

Technology- Based Learning in Algeria Using Google Classroom Platform

Houda Boumediene*
h.boumediene@lagh-univ.dz
Department of English,
Faculty of Letters, Languages,
University of Laghouat, Algeria

Nabil Aziz Hamadi
hamadinabilaziz@gmail.com
Department of English Language,
Faculty of Letters, Languages and
Arts, University Djalili Liebe's, Sidi
Bel Abbas, Algeria

Received: 29/04/2021

Accepted: 12/07/2021

Published: 04/11/2021

Abstract:

The current study is designed to evaluate the technology based -instruction using Google Classroom Program as a pedagogical tool in teaching and learning literature process. It sheds light on the effectiveness of integrating the Google Classroom Program in enhancing and supporting students' learning in literature classes. Basically, the current work aims to examine the effects of the Google Classroom on teaching literature. The specific objectives include evaluating students' results in learning literature using Google Classroom, evaluating students' satisfaction with the use of Google Classroom program and how it can be used as an effective tool to improve teaching literature. This paper has a qualitative- quantitative nature that focuses on a descriptive quasi-experimental method. The data were collected through designing questionnaires addressed to three (3) teachers of American literature and ten (10) English as Foreign Language (EFL) Students of master enrolled at The Department of English -Amar Thelidji University of Laghouat, Algeria during one semester. The main findings of the study revealed that integrating Google Classroom made a suitable tool for enhancing learning literature. In addition, students are more motivated and encouraged to use the Google Classroom program. It is recommended to integrate Google Class Program (EFL) in teaching and learning, and more specifically in literature learning as well.

Keywords: EFL Students, Google Classroom, integrating, teaching Literature, technology -based.

1. Introduction:

Teaching literature is one of the most important aspects of language teaching in EFL classes since it improves the students' personalities and their critical thinking, it also develops language skills, and language structure. Therefore, literature is not only for progressed understudies. It suggested that instructors ought to begin utilizing literature from the early stages of language teaching, indeed with youthful learners. Tenderfoots and youthful learners can be helped to secure numerous language items in a charming way, through utilizing simple texts, stories, poems and this is too great way of encouraging students to learn the language.

* Author Corresponding

However, integrating language into teaching literature is regarded as the first stage of the process of teaching and learning literature, because it is applied for both advanced learners and lower levels. Thus, English classes can be interesting and fun if language is taught with the help of visual aids or within a different environment using technology especially that we are living in a digital age. In fact, that is what really help teachers to achieve their goals towards teaching of literature.

2. Background of the study

Teaching literature has a vital role in promoting and motivating students learning and supports them acquire various language styles, subjects, and different types of knowledge. Moreover, it offers variety of opportunities to practice and develop the four basic skills of language as well as contributed greatly in increasing students' proficiency in English language. Due to literature, students are encouraged to imagine possibilities, think differently, see the world through different eyes, and by way of a different viewpoint. In addition to that, teaching literature is considered as a source of enrichment for students and providing them with a fresh and creative side with which to approach their studies in their real lives. Thus, literature provides valuable authentic material, and develops personal involvement, as well as contribute to learners' cultural and language enrichment.

Further, virtual learning has become integral in higher education around the world. The functionality it provides and the kinds of benefits it offers support academic administration and teaching. Nowadays research using the internet (world wide web) as information and communication is increasingly conducted due to the fact that such systems have become a part of the essential education infrastructure in many schools and education establishment. Online learning centrally provides services that are delivered right across the institutions largely to enhance existing academic practices. It has a capacity to give a central focus for students and staff alike irrespective of their geographic location, aiding continuity in the teaching and learning processes. Teachers can use the services to help prepare classroom materials; it also enables students download notes, slides, books and free available resources contributing to their development.

3. Review of literature

The role of technology in human communication has been constantly increasing recently. Therefore, the virtual classroom is an online classroom that allows participants as teachers and students to communicate with each other, and engage in work groups. The very recent addition to virtual learning is Google Class which is a new program in Google applications for education suite. Thus, it has changed how the educational curriculum works mainly in literature. So many researchers tackled this subject for the aim of showing students how Google Class is beneficial and useful tool for both teachers and students. DiCicco (2018) stated that the free platform of Google Classroom supports and facilitates the process of learning for both the teacher and the student. Yet, teachers can have all their classes online, and students can always be up and reach their teachers in real time. Google Class helps both parties for making learning enjoyable through engaging various activities for learners to be

more motivated. DiCicco, encouraged teachers to create digital classroom for their students to communicate, chat, and discuss different topics learned in class using any device at any place. Dooly (2016) defined Google Classroom as a learning management system that supports students' response, help each other and give each other a feedback in order to facilitate paperless communication between teachers and students through sharing causes online. He emphasizes that Google Class can create a very friendly environment for learning between teacher and student which support in organize collaboration files, create blended classroom, engage students enrich learning, save paper and save time. Thus, Google Class designed for both teachers and students for the sake of sharing ideas, topics and resources with one another. As a matter of fact, many scholars are avowedly 'technology-optimists' in that they agree on the use of such tools to revolutionize positively education by increasing students' engagement (Alajemi, et al.2019) Concerning the integration of Google class into the teaching process, the users (teachers or students) consider Google class as a helpful, interesting and easy tool to be used in exchanging different data. The teachers' uphill activities to make students aware of its use in future, as well as to improve students' confidence that it is easy to use (Iftakhar ,2016) Google Classroom program definitely, has become an important part of the current life of students. Thus, integrating Google Class will encourage and facilitate learning for both teachers and students. This paper will focus on how Google Classroom as an educational tool enhance and support the teaching of literature.

4. The aim of the study

The use of technology has changed our daily lives. To update ourselves to follow these changes, educators have to learn new advance and programs available to support students and encourage their learning in different ways. However, students are required to know how can they use technology, and for what purpose they need it. Therefore, they have to be encouraged enough by their teachers to deal with such problems in order to improve and achieve their goals towards learning effectively. This study is designed to evaluate technology-based instruction using Google Classroom in teaching literature. The goal is to investigate the effectiveness of Google Classroom as a tool program in teaching literature, and the purpose of this study is to examine the effects of using such tool. Therefore, the current research tries to answer:

How can Google Classroom be an effective tool to improve teaching literature?

To what extent will teachers of literature improve their teaching using Google Classroom?

Are they satisfied with the use of Google Classroom?

What are their opinions about the integration of Google Classroom into the instruction of literature?

5. Experimental

This study has a descriptive quasi-experimental approach that focuses on a case study selecting randomly teachers of English literature. By using a questionnaire addressed to teachers as a means of analyzing and collecting data in order to shed light on their experience using Google Classroom in teaching literature. They will answer some questions in order to

identify the effectiveness of using Google Classroom and its impact on the teaching of literature. The data collection questionnaire helps in achieving the aims behind this given research. And it contains two sections: the first section was about the background information which include the age, the gender, and the years of experience of teaching. The second section is about the case study questions. It includes practical questions since it is used to find out the results of the users, focusing on their application and usage of Google Class.

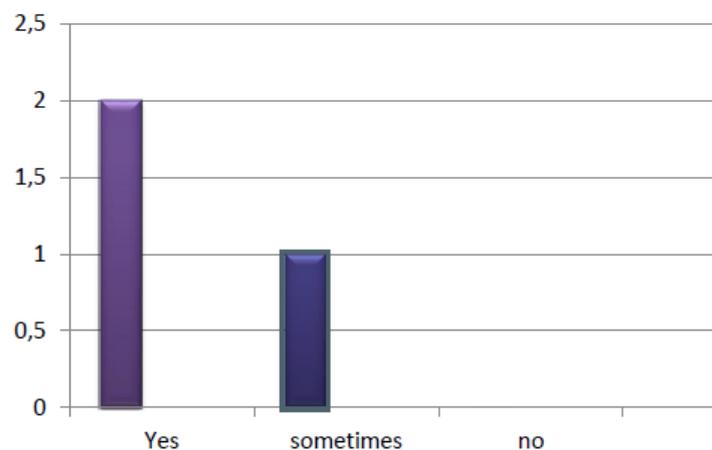
6. Results and discussion

The study aims to investigate the integration of Google Classroom as a pedagogical tool for teaching and learning literature. The results reached from this study were subject to an analysis to come up with answers to the research questions in form of charts as follows:

Section one: Personal Information: The first section is about the personal information of teachers and their gender There are 3 participants 2 males and 1 female who have been teaching literature at the English Department- University of Laghouat for at least 5 years. All of them have an experience of 8-12 years.

Q1: Do teachers use any technological devices inside classroom?

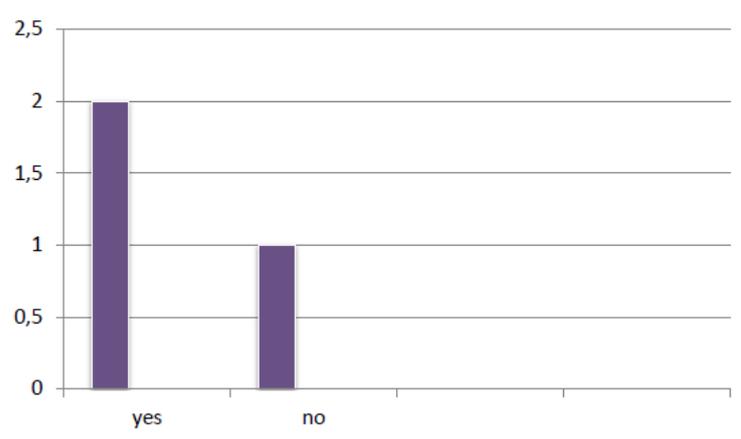
Figure 1: Teachers Use of Technological Devices inside The Classroom



The giving chart demonstrates that the technological devices are quite integrated inside the classroom. Where 2 teachers reclaimed that they are using the technological devices, and only one stated that sometimes technological devices are used.

Q.2: Do teachers have an idea about Google Classroom?

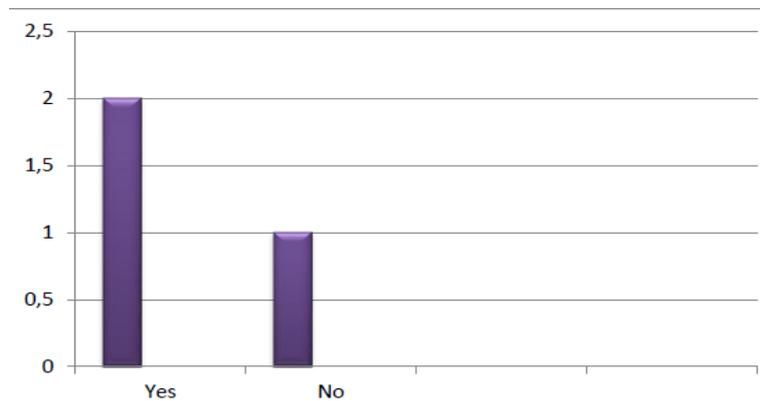
Figure 2: Teachers' Idea about Google Classroom



In order to see if the teachers are familiar with Google classroom program, teachers are asked whether they have an idea about it or not. The findings reveal that 2 teachers are familiar with this program, while the other teacher stated that he/she has no idea about it. Therefore, it is very crucial for this study to present it so that everyone will be familiar with Google Classroom program.

Q.3: Do teachers use Google Classroom program?

Figure 3: Teachers Use of Google Classroom

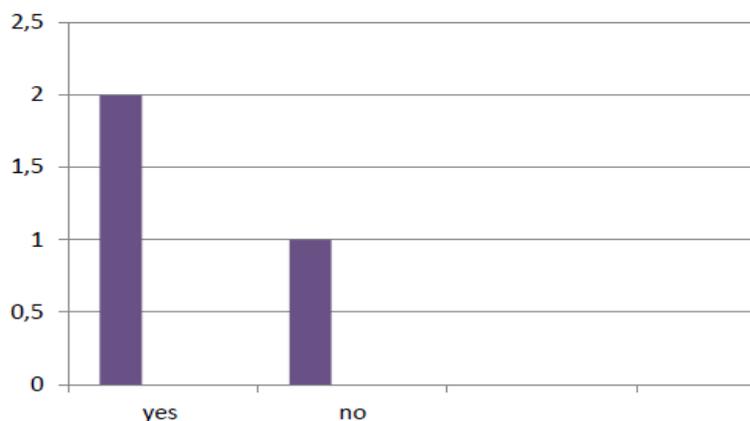


Since Google Classroom has launched in 2014, its integration in teaching is not fully applied. As it is shown above 2 teachers are already applied this novelty technique in their teaching. While one teacher argued that he/she never applied it.

Q.4: Does Google classroom support teachers to better teach literature?

Figure 4: Teacher's Support Provided by

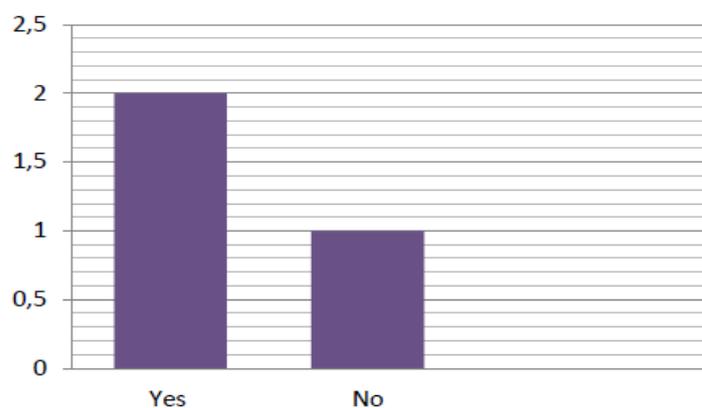
Google Classroom to Teach Literature



According to the above chart, we can say that Google classroom highly supports the teaching and learning process in general and teaching literature in specific. In which 2 teachers reclaimed that this technique strongly supports their literature teaching and only one teacher stated that it does not.

Q.5: Are teachers confident in using Google Classroom into the teaching process?

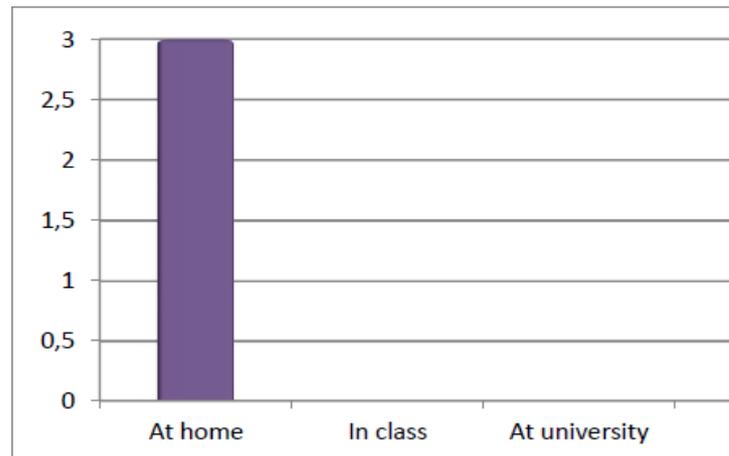
Figure 5: Teachers Confidence in Using Google Classroom



The answer demonstrated that 2 teachers are confident in implementing this program in their teaching. Furthermore, only one teacher feels that he/she does not confident enough to use it in teaching.

Q.6: Where do teachers access to Google Classroom?

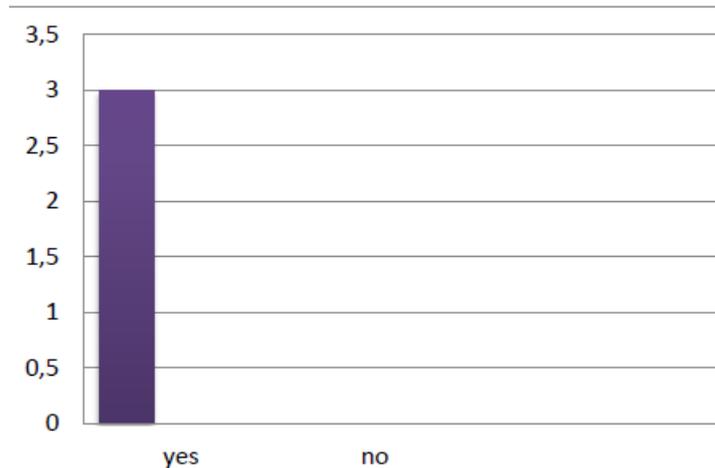
Figure 6: Teachers Access to Google Classroom



This question is designed to know from where teachers access to Google classroom. As it is shown above the 3 teachers are accessing this program from their homes.

Q.7: Do teachers think that Google Classroom will be popular in the future?

Figure 8: Teachers Opinions about the Popularity of Google Classroom in The Future



From the above chart, the results shows that all teachers think that the Google Classroom program will be popular in the future especially with the advance of technology. This latter touched all aspects of life including the educational sector. And according to their responses, they find it a very interesting program and hence it can be a very helpful tool for teaching literature effectively.

7. Conclusion

The role of Google Classroom program is to facilitate and promote students' learning in a different and more effective way with the use of modern education technologies. In the present work, Google Classroom integration into literature classrooms might be considered as

a suitable tool for students to contact and reach their teachers in real time across learning borders. Yet, the perspectives of the study include looking for modern ways of ameliorating and encouraging the learning process for student in relation to the professional education progress. Integrating Google Classroom into the learning process helps students learn in a new, different, and effective way, as well as supports their learning. It plays a vital role in promoting and encouraging teachers to implement technology into the educational sector, which has great and positive learning outcomes. Thus, Google Classroom integration provides another opportunity for instructors to engage in a virtual learning environment. The results gained from this study show that Google Classroom is a very useful program that highly impacted and changed the teaching and henceforth learning process.

List of references:

- Alajmi, Q. A., Kamaludin, A., Arshah, R. A., & Al-Sharafi, M. A. (2019). The Effectiveness of Cloud-Based E-Learning towards Quality of Academic Services: An Omanis' Expert View. *E-learning*, 9(4).
- Babae, R., & Yahya, W. R. B. W. (2014). Significance of literature in foreign language teaching. *International Education Studies*, 7(4), 80.
- Bhat, S., Raju, R., Bikramjit, A., & D'Souza, R. (2018). Leveraging E-Learning through Google Classroom: A Usability Study. *Journal of Engineering Education Transformations*, 31(3), 129-135.
- DiCicco, K. M. (2018). The effects of Google Classroom on teaching social studies for students with learning disabilities.
- Dooly, M. (2016). New competencies in a new era? Examining the impact of a teacher training project. *ReCALL*, 21(3), 352-369.
- Patel, H., Patel, A., & Shah, P. (2014). Impact Of E-Learning in The Development of Student Life. *International Journal of Research in Engineering & Technology*, 2(4), 233-238.
- Iftakhar, S. (2016). Google classroom: what works and how? *Journal of Education and Social Sciences*, 3, 12-18.
- Latif, S. (2016). Learning Engagement in Virtual Environment. *International Journal of Computer Applications*, 148(11).

Sasseville, B. (2019). Integrating Information and Communication Technology in the Classroom: A Comparative Discourse Analysis. *Canadian Journal of Learning and Technology*, 30(2), n2

Trafford, Paul and Yukari Shirota. (2016) « An Introduction to Virtual Learning Environment.":143-144.

Vaughan, Norman. (2014) "Students Engagement and Blended Learning: Making the Assessment Connection. «Education Science: 248-249.

Verma, Meenakshi. (2015) « A Stylistic Approaches to Teaching Literature at The College Level." *Language in India Vol 15 . N 8: 334-336.*

Vincent, Tony. (2017) . " Google Classroom for Professional Learning ."Learning in Hand with Tony Vincent

Xerri, Daniel and Stephanie XerriAgius. (2016). " The Use of Literature in ELT." *ETAS Winter Journal: 18.*

Xu, Huaxin. (2018)" My Personal Philosophy in Teaching English as a Second Language: Some Methods I used in Teaching English to Chinese Freshmen in Xi'a foreign Language University. "Apr 1993.Eric 23:13-14