of higher education, including the topics of productivity, risk management, teaching, learning, collaboration, Internet presence, twenty first century skills development, and communications activity in the digital learning environment**.**

Ishtaiwa & Aburezeq(2015)The impact of Google Docs on student collaboration: A UAE case study This study had a two-fold aim; (i) to investigate the impact of Google Docs on enhancing four types of collaboration, and (ii) to identify the factors limiting student collaboration via Google Docs. Data collected through questionnaires and semi-structured interviews. The findings revealed that Google Docs is a valuable application to promote student–student and student– instructor interactions. In addition, it was found that Google Docs has the power to improve student–content and student–interface interactions through the resources and features offered by the application. Finally, the findings revealed a number of factors limiting the use of Google Docs for collaborative purposes.

Significance of the Study:

The results of the study will help in evaluating and knowing English Major students' attitudes toward using Google classroom in teaching at Hebron University. Also knowing students' attitudes may help in evaluating Google classroom as a tool for teaching.

Methodology

The design of this study is descriptive in nature .Thus, the questionnaire was employed as a measuring instrument. The participants were required to answer all the items of the questionnaire honestly, giving their own perceptions about their attitudes toward using Google classroom in teaching .

Participants:

The participants in this study are taken randomly .The learners are studying English at Hebron University, The following table illustrates this:

Table (1) The characteristics of the study sample

Variable	Type	Number	Percentage%
Gender	Male	22	%44
	Female	28	%56
	Total	**50**	**100**
Year of study	First	10	%20
	Second	8	%16
	Third	12	%26
	Fourth or more	20	%40
	Total	**50**	**100**
Students level	Excellent	15	%30
	Very good	30	%60
	Good or less	5	%10
	Total	**50**	**%100**

Instrument:

In order to determine students' attitudes toward using Google classroom, an electronic questionnaire was distributed to English major students ; to measure their attitudes toward using Google classroom in teaching. The questionnaire used in the study contains 30 items concerning attitudes. The measures were scaled based on the Likert scale with 5 responses ranging from absolutely agree to absolutely disagree

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Reliability of the study tool

After preparing the study tool on its initial form, and to achieve its reliability ,the researcher presented it to a group of specialized experts with a good experience in the field of teaching methods in Palestinian universities. They give their approval on the tool and its dimensions.

Validity of the study

In order to verify the validity of the tool, Cronbach Alpha equation was used. The tool achieved (0.87) and this value is appropriate and meets the purposes of this study.

Variables of the study

First: Independent variables:

1. Gender :and has two levels: (male, female).

2. Year of study :Has four levels: (first year, second year, third year, fourth year or more).

3. Students' level : It has three levels: (excellent, very good, good and less).

Second: the dependent variable: English Major Students' Attitudes Towards Using Google Classroom in Teaching

Statistical treatments:

After obtaining the answers of the sample members, they were encoded , and the data were statistically processed using the (SPSS) program, using repetitions, percentages ,calculation averages, and standard deviations .The T-test was used and the One Way ANOVA analysis. Cronbach Alpha equation was used for the study validity.

Results and Discussion:

Student's attitude was evaluated by the mean of the 30 main items of the questionnaire . In which, each statement in the items was evaluated on a 5-level Likert scale (from 1 to 5) ranging from absolutely agree to absolutely disagree . To draw conclusions about students' attitudes towards the survey factors, the distribution of the average value of the observed variables is as follows:

1. Average account(3.24-more)as very high attitudes.

2. Average account (2.43-3.23) as a high attitudes.

3. Average account (1.62-2.42)as a moderate attitudes.

4. Average account (0.81-1.61)as a low level attitudes.

5. Average account(0.00-0.80)as very low level attitudes.

Question 1:

What are the attitudes of English students toward using Google classroom in teaching?

In order to answer this question, calculation averages and standard deviations have been extracted and table 2 explains that.

Table(2):Means and standard deviations of students attitudes towards using Google classroom in teaching

No	Items	Means	Standard deviations	degree
13	Dealing with the Google Classroom application was convenient .	4.61	0.493	high
12	I benefited a lot from doing the tasks using Google classroom.	4.57	0.497	high
11	Google classroom is a useful tool for learning oral skill.	4.56	0.570	high
1	Dealing with Google classroom improve my thinking skill	4.50	0.579	high
3	Using Google classroom increases my achievement.	4.50	0.574	high
10	Using Google classroom increases myself confidence	4.43	.5500	high
2	Using Google classroom helps me in managing time.	4.43	0.550	high
26	I do not feel ashamed and afraid when I answer professors' questions on Google classroom.	4.41	0.570	high
9	I feel that my English is getting better when I use Google classroom	4.40	0.565	high
4	I feel that using Google classroom Increases the communication with my professors.	4.38	0.708	high
5	Google classroom helps me in understanding and solving problem.	4.38	0.652	high
16	Google classroom allows me to see lectures I didn't attend.	4.34	0.615	high

18	Using Google classroom increases creativity .	4.33	0.652	high
17	Using Google classroom improves my writing skill	4.29	0.732	high
25	I do not like to use the traditional ways in learning	4.29	0.532	high
19	Professors who use google classroom provide me with the feedback easily.	4.21	0.688	high
15	I can upload my assignments easily on Google classroom page	4.20	0.644	high
27	Google Classroom offers numerous ways to make learning interactive	4.19	0.781	high
24	Using Google classroom is a huge time saver	4.18	0.689	high
20	Using Google classroom helps in improving my language	4.15	0.797	high
14	Using Google classroom reduce my financial burden	4.13	0.560	high
23	Using Google classroom needs a lot of experience.	4.09	0.640	high
21	I found many difficulties to get the tasks done.	4.08	0.776	high
7	Using Google classroom is an enjoyable experience.	4.04	0.803	high
22	I have enough time to use Google classroom	3.93	0.779	high
28	Reading the course materials at home via Google Classroom helped me be well prepared for class discussions.	3.75	0.92	high
29	I benefited a lot from doing the tasks using Google classroom.	3.65	0.88	high
8	Google classroom is a useful tool for learning writing skill.	3.55	0.76	high
30	Google classroom is a useful tool for learning literature.	3.55	0.76	high

Total			
	4.31	**0.431**	**high**

Statistical results (see Table 1) show that all the points of students' attitudes towards using Google classroom in teaching came at a very high level, ranging between (3.55)and (4.61),and the total mean value of attitudes toward using Google classroom of 50 respondents in the questionnaire was 4.31 (standard deviation of 0.431). This data shows that students have a very positive attitude toward using Google classroom. In addition, the point" dealing with the Google Classroom application was convenient".achieving the highest value of 4.61 (the standard deviation is 0.493, followed by I benefited a lot from doing the tasks using Google classroom 4.57. (standard deviation of 0.497). These results indicates that Google classroom is a very useful tool for teaching . These results can be explained by the fact that the majority of students own computers and modern smart phones, in addition to the availability of the internet network at the university and at students' homes. Also, the faculty members have an experience in using the electronic applications such as Google Classroom. Another explanation for these results, that using electronic applications to teach English is better than traditional teaching as the teacher can display the language through videos and audio clips that transmit the language from native speakers. In addition to that, unlike traditional teaching using Google Classroom allowed students to communicate with their teachers using English language at any time and place without embarrassment. Therefore, the experience students acquire when they use Google classroom in teaching is positive , and according to the researcher this may lead to more positive attitudes toward online learning in general . The students in this study were strongly agreed that Google classroom usage was convenient and beneficial.Many previous researches have addressed how convenient the students are toward using online applications in learning. Venkatesh, Speier, and Morris (2002) stated that online applications were a motivational and convenient one. Bassili (2008) said that the students, who think that online courses are positive and interesting would be mostly positive toward learning the lecture online. The researcher think that easy access to the course and the teachers experience in giving online courses may be regarded as the most widely reason for students' positive attitudes . The accessibility and flexibility offered by online teaching through Google applications were also well recognized by Poole (2000).

Question2:

Are there any statistically significant differences in English students attitudes towards using Google classroom in teaching attributed to the gender variable?

In order to answer this question concerning the gender variable, the T-test was used for the independent samples and table (3) shows these results:

Table (3) Independent Sample T-test

Level of significance	Standard deviation	Average	Number	Group	Variable
0.45	0.74	4.28	22	male	gender
	0.81	4.33	28	Female	

Table (3) shows that there are no statistically significant differences in the attitudes of English students towards the use of Google classroom in teaching attributed to the gender variable, where the value of the level of significance was found to be(0.45)This value is more than (0.05),which confirms that there are no statistically significant differences in the attitudes of English students toward using Google classroom in teaching.

Question 3:

Are there statistically significant differences in the attitudes of English students towards using Google classroom in teaching attributed to the level of study variable ?

In order to answer this question, the researcher used the One Way ANOVA test for independent samples and table 4 shows this:

Table(4) Results of One way Anova test to indicate the differences in the attitudes of English students toward using Google classroom in teaching attributed to the level of study variable

Level of significance	Value (P)	Average squares	Degrees of freedom	Total squares	Source of contrast	Variable
0.86	0.367	0.136	3	0.41	Squares between categories	**Students level**
		0.370	46	17.42	Inner squares	
			49	17.83	Total	

Table (4) shows that there are no statistically significant differences in the attitudes of English students towards using Google classroom in teaching attributed to the level of study variable.it was found that the value of the level of significance was (0.86)and this value is greater than (0.05),which confirms the lack of statistically significant differences in the attitudes of English language students towards the use of Google classroom in teaching .

Question4:

Are there statistically significant differences in English students attitudes toward the use of Google classroom in teaching attributed to the variable of students year of study?

In order to answer this question, the researcher used the One Way ANOVA testforindependent samples and table 4 shows this:

Table(4)Results of the single variation test to indicate differences in the attitudes of English language students toward using Google classroom in teaching attributed to the variable of students study level

Level of significance	Value (P)	Average squares	Degrees of freedom	Total squares	Source of contrast	Variable
0.72	0.59	0.25	2	0.51	Squares between categories	**Students year of study**
		0.42	47	20.11	Inner squares	

			49	20.62	Total	

Table(4)shows that there are no statistically significant differences in English students attitudes towards the use of Google classroom in teaching due to the variable of students year of study where it was found that the value of the level of significance was (0.72)and this value is greater than (0.05),which confirms the lack of statistically significant differences in English students attitudes towards using Google classroom in teaching attributed to the variable of students year of study.

Conclusion:

The present study aimed to determine the attitudes of English major students at Hebron University towards the use of Google Classroom. Based on the results obtained from the questionnaire, it was found that all participants had very high positive attitudes towards using Google classroom in teaching . Students considered Google Classroom very convenient , with this item had the highest mean. They also believed that Google Classroom is highly useful ,and it helped them to improve their oral and writing skill .Google classroom allowed them to do their tasks easily and submit the assignments quickly. It can be recommended that that education institutions should use this application even after the end of Corona virus pandemic , and should ensure quality content and improve the infrastructures. Therefore, further studies should be conducted to develop more understanding of students' attitudes towards using Google classroom and other electronic application in teaching . The qualitative information helped us to understand that both the male and female participants have positive attitudes toward using Google classroom. This may lead to conclude that they are well aware of the importance of this application. The current findings contribute to and have implications for a variety of different areas, such as English language learners, and English education strategies and practices .

Recommendations:

The most considerable limitation lies in the fact that generalization of the results beyond the participants should always be made with attention. The participants can not represent all English language students. Therefore, the researcher recommends conducting other studies on this subject

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