
THE EFFECT OF USING GOOGLE CLASSROOM ON EFL LEARNERS' MOTIVATION**Keywords: Google Classroom, EFL activities, Motivation****Assistant Lecturer: Rezhan Hassan Abdalla****University of Halabja, Iraq****E-mail: Rezhan.abdulla@uoh.edu.iq****ABSTRACT**

A classroom, in general, is an unnatural situation, thus students are in need of motivation. Many methods are being used in order to grab the attention of the students during and after class. In the literature, it is obvious that motivation increases the learning outcome of EFL students. Technology improves and advances every day in our lives, so it would only make sense if our EFL classrooms adapted themselves in a way to integrate technology in the process of teaching and learning EFL. A sample of EFL learners were chosen to participate in this quantitative type research. Later, the results of the questionnaires were analyzed via figuring out their respective Chi-square results. To be more precise and to prove this point in the University of Halabja, the questionnaire was distributed among 39 EFL students at the college of basic education, department of English language. The result supported that, indeed, using Google Classroom does increase motivation of EFL students.

INTRODUCTION:

Many teaching methodologies, teaching strategies, and techniques have been used for decades in order to facilitate foreign language learning. The effort is still continuant and new approaches are being developed. To learn a foreign language is not an easy task for students because it comes with many challenges. Thus, providing the best ways to increase students' level of motivation is a necessity. Using Google Classroom could be considered as a way to increase students' motivation during teaching of English as a foreign language. According to what Adiyaman (2002) reported, technological tools used to assist within an EFL classroom could be categorized in the following manner; one-way technology such as T.V, Radio, DVD, ...etc., and two-way technology such as e-mail, computer, interactive TV, internet conferences...etc.

Hence, Google Classroom could be considered a two-way technology. Using Google Classroom could have an immense impact on the teaching/ learning process. According to Ellis (1994) if language teachers want to be effective, they need to be creative because language learners can easily lose motivation. The use of movies, for example, can socially and psychologically help students. Thus, the use of distance education, in general, can create immeasurable opportunities to create interesting tasks for EFL learners. Similarly, Demitry (2009) believes that distance learning could offer a new and active learning environment. Moreover, According to Usun and Kömür (2009) distance learning technologies are possible to be utilized in ELT programs to motivate students.

Wang (2004) believes that language learners can develop their language skills when they have desirable communication factors. Thus, using technology, in general, and Google Classroom, in this case, can motivate students to achieve better outcomes in language learning. Moreover, according to Crystal (1997) educational technology has a positive effect on the EFL classroom because the English language is global language in today's world. In addition, Brown (2003) states that internet education supports language learning quality. (cited in Ilter, 2009)

According to Harmer (2007) students are more likely to be dynamic learners as a result of using online education. Moreover, Case and Truscott (1999) says that internet and computers are good sources for developing reading skills. Deeler and Grey (200:75) tells us that the motivating factor by using internet for speaking skill could be that of videoconferencing and cross-curricular projects. Krajka (2000) emphasizes the significance of internet and says by using websites and online techniques, we can make writing skill more interesting and motivating.

Through access to the internet and by using Google Classroom, the teacher can facilitate motivation in reading and writing.

Through the use of the internet, students can have access to authentic materials so as to give them a chance in order to collect interesting information and later they can report the information in the English language which might assist in improving their reading and writing skills. The internet can be used to create interesting tasks. Generally speaking, we cannot exchange traditional teaching with machine teaching alone, however, using the internet, for instance, can help motivate students to learn better. On the other hand, teachers' responsibility here is also paramount because they need to organize and plan the lessons in such a way that they should have the use of internet in mind by the students. (Deeler and Grey: 2000)

This study aims at finding whether using Google Classroom by teachers and students of university of Halabja's EFL learners has an impact on students' motivation or not.

RESEARCH QUESTIONS

This study puts forward these questions

- Is using Google Classroom a motivator for EFL learners
- What is the extent of students who see using Google Classroom as a motivator to learn EFL?
- Are there any differences between the perspective of male and female students on the significance of using Google Classroom for better motivation in learning EFL?
- Should teachers use Google Classroom to increase the motivation of students?

SIGNIFICANCE OF THIS STUDY

This research will be valuable for EFL teachers to, first, realize the significance of using Google Classroom in their practice of teaching, and then this will most likely lead them to actually use the aforementioned platform. Teachers who do not use the platform because they believe it might not make any improvement in students' motivation may reconsider and use the platform.

The second group benefiting from using Google Classroom will be students themselves because the students will be more motivated to learn and consequently, they will have a better learning outcome.

Last but not least, educational administrators should see the importance of using Google Classroom and shall take steps accordingly to implement the use of Google Classroom by all EFL teachers.

METHODOLOGY

This study is built upon a questionnaire adapted from Genc Ilter's research under the title of *Effect of Technology on Motivation in EFL Classroom*. Student participants were chosen from the department of English language, College of Basic Education, University of Halabja, academic year 2022-2023. Moreover, a total of 39 students were chosen as a simple random sample for this study.

There were nine questions in the questionnaire. The questions were about the use of Google Classroom and motivation. For chi-square results a website was used which calculated the results as well as the p value. The website which was used for this purpose was www.icalcu.com. The way which the website operates is that the researcher enters the acquired data, for each question of the questionnaire, and then the website automatically calculates the results of the Chi-square formula; which is: $\chi^2 = \sum(O_i - E_i)^2/E_i$, O_i means observed value and E_i means expected value. the significant level was considered as .05.

RESULTS

Table 1

The use of Google Classroom increases my motivation

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	8	57.14	5	35.71	1	7.14	14	100
Female	13	52.0	11	44.0	1	4.0	25	100
Total	21	53.85	16	41.03	2	5.13	39	100

DF=2

$\chi^2 = 0.3671$

P value = .832303

p > .05

Regardless of gender, the majority of students believe they are motivated by the use of Google Classroom. To be more specific, 57 % of male students and 52 % of female students believed Goggle Classroom motivated them. On the other hand, after statistical analysis, it becomes clear that there is no significant relationship between female and male students when it comes to the idea of Motivation in regards to the use of Google Classroom; $X^2 = 0.3671$.

Table 2

Google Classroom should be used in for all subjects

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	11	78.57	0	0.00	3	21.43	14	100
Female	17	68.00	7	28.00	1	4.00	25	100
Total	28	71.79	7	17.95	4	10.26	39	100

DF=2 $X^2 = 6.7175$ P value = 0.034777 $P < .05$

Because p value is less than .05, there is a significant difference between male and female when it comes to the use of Goggle Classroom for all subjects. 78.57 % of male participants believe Google Classroom should be used for all subjects, however, 68 % of female participants believe Goggle Classroom should be used for all subjects. Upon statistical analysis of the results of this statement, it becomes clear that there is a significant difference between male and female participants.

Table 3

Downloading authentic material from the internet make me active in the learning process

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	4	28.57	8	57.14	2	14.29	14	100
Female	16	64.00	9	36.00	0	0.00	25	100
Total	20	51.28	17	43.59	2	5.12	39	100

DF=2 $X^2 = 6.6883$ p value = 0.035289 $P < .05$

P value here is less than .05 which means there is a significant difference between male and female participants when it comes to the question;

downloading authentic material from the internet make me active in the learning process. Only 28.57 % of male participants agreed with the statement, however, 64.00 % of female participants agreed with the statement.

Table 4

Google Classroom is boring and unnecessary

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	2	14.29	3	21.43	9	64.29	14	100
Female	2	8.88	5	20.00	18	72.00	25	100
Total	4	10.26	8	20.51	27	69.23	39	100

DF= 2

$X^2 = 0.4318$

p value = 0.8058

p > .05

Only 14.29 % of male participants believed that using Google Classroom is boring and unnecessary, moreover, only 8.88 % of female participants believed the use of Google Classroom was boring and unnecessary. On the other hand, the majority of participants disagree with the statement. Upon statistical examination of the result; it can be concluded that there is no significant difference between male and female participants when it comes to the statement: $X^2 = 0.4318$, p > .05.

Table 5

Different kinds of technologies should be used in order to increase my motivation in learning English

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	11	78.57	3	21.43	0	0.00	14	100
Female	16	64.00	9	36.00	0	0.00	25	100
Total	27	69.23	12	30.77	0	0.00	39	100

DF = 1

$X^2 = 0.8945$

p value = 0.3442

p > .05

The vast majority of male participants, 78.57 %, agree with the statement that different kinds of technologies should be used in order to increase their motivation in learning English, similarly 64.00 of female participants agree with the statement. Furthermore, it should be noted that not a single participant disagreed with the statement.

Upon statistical analysis of the results, we find that there is no significant difference between male and female participants when it come to the statement; $X^2 = 0.8945$, p > .05.

Table 6

Using Google Classroom makes lessons more enjoyable

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	12	85.71	2	14.29	0	0.00	14	100
Female	16	64.00	9	36.00	0	0.00	25	100
Total	28	71.79	11	28.21	0	0.00	39	100

DF = 1 $X^2 = 2.0896$ p value = 0.1483 p > .05

The vast majority of male participants, 85.71 %, believe using Google Classroom makes lessons more enjoyable. Similarly, the vast majority of female participants, 64.00 % agree with the statement. After statistical analysis of the result, it becomes clear that there is no significant difference between male and female participants in respect to the statement: $X^2 = 2.0896$; $p > .05$.

Table 7

Using Google Classroom can be helpful to develop my language skills.

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	11	68.75	5	31.25	0	0.00	16	100
Female	11	45.83	9	37.50	3	12.50	24	100
Total	22	56.41	14	35.90	3	7.69	39	100

DF = 2 $X^2 = 2.9825$ p value = 0.22508 p > .05

Most students, 56.41%, agreed that using Google Classroom can be helpful to develop their language skills. Only 35.9% remained neutral, and only 7.69% disagreed.

Table 8

If PowerPoint presentations were uploaded to Google Classroom, learning English would be more enjoyable

	Agree		Neutral		Disagree		Total	
	N	%	N	%	N	%	N	%
Male	13	81.25	3	18.75	0	0.00	16	100
Female	16	69.57	6	26.09	1	4.35	23	100
Total	29	74.36	9	23.08	1	2.56	39	100

DF = 2 $X^2 = 1.089$ p value = 0.5801 p >

.05

and female participants in respect to the statement: $X^2= 2.0896$; $p > .05$. Regarding the question number seven; using Google Classroom can be helpful to develop my language skills, it should be noted that only 45.83% of female students agreed with this statement and 37.50% remained neutral. However, 68.75% of male students agreed with the statement, and 31.25% of them remained neutral. After statistical analysis, it is concluded that there is no significant difference between male and female students when it comes to the statement; $X^2= 2.9825$, $p \text{ value} = 0.22508$, $p > .05$. as for the eighth question; If PowerPoint presentations were uploaded to Google Classroom, learning English would be more enjoyable: 81.25% of male participants agreed with the statement, and no one disagreed. Moreover, 69.57% of female students agreed with the statement and 4.35% of them disagreed. Upon statistical analysis, it was determined that there is no significant difference between male and female students regarding the statement. $DF = 2$, $X^2=1.089$, $p \text{ value} = 0.5801$ $p > .05$. Regarding the ninth question; If we use Google Classroom every time, it makes learning English boring: only 31.25% of male students agreed with the statement, 25% of them remained neutral, and 43.75% of them disagreed with the statement. Moreover, 21.74% of female students agreed with the statement, 43.48% remained neutral, and 34.78% disagreed with the statement. Upon statistical analysis, it was determined that there is no significant difference between males and females regarding the statement.

CONCLUSION AND RECOMMENDATIONS

The results of this research show, in general, that there is not a significant difference between male and female students in terms of using Google classroom for increasing motivation. When students were asked whether the use of Google Classroom increased their motivation, the majority, including male and female believed it did.

On the other hand, there was a significant difference between male and female students when it comes to the idea of using Goggle Classroom for all subjects.

It was found that there was a significant difference between male and female students when it comes to the idea of downloading authentic material from the internet making students active in the learning process.

Moreover, there is no significant difference when it comes to the question of Google Classroom being boring and unnecessary. The majority of students whether male or female disagree with the statement.

It was concluded that there is no significant difference between male and female students in regards to the idea of different kinds of technologies should be used in order to increase student's motivation in learning.

Both male and female students agree with the idea of using Google Classroom making lessons more enjoyable.

To sum the conclusion up, we can say that regardless of whether students were male or female, using Google Classroom increased EFL learner's motivation in learning English.

The following are the suggestions that are derived based on the findings of this research:

1. Both teachers and students should be incentivized to use Google Classroom because it improves EFL students' motivation.
2. Teacher of all subjects should use Google Classroom because using Google Classroom, in general makes aids the teaching and learning process.
3. Google Classroom should be used because it makes lesson less boring and more enjoyable which helps learners achieve a better outcome.

تأثير استخدام **GOOGLE CLASSROOM** على تحفيز متعلمي اللغة الإنجليزية
الكلمات المفتاحية **Google Classroom** ،: أنشطة اللغة الإنجليزية كلغة أجنبية ،
التحفيز

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الملخص

الفصل الدراسي ، بشكل عام ، هو وضع غير طبيعي ، وبالتالي فإن الطلاب بحاجة إلى التحفيز. يتم استخدام العديد من الأساليب لجذب انتباه الطلاب أثناء وبعد الفصل. من الواضح في الأدبيات أن الدافع يزيد من نتائج التعلم لطلاب اللغة الإنجليزية كلغة أجنبية. تتحسن التكنولوجيا وتتقدم كل يوم في حياتنا ، لذلك سيكون من المنطقي فقط أن تكيف فصول اللغة الإنجليزية كلغة أجنبية نفسها بطريقة لدمج التكنولوجيا في عملية التدريس وتعلم اللغة الإنجليزية كلغة أجنبية. تم اختيار عينة من متعلمي اللغة الإنجليزية كلغة أجنبية للمشاركة في هذا النوع من البحث الكمي. في وقت لاحق ، تم تحليل نتائج الاستبيانات من خلال معرفة نتائج Chi-square الخاصة بكل منها. ولكي نكون أكثر دقة ولإثبات هذه النقطة في جامعة حلبجة ، تم توزيع الاستبيان على ٣٩ طالباً من طلاب اللغة الإنجليزية كلغة أجنبية في كلية التربية الأساسية قسم اللغة الإنجليزية. دعمت النتيجة أن استخدام Google Classroom يزيد من تحفيز طلاب اللغة الإنجليزية كلغة أجنبية.

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