KARADENIZ TECHNICAL UNIVERSITY * INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

MASTER'S PROGRAM IN APPLIED LINGUISTICS

THE CURRENT USE OF GOOGLE CLASSROOM IN EFL SETTING

MASTER'S THESIS

Binnur OLGUN KAPTAN

MAY - 2019

TRABZON

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Thesis Advisor: Assoc. Prof. Dr. Mustafa Naci KAYAOĞLU

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APPROVAL

Upon the submission of the dissertation, **Binnur OLGUN KAPTAN** has defended the study **"The Current Use of Google Classroom in EFL Setting"** in partial fulfilment of the requirements for the degree of Master of Arts in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous / majority** vote on **17.06.2019**

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DECLARATION OF ORIGINALITY

I, **Binnur OLGUN KAPTAN,** hereby confirm and certify that;

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- this work contains no material that has been submitted or accepted for a degree or diploma in any other university or institution,
- all data and findings in the work have not been falsified or embellished,
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20.05.2019

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CHAPTER ONE

ABSTRACT

The purpose of the study was to investigate the current use of Google Classroom through the eyes of teachers and students in an EFL setting. More specifically, the study tried to find out the effectiveness of this online platform as a supplementary tool for Main Course class. Both teachers' and students' perceptions of using Google Classroom were explored. Additionally, the potential drawbacks of using Google Classroom were aimed to reveal. Throughout the study, 75 students in preparatory English programme and 2 EFL instructors participated. Mix method was employed. A questionnaire for students was carried out in order to obtain quantitative data and semi-structured interviews and open-ended questions were employed for the students and the teachers to collect qualitative data. Quantitative data was analysed through SPSS (v.22.0) and qualitative data was conducted via content analysis. The overall analysis of the elicited data presented several significant contributions of using Google Classroom as a supplementary tool in Main Course. Not only the teachers but also the students mostly held the view positively for blended learning. Lastly, the results clearly indicated that using Google Classroom was not completely free from challenges.

Keywords: Google Classroom, blended learning, learning management system

ÖZET

Bu çalışmanın amacı, bir yabancı dil öğrenme ortamındaki öğretmenlerin ve öğrencilerin gözünden Google Classroom'un mevcut kullanımını araştırmaktı. Daha spesifik olarak, çalışma Main Course dersi için ek bir araç olarak çevrimiçi bir platformun etkinliğini ortaya koymaya çalışmıştır. Buna ek olarak, Google Classroom kullanmanın olası sakıncalarını ortaya çıkarmak amaçlanmıştır. Çalışmaya İngilizce hazırlık programından 75 öğrenci ve 2 yabancı dil eğitmeni katılmıştır. Karma metot kullanılmıştır. Nicel veri toplamak için öğrencilere anket uygulandı ve nitel veri toplamak için öğrencilere ve öğretmenlere yarı yapılandırılmış mülakat ve açık uçlu sorular soruldu. Nicel veriler SPSS (v.22.0) ile ve nitel veriler içerik analizi ile analiz edildi. Ortaya çıkan verilerin genel analizi Google Classroom uygulaması kullanmanın Main Course dersine ek bir araç olarak birçok önemli katkısı olduğunu göstermiştir. Sadece öğretmenler değil aynı zamanda öğrenciler de karma öğrenme için çoğunlukla olumlu bir görüşe sahipti. Son olarak, sonuçlar açıkça Google Classroom'u kullanmanın zorluklardan tamamen arınmış olmadığını göstermiştir

Anahtar Kelimeler: Google Classroom, harmanlanmış öğrenme, öğrenme yönetim sistemleri

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LIST OF ABBREVIATIONS

BL	:	Blended Learning
CALL	:	Computer Assisted Language Learning
CPG	:	Classroom Performance Grade
DELL	:	The Department of English Language and Literature
Edtech	:	Educational Technology
EFL	:	English as a Foreign Language
Elearning	:	Electronic Learning
ELT	:	English Language and Teaching
FL	:	Foreign Language
GAFE	:	Google Apps for Education
ICT	:	Information and Communication Technologies
IT	:	Information Technology
LMS	:	Learning Management System
MOODLE	:	Modular Object-Oriented Dynamic Learning Environment
PEOU	:	Perceived Ease of Use
PU	:	Perceived Usefulness
SPSS	:	Statistical Package for the Social Science
TAM	:	Technology Acceptance Model
TRA	:	Theory of Reasoned Action
VLE	:	Virtual Learning Environment

INTRODUCTION

The irresistible impact of technology can be observed in many fields such as economy, medicine, agriculture, science, culture, etc. One of the majors is the concept of education which has been in the process of change in recent times due to the contemporary approaches and the integration of technological innovations into the traditional classrooms.

This ongoing change has led to expand the role of the teacher both in the classroom and outside the classroom. That is why learning and instruction cannot be improved by the technology itself. How teachers and learners use technology has significant effect on education. The common sense of the new approaches towards education is to enable students to reach their learning targets (Hwag et al., 2015: 449-473). At this point, some of the scholars are concerned that students may get distracted easily (Selwyn, 2007: 3-4) and there may be high drop-out rates because of the use of the social media tools in the classroom (Freitas et al., 2015). These scholars are in favour of avoiding online platforms as they believe that they have limited positive effect on learners. The controversial views upon the efficiency of online learning have brought about the question how online tools are to be implemented to enrich learning in higher education (Heggart and Yoo, 2018: 141).

The answer upon this question relies on the concept of 'blended learning' which is described as the mixture of traditional face-to-face and online learning (Tayebnik and Puteh, 2012: 105). Blended learning is an approach, especially in higher education, where traditional classroom instruction is supported by online learning environment and activities. As a supplementary tool in face-to-face classroom, blended or online learning approach is of certain benefits. The most significant ones are its availability, students' programming, flexibility and adoptability for learning and teaching platforms (Al-Maroof and Al-Emran, 2018: 112). Furthermore, Bosch (2009) searched for the students' interests in terms of the use of learning platforms. Learners declared the advantages of these platforms regarding reaching learning material easily, getting responses to their questions and finding it easy to collaborate. Besides, Brown and Adler (2008: 26) comprehend the integration of formal and informal settings as "knowledge becomes socially constructed through conversations and interactions between students and educators during cooperative learning opportunities".

However, there exist some teachers and scholars who have concerns about blended learning related to its platform and pedagogy. For instance, Halverson (2011) states the challenges of online

learning including privacy and controversy between the learning targets of the students and the learning targets of the institution.

Today, students are born into technology and it has become one of the most impactful parts of their lives. These students become natives of technology, so teachers and scholars tend to turn this notion into advantage by integrating technology into face-to-face teaching and learning. Educational institutions and instructors may have hesitations and concerns for this matter. Being patient and open to novelties, they can benefit from online learning platforms as a supplementary tool for their prior education. Instead of ignoring the existence of online learning platforms, it would be better to find out possible contributions and drawbacks of combining e-learning and traditional face-to-face learning.

Background of the Study

Teachers and scholars have been in search of discovering effective ways of implementing the learning platforms. 'Google Classroom' is an online educational platform which is associated with blended learning in terms of its accessibility, students' scheduling flexibility and adoptability for working (Al-Maroof and Al Emran, (2018: 112). Google Classroom is described as the Learning Management System (LMS) and was presented by Google to teachers in 2014. The preliminary aim of Google Classroom is to deploy a more practical and easier online platform for both teachers and students (Zhang, 2016). Furthermore, Google Classroom provides some opportunities such as easier communication between student and teacher, and a quick way of distributing and grading assignments. Also, being a paperless platform is linked to the learning strategies. Moreover, meeting the deadlines of the tasks and exhibiting assignments there make both teachers and students more organized. Additionally, Google Classroom gives learners opportunity to deal with classroom stuff anywhere and anytime, which lets students and teachers have the flexibility of time and place (Al-Maroof and Al Emran, 2018: 113). Furthermore, Google Classroom provides learners and teachers with enabling to integrate with some educational interactive tools such as the Google Docs, text editor, Google Drive cloud storage, Gmail and applications including YouTube, Google Sheets, Google Slides, Google Calendar, Google Forms, Hangouts, etc (Kylova et al., 2014). Finally, teachers and students can download Google Classroom as a mobile application into their smart phones and it makes much easier to follow notifications for assignments and instant messaging between teachers and the students.

While providing many useful additional tools into blended learning environment, teachers and scholars should bear in mind some concerns that may turn into a disadvantage. For instance, learners' level of readiness to study on Google Classroom may be low. The next issue is that there can be inadequate material and technical support in Google Classroom. Another matter can be considered as pedagogical support and insufficient guidance on the content in Google Classroom.

In addition, students might have trouble in accessing the Internet which can cause problems in following the latest homework and announcement, uploading or downloading files, receiving or sending emails, etc.

Statement of the Problem

Throughout history, society's needs and demands have altered based on revolutionary movements like industrial and agricultural revolutions. Such kinds of innovations have started to change the society's expectations and life style. People want to adopt changing work life and keep pace with updated innovations in their daily lives (Irving, 2003). Education has also been shaped by these innovations and shifted from traditional classroom atmosphere to online learning setting. The target of the new understanding of teaching and learning is to enhance classroom effectiveness in which students get exposed to more independent and personalized atmosphere. In developing countries, an increasing number of schools, colleges and higher education institutes tend to use blended learning in teaching and learning language in EFL setting (Spring et al., 2016).

The concept of the classroom in education and student profile within years has changed significantly that scholars and teachers need to seek new and alternative ways of teaching approaches and learning platforms. Google Classroom is one of these new platforms aiming at fostering students' learning outside class time as a supplementary tool for traditional classrooms. As there is a lack of studies in Google Classroom, founded in 2014, teachers and scholars desire to explore the effectiveness of this online platform. It is obvious that young generation is so into technology that principles and teachers should stop resisting against technology. Instead, they should look for new ways to integrate technology into language classes which also promotes their professional developments.

As a developing country, in Turkish education system, educational technological tools have started to be used as a supplementary material in order to be more productive and present more authentic and meaningful materials in teaching. Like other countries, teachers in Turkey benefit from additional online platforms such as MOODLE, Google Classroom and social networking sites. In comparison to other online settings, Google Classroom is relatively new that Google Apps for Education (GAfE) founded it in 2014. When the educational institute has a contract with Google, it is free for teachers and students. They just need to sign in with their email address that they get from their school. Since it is budget friendly, teachers and students in Turkey might prefer this online learning management system. As mentioned before, Google Classroom is quite new, that is why, teachers and the schools may not be aware of the existence of this online classroom. They should learn that Google Classroom encourages paperless education, online or cloud based tools, anytime anywhere learning, assigning homework and giving feedback online, sharing online

materials, being able to reach students individually, making online announcements, grading assignments online, having online discussions, etc.

By means of the reviews of literature and the results of the instruments carried out in this study, this research aims to present a comprehensive overview of the impact of the current use of Google Classroom in tertiary education in EFL setting.

Significance of the Study

Learning a new language is a long term process and requires a lot of effort and time. Learners need to get as much language support as possible while acquiring a new language. Liaw (2002) notes that students should actively participate in language environment in which teachers initiate different language activities. According to Nunan (1999) students need to be exposed to language instructions around 200 hours of classes. This targeted exposure is not reachable because of compulsory language class hours of the schools. Additionally, the large number of the classes does not let the instructors use different language activities, yet students get intense amount of English classes only in preparatory program with up to 30 students in each classroom in Turkish Education System (Kırkgöz 2008).

Regarding the studies carried out so far, it can be concluded that language learning can be promoted via supplementary online learning tools (Kung and Chuo, 2002; Wang, 2007). Based upon this assumption, language teachers can take advantage of Google Classroom as an additional teaching tool to have more authentic language environment that leads students to be more engaged in learning English language. Moreover, Google Classroom can be considered as a useful supplementary language platform that contributes to traditional curriculum of English language learning classroom so that the improvement of the students' language skills can be supported in a variety of ways. Thanks to Google Classroom, students can be engaged in English after school by getting feedback for their assignments, doing and uploading their homework, sending or receiving emails, chatting in discussion groups, reading teachers' announcements, doing tasks or getting materials given by the teacher, etc. Here, perhaps the most crucial thing is to administer this platform mainly or completely in the target language. If the teacher succeeds in sticking to English language, interaction, participation and collaboration in English might develop learning outcomes of the students.

Despite the fact that there exists a plenty of studies associating with the use of ICT and online learning in Turkey, it has been observed that there is not a comprehensive study on the use of Google Classroom in ELT in Turkey. There are a few studies in related to the use of Google Classroom, though. In the light of the present study, teachers, scholars, administrators, curriculum designers and even students can have a deep insight into the current use of Google Classroom

through the eyes of the teachers and students in higher education in an EFL setting. The major aim of the researcher is to take up this research gap in Turkey and introduce this online learning platform to those who seek new ways of fostering education in addition to their traditional learning and teaching methodology. The ones who are interested in blended learning can find out the benefits and shortcomings of using Google Classroom and make certain strategies by turning disadvantages into advantages. As the study suggests, institutions can arrange a presentation to give support for both teachers and students from IT department. Because of the fact that there is no example of its design within its context in Turkey, the data obtained from this study might be a guideline for the future research. Lastly, not only teachers but also students can have a more organized, practical, innovative, flexible, paperless, online graded, collaborative and 24 hours active from anywhere teaching and learning supplementary platform to their traditional face-to-face classroom.

Therefore, this study attempts to highlight the current use of Google Classroom in EFL setting. This study also refers to the effect of Google Classroom as a supplementary tool in preparatory program in terms of teachers' and students' perspectives. Finally, this paper addresses the potential challenges of Google Classroom in tertiary education in EFL setting.

Organization of the Study

The present study includes 5 parts including 3 basic chapters as stated below:

Introduction: This part gives a general look for the rest of the study providing brief background information, statement of the problem, significance of the study, organization of the study, purpose and research questions and statement of the limitations.

Chapter 1, Review of Literature: The second part provides a comprehensive insight with literature review focusing on technology and education, e-learning, blended learning, the use of Google Classroom and previous related studies.

Chapter 2, Methodology: This chapter presents research design, participants, setting, pilot study, teacher as researcher, data collection tools and data analysis procedure.

Chapter 3, Findings and Discussion: This part of the study reveals and shows the findings and discussions based on the obtained data through the research tools.

Conclusion and Suggestions for the Further Studies: The study makes a conclusion with a brief comment upon the findings and contents by answering the research questions.

Purpose and Research Questions

The purpose of the present study is to investigate Turkish tertiary students' and EFL instructors' attitudes towards the current use of Google Classroom in EFL setting. More

specifically, it aims to reveal the positive and negative impacts of Google Classroom as a supplementary tool in a blended learning based English preparatory program.

Based upon the purpose of the paper, this study aims to address one major question and three additional questions.

1. What is the current use of Google Classroom through the eyes of teachers and students in EFL setting?
- What is the effect of Google Classroom as a supplementary tool in English preparatory program?
- What are the students' and teachers' perceptions of the impact of Google Classroom in preparatory program?
- What are the drawbacks of Google Classroom in tertiary education in EFL setting?

Statement of the Limitations

As in almost every study, the implementation of this study is not without limitations. First of all, this study is local. Therefore, it is considered to be a case study that it cannot be counted as a random example for the universe of the study. The scope of this study is limited to 75 preparatory students and 2 EFL instructors at Recep Tayyip Erdogan University. Additionally, as Google Classroom is not a rooted online platform, there is less literature on the use of Google Classroom as an educational tool. These limitations should be taken into consideration for further studies.

1. REVIEW OF LITERATURE

1.1. Introduction

This chapter presents a review of the related literature. Initially, it begins with the depiction of the relationship between education and technology from past to the present. Next, e-learning with asynchronous and synchronous versions is discussed in detail. After that, this section elaborates on blended learning with its advantages and disadvantages. Moreover, learning management system is introduced with its definitions and significant features. Last but the most important part of this chapter is the use of Google Classroom. It is comprehensively described with figures in addition to its pros and cons. There is also a comparison between Google Classroom and other popular virtual platforms. Finally, related studies in the world and in Turkey are displayed by means of tables.

1.2. Education and Technology

Language learning is a complicated and demanding process. In order to alleviate the difficulties that students might encounter while learning a foreign language, schools or institutions are expected to provide better facilities about time, effort and resources regarding individual differences in learning styles. That is why language teaching institutions are in favour of intensive foreign language (FL) instruction. Here, they aim at saving time to lessen the expected duration to learn the target language. Both various teaching methodologies and educational technological tools are utilized to promote learners' interest and meet their needs in learning a foreign language. According to teachers' approaches towards teaching with technology in the last three decades, educational technology (Edtech) has been considered to have the potential to transform teaching and learning (Al-Mahrooqi and Troudi, 2014).

The answer of the question, 'When and how did technology get access and integrated into language learning environment?', relies on the emergence of computers in 1960s. Some of the instructors wanted to benefit from the advantages of computer in education. With the existence of computers, the approach which was introduced in language learning and teaching process was Computer Assisted Language Learning (CALL). Levy (1997: 1) defines CALL as "the search for and study of applications of the computer in language teaching and learning". After CALL,

instructors started to be interested in information and communication technology (ICT) which fosters e-learning via the Internet. By means of ICT, language learning and teaching environment is supported by various additional learning materials. That means that curriculum is developed by multimedia learning materials which are plausible any time anywhere as long as students and teachers have their computers, smart phones and tablet devices with the internet connection (Alsunbul, 2002).

As a consequence of the fact that the way people communicate, become sociable, produce and exchange information has significantly changed because of the technology, there occur some certain positive changes in language learning environment. First of all, student-centered learning education is encouraged with the application of computer technologies. Secondly instructors take account for individual differences. They tend to prepare their lesson plans with different presentation styles, keeping in mind students' interests and different learning opportunities outside the class which promotes interaction with the target language outside the class (Al-Mahrooqi and Troudi, 2014). Additionally, Yaverbaum, (1997) asserts that integrating multimedia into the traditional learning environment both reinforces the styles of presentation and the positive impact upon the developing language use.

If the institutions and instructors want to benefit from the advantages of ICT in language teaching and learning environment, they must fulfil the prerequisites first. Pirani (2004) highlights that having enough computers, e-learning professionals, and infrastructure in good condition are major elements of achieving any IT integration into EFL settings. The solid infrastructure is associated with computers, internet speed, secure platforms, expertise and teacher training (Pirani, 2004; O'Neill, Singh and O'Donoghue, 2004). Here, the role of the teacher is preliminary. Although other needs are met, teacher will not prefer to use technology in the class if s/he is not able to use it efficiently. Beside the ability to use technology, the other handicap is the attitude of the teacher towards technology which has a direct influence on the curriculum and the success of technology (Albirini, 2006; Al-Senaidi, et al., 2009). Likewise, the attitude of the student is as important as the teacher's approach towards e-learning. Compared to teachers, as being digital natives, students are more compatible with technology according to the research. The underlying reason is that technology encourages student-centred EFL setting and decreases the level of their 'affective filter' which means that they do not feel anxious a lot as they can make practice any time anywhere in e-learning and they are not afraid of being embarrassed in the class because of making mistakes (Krashen, 1982; Krashen and Terrell, 1983). Regarding all the variables on this issue, it is not very easy to benefit from the technology effectively in language learning environment.

As can be deduced from the presented information considering the benefits and obstacles of the use of technology in language teaching and learning environment, there are certain matters that cannot be neglected. For instance, education goes parallel with the contemporary changes in other

fields. In order to follow the rapid growth of information and communication technologies, technology is necessary, which makes it essential in EFL setting. The other issue is that new generation is digital natives. That means that they are born into technology and familiar with its aspects. As students do not need much training for language learning environment and when other obvious benefits of the technology are taken into account, it is worth seeking alternative ways of how to use technology more efficiently in language learning environment which might give chance to handle the obstacles of it.

1.3. E-learning

Information and communication technologies (ICTs) are getting continuously more widespread in education system. Not only staff training in trade and industry but also education sector benefits from ICTs. By means of the rise of the Internet and computer technology, the structure of traditional classroom has significantly changed (Zhang and Nunamaker, 2003). This vital change in education has brought up a novelty in the concept of language learning. The new approach in the field of education is described as 'electronic learning' (e-learning). The term e-learning is also known as online learning, web based learning, distant education or asynchronous/synchronous learning (Gluchmanova, 2015; Moore, Dickson-Deane and Galyen, 2011). Nowadays, e-learning gets a lot of attention throughout the world (Kılıçkaya, 2009; Kumar, 2012 Seferoğlu, 2008: 20-38). Additionally, both academic institutions and private sector organizations are interested in utilizing the Internet and computers in their training (Stephenson, 2003: 86-103). Before discussing e-learning today, it can be helpful to go back to the beginning of the primitive version of it. Harasim (1990) states that web based programs were limited and lacking of technological improvements because of the computer networks at that time in the early 1970s. The emergence of e-learning programs in Turkey dates back 1997. Graduate programs, vocational high schools and certification started to use e-learning. Besides, some of the information technology (IT) companies offered IT certificates through e-learning programs in Turkey (Yazıcı et al., 2001).

E-learning has been quite increasingly popular for almost three decades. This great deal of attention has made e-learning one of the prior concepts in the field of education (Brown and Johnson-Shull, 2000). Teachers and scholars have predicted that e-learning might be a popular trend in EFL setting. Today, higher education systems have been saving budget for English e-learning programs. These institutions are willing to offer their students a chance to promote their language learning via online learning programs. Thanks to the use of the Internet and computer, e-learning offers unprecedented facilities in language teaching and learning environment. Fundamental aspects of e-learning are its convenience and easy accessibility. As the teachers and scholars are eager to take the advantage of e-learning programs for English learning and teaching to

develop their students' proficiency in English, they tend to attain the opportunities of e-learning in their traditional classrooms.

As e-learning began in 1990s, the concept of the classrooms changed from traditional to interactive and communicative environment. The use of drill, text manipulation and word processing were replaced with email, chat and internet based programs (Warschauer and Meskill, 2000). Today, most of the higher education institutions integrate ICT into their education system. They find it beneficial while planning course materials, sending and sharing course content, lectures and presentations, making communication easier between teachers and students, doing research on any subjects, offering administrative and management services (Soong, 2012: 87).

Although e-learning is advocated by many teachers and scholars, counter arguments against web-based learning are put forward. For example, Harmer (2000) asserts that cold technology and machines can never achieve the role of 'facilitator' that is supposed to be the teacher in the classroom. The researcher highlights the idea that e-learning programs cannot be completely successful for EFL students. Moreover, the perspective of the teachers towards e-learning can be incompatible. Watson (2003: 30) identifies two models of teachers "a conservative resister of change or a pioneer and interpreter of change". It is observed that the former group of teachers are quite confused in using e-learning and ICT since they are afraid of losing their roles in the classroom whereas the latter group are in favour of using web based technology in their classes as it reduces their teaching workload and triggers their success in teaching (Means and Olson, 1993:19).

1.3.1. Definitions of E-learning

Nowadays, the term 'e-learning' sounds familiar to many people and several people relate e-learning with technological novelties and major opportunities as well. There are several definitions of e-learning. The prevalent definition is that e-learning is a delivery system. It means that e-learning benefits from ICT to deliver information for language teaching and learning (Sun et al., 2008). Moreover, Palloff and Prat (1999: 6-15) define e-learning as a "general term used to refer to computer-based learning" and anticipate that e-learning is to bring about physical, emotional and psychological matters besides educational concerns. According to the European e-Learning Action Plan (2001), e-learning is "the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration." When ICT first appeared with the novelties in concepts, tools and resources in communication, not many teachers believed that it would be commonly used and make rooted changes in education.

Another description of e-learning is associated with ICT. Clark (2004: 2) states that "e-learning is a general term covering many different approaches that have in common with the use of information and communication technology." In spite of its other connections, the emphasis on ICT never changes. Jones (2003: 6) underlines ICT as follows: "e-learning, digital learning, computer enhanced learning, no matter which tag is applied, all aim to exploit web-based technology to improve learning for students." Additionally, Holmes and Gardner (2006: 14) highlight the characteristics of e-learning in terms of its convenience and easy accessibility as "online access to learning resources, anywhere and anytime".

Furthermore, Khan (1997) defines e-learning as the use of the Internet to reach learning materials, to have interaction with teacher, other pupils and content and get guidance in learning process. He focuses on the acquisition of language, building individual meaning and benefiting from the learning experience. Carliner (2004) refers online learning as an educational tool which is carried out on a computer. Finally, Zahner (2002: 12) elaborates on e-learning in terms of differing from traditional classroom: "e-learning is an extension of the traditional courses, classes or training sessions to the desktop where learning opportunities can be provided in asynchronous, self-paced formats or in synchronous virtual classes".

From the definitions given so far, it can be said that e-learning is simply a delivery system relying on ICT expanding concept of traditional classrooms with the Internet connected tools and activities and supporting teaching and learning language anywhere and anytime.

1.3.2. Synchronous E-Learning versus Asynchronous E-Learning

Today, depending on the interactive tools and modes of interaction, e-learning can be categorized in two forms: synchronous and asynchronous. The former is conducted by means of videoconferencing, webcasts, interactive learning models and telephone conferences (Er et al., 2009) whereas the latter uses the Internet, online discussion groups, and emails with self-paced courses (Kaplan-Leiserson, 2000). Nowadays, several educational institutions apply synchronous and asynchronous e-learning in the world. In Turkey, a lot of universities such as Recep Tayyip Erdogan University, Karadeniz Techinal University, Hacettepe University, etc. conduct web based classes carried out by distance education centre. Common online courses, run via distance model, are Turkish Language and Literature, history and English which are shared in all the departments of undergraduate level.

Synchronous e-learning is basically associated with chat and videoconferencing in online learning. It is a real time online tool. The atmosphere is a virtual classroom in which students ask questions and teachers can reply back instantly. Students and teachers join classes from different locations at a specific time. That is why this platform is called synchronous e-learning. Participants

can see and hear each other through a camera. They can share documents in this virtual class. Rather than learning alone, learners who join this synchronous online class can interact with the teacher and other students. In terms of its pros and cons, the fundamental advantages of synchronous learning are: learners do not feel isolated as they are capable of communicating with other students during the learning process and learners can get immediate access to the class and feedback from the teacher. Students do not have flexible time to access these live teaching classes in real time, however. If the students have busy schedules, this platform may not be very convenient for them. Also this platform may require some cost for the institution or student (Hrastinski, 2008: 55-56).

On the other hand, asynchronous learning is not a live online class but is conducted when the student and the teacher are offline. Mayadas (1997: 2) describes asynchronous learning as "an interactive learning community that is not limited by time, place or the constraints of a classroom". Participants can use online tools such as emails, discussion boards and web. Regardless of time and place, students complete the courses on their own and use the Internet as a supporting tool for free. Participants can combine their classes with their work, family and other commitment depending on their schedules. That is to say, students carry on the curriculum at their own pace and based on their needs (Sharma and Fiedler, 2004). As a drawback, students from different places and background can have problems when they are asked to work on the same assignment. Also, because of studying alone and having lack of motivation for the course, students may feel isolated during the learning process. As this learning style is not simultaneous, learners cannot get instant feedback from their teachers (Rosen, 2009).

Both synchronous and asynchronous e-learning have certain benefits and limitations. While synchronous e-learning offers learners an interactive atmosphere in real time, students may feel isolated and not motivated in asynchronous e-learning because of studying on their own. On the other hand, as it is live online class, students need to follow inflexible schedule and curriculum in synchronous learning. In asynchronous e-learning, learners complete the curriculum according to their own pace and time. Today, many learning institutions prefer asynchronous e-learning as it is possible to use them as supplementary tool for learning and it is much cheaper unlike synchronous e-learning (Er et al., 2009).

1.3.3. Benefits and Limitations of E-Learning

Due to the advent of ICT in education, there occurred changes in traditional education system. Although e-learning provides several positive novelties for teachers, students and institutions, there are certain areas that need to be improved or altered.

Initially, the fact that students have freedom of choice in place, pace and time for learning is considered the most initiative advantage of e-learning (Clarke, 2004: 32). That means that there is learner-centered atmosphere and the role of the teacher is more like a guide or a facilitator. Moreover, Gold (2001) notes that the quickest way to fulfil the needs related to education is e-learning. Additionally, e-learning lowers the cost and time of education process, provides consistent delivery and expert knowledge and boosts confidence and motivation. Besides, e-learning complies with different learning styles and offers various activities to promote language learning. It also enhances the use of the Internet and computer skills which help students in their lives (Rosenberg, 2001).

Although e-learning has many advantages, there are some negative aspects that need to be discussed to cover the matter fully. First of all, the lack of face to face interaction with teachers and other students in e-learning is regarded as an essential problem compared to traditional education system (Bjork et al., 2008: 142). The absence of physical interaction leads to isolation (Brown, 1996) and students may feel confused, frustrated and they may complain about the online guidance and directions (Wang, 2007: 38). Therefore, some learners might not complete the learning program and they do not accomplish their responsibilities (Sullivan, 2001). Another problem of e-learning is that students might not have the Internet connection at home or institutions cannot invest enough money for the software and web. Furthermore, hands-on or lab work is not possible in e-learning. Finally, students who are not well-motivated or have bad study habits might not pace with the teacher and the classmates (Rosenberg, 2001).

As a lot of researchers study on the positive and negative impacts of e-learning, they want to eliminate the disadvantages of online learning. As a result, a new approach called 'blended learning' has appeared combining e-learning and traditional education system.

1.4. Blended Learning

The idea of benefiting from the effective sides of online learning and traditional learning brought about a new term called 'blended learning'. Blended learning is sometimes referred as hybrid e-learning. Basically, blended learning is a quite new paradigm which unites face-to-face learning environments with e-learning strategies (Bersin, 2004).

Blended learning has drawn attention by the teachers and scholars for foreign language teaching all over the world since 2000s. Blended learning is not in favour of pure e-learning instruction which utilizes electronic media for education, but supports traditional face-to-face education system with various technology based teaching and learning activities in higher education (Webb et al., 2005). Today, several higher education institutions have been using

blended learning approach by combining classical traditional education with online education (Allen et al., 2007). Figure 1 shows the mixture of face to face learning and online learning.

Figure 1: Blended Learning
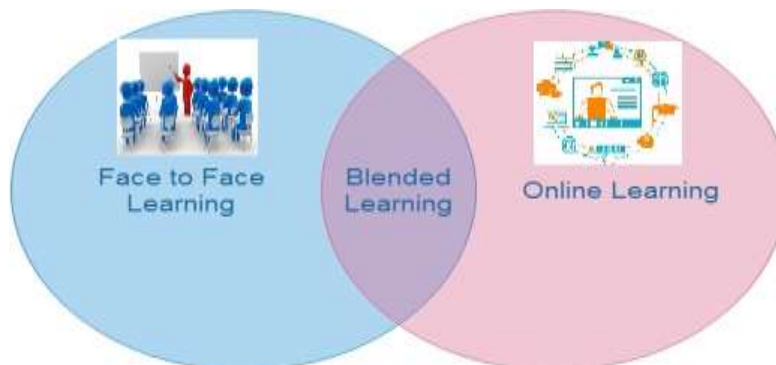
Blended learning approach can be categorized including synchronous, asynchronous and traditional teaching and learning atmosphere. Blended learning puts emphasis on dynamic, collaborative and personalized EFL atmosphere (Alonso et al, 2005). In addition, blended learning offers flexibility in terms of schedule, online interaction with the teacher and other students and teacher's availability outside the class time (El Mansour and Mupinga, 2007). In other words, students have more opportunities to interact with the instructor and other peers. Also, students and teachers have nearly round-the-clock online availability.

However, arranging an efficient blended atmosphere is not very easy. The challenging part is for the instructor because s/he needs to decide on how and what to use for online and face to face instruction which requires well-designed lesson plan, IT knowledge and experience (Olapiriyakul and Scher, 2006). There is not a specific blended learning course model. Intended course plan changes depending on the variables such as the teacher, objectives of the course, learners' profile, content and current technology (Garrison and Kanuka, 2004; Garrison and Vaughan, 2008; Osguthorpe and Graham, 2003).

1.4.1. Definitions of Blended Learning

Blended learning emerged as an integration of effective features of online and traditional learning environments. Here, learners and instructors can interact with or without benefiting from the technology (Tselios et al, 2011). Blended learning is considered as a relatively new concept and there appear various definitions of it, commonly in higher education. The simplest explanation of blended learning is the mixture of face-to-face teaching and online teaching. In other words, it is the combination of traditional and paperless (digital) learning setting (Akbarov et al., 2018: 61). Researchers like Oliver and Trigwell (2005) underline the importance of teaching rather than

learning while defining blended learning. Besides, Garrision and Kamuka (2004: 96) broaden the definition of blended learning as "virtually limitless design possibilities and applicability to so many contexts."

Blended learning is sometimes known as open and flexible learning, distributed learning and hybrid learning. Graham, Allen and Ure (2003) classify blended learning based on three modalities: combining instructional approaches, combining instructional methods, combining online and face-to-face teaching. The first classification is about various modes and delivery media. The second one is about combining several instructional methods and strategies. The last category is the mixture of face-to-face teaching and computer assisted teaching that is the most prevalent classification of all.

In short, blended learning is a new paradigm in language teaching and learning environment which combines traditional face-to-face learning environment with digital technology based classrooms.

1.4.2. Strengths and Weaknesses of Blended Learning

Being able to integrate web based technology into traditional face-to-face classrooms, blended learning exhibits several benefits for EFL environment. Osguthorpe and Graham (2003: 227) note the initiative objectives of blended learning as to "maximize the benefits of both face-to-face and online methods—using the web for what it does best and using class time for what it does best". Regarding this matter, Alonso and Lopez et al. (2005) affirm that blending learning is an effective teaching and learning method to encourage students to carry out a course curriculum in terms of self-paced learning, web based learning and traditional face-to-face learning. The main contribution of blended learning is to provide various types of communication and interaction opportunities which pave the way for developing teaching and learning strategies in ELT (Dziuban, et al., 2004: 12).

The benefits of blended learning can be discussed based upon "learning flexibility, study management, technology, online learning, online interaction and classroom learning" (Tang and Chaw, 2013). First of all, it is important to understand the perspective of the students towards blended learning. Zhu et al. (2013) express that if students are eager to learn, they are more motivated for learning a language in blended learning concept. In addition, studies show that when teachers implement blended based activities in the classroom, the reactions of the students are more positive towards learning (Al-Shaer, 2013, Lin, Tseng and Chiang, 2017). Also, Acar (2013) adds that students' approaches towards blended learning have similarities with their attitudes towards social media for educational aims. The fact that students' attitudes and satisfaction are closely

related is inferred by the questionnaires implemented to understand learners' reactions (Bowyer and Chambers, 2017).

Moreover, El Mansour and Mupinga (2007) note that flexible schedule, web based interaction and the instructor's availability are certain advantages of blended learning for learners. Students find the interaction in blended learning worthy because they can interact both with teachers and other students in better standards (Garrison and Vaughan, 2008). The teacher is nearly round-the-clock available in blended learning. Therefore, presence of the teacher physically at school and virtually after school is a great chance for learners (Pinto de Moura, 2010). Another contribution of blended learning is "creating a better sense of community without sacrificing high academic standards" (Garrisan and Kanuka, 2004: 174). The interaction between the teacher and the students and also learners and other students is significantly improved in BL. Blended learning supports engagement of learning community. This high level of interaction leads to enjoyment of learning experience (Qiuyun, 2008). Hence, positive experience of the students contributes to their performance. Related studies show that the increase of the students' performance has promising impact on their academic results. Thus, less dropout rates can be observed in blended learning compared to previous separated approaches in education (Lopez-Perez et al., 2011).

Although blended learning seems to enlighten problems in EFL, there are still weaknesses that need to be improved. Initially, the biggest problem is about the use of technology in education. Even though today learners are digital natives, some of them have poor computer skills like connecting, downloading or uploading something, sending emails or submitting homework online. Besides, as teachers are digital immigrants, they might not have technological background or the teacher and the institution might resist against benefitting from technology in their teaching environment (Razali et al., 2010). Another problem about technology is poor internet connection or technical infrastructure which is essential in blended learning (Itmazi and Tmeizeh 2008).

Additionally, Hughes (2007) stresses the importance of using technology in EFL. If the teacher is not able to use technology efficiently, students cannot benefit from blended learning. In order to make it work, teachers should be able to use different activities in order to guide and create a blended learning environment. Teachers need training and experience to use online tools efficiently to meet learners' needs.

Even though the flexibility in schedule is an opportunity for students, if they are not well motivated for the course, they can feel lost and this may have a negative impact on their blended learning experience. In order to carry out the tasks and assignments, learners spend plenty of time online. This might make them feel isolated. El Mansour and Mupinga (2007: 247) say that in the online atmosphere, learners might not "feel as a part of the class" and "lose the personal teacher-student relationship." Another disadvantage is about health. As learners spend too much time in

front of the computers, there may occur health problems such as eye pain, bad posture or physical disorders in the students.

Finally, possible limitation of blended learning is students' expectations. Blended learning is mostly a learner-based platform. If the students, especially the older ones, are used to teacher-based learning, they might have difficulty in adapting different activities. They might not feel motivated to have the responsibility for their own learning. Here, the role of the teacher is important. As a guide and facilitator, s/he should be supportive and encourage the students. Otherwise, the students might not be very successful (Lloyd-Smith, 2010).

All in all, enhancing learners' language skills, promoting learning, motivating and inspiring learners, having more interaction and having better academic performance make blended learning more beneficial compared to traditional language education (Korkmaz and Karataş, 2009).

1.5. The Role of the ICT and the Internet in ELT

Over the last two decades, one of the most interesting subject matters in English language and teaching (ELT) has undoubtedly been the integration of information communication technologies (ICT) in language teaching (Liao, 1999; Liou, 2000; Shetzer and Warschauer, 2000; Warschauer, 2000). By means of ICT and the Internet, new teaching and learning online tools such as email, World Wide Web, chat platforms, forums and MOO have been included in EFL settings (Yang 2001, Chien and Lion, 2002). These novelties have altered the parameters in language learning environment and ELT settings. Cognitive approach has replaced socio-cognitive with the integration of computer-assisted learning (CALL). These rooted innovations paved the way for the opportunities such as having more interactive, collaborative, communicative and learner-centred language teaching and learning environments (Kern and Warschauer, 2000).

Researchers such as Pike (1967), Gardner and Lambert (1972) claim that psychological factors have had a significant impact on EFL since 1960s. They add that some students remain silent and become shy as they are afraid of showing poor performance in front of other pupils. However, with the advent of ICT into language learning and teacher, those who used to be introvert in face-to-face education tend to be more active in computer based platforms (Beauvois, 1992; 1995; Kelm, 1992; Ehrman, 1993). They figure out that not very active participants might have better achievements in learning a foreign language thanks to computer assisted language teaching and learning advancements.

Students' motivation in language learning and linguistic proficiency is regarded to be promoted by means of the Internet (Lee, 2000). The Internet presents audio, video, digital, communicative and graphic tools in order to initiate a new language teaching and learning

environment (Muehleisen, 1997). Recently, language teachers and scholars have been seeking new alternative ways to have more efficient and inspiring language learning environments via ICT (Vallance, 1998; Donaldson and Kotter, 1999; Yang, 2001; Chien and Liou, 2002). Therefore, Muehleisen (1997) cited in Young, (2004: 448) concludes the reasons of using the Internet in EFL as listed below:

- Learning to use computers provides a strong intrinsic motivation for learning English.
- The Internet places English in an international context.
- Internet projects are interactive.
- Facilities for using the Internet are often readily available.

Furthermore, studies show that learners can be better at problem solving and communication by using web based computers (Belisle, 1996; Al-Kahtani, 1999). There are notable differences between computer based communication and face-to-face communication. Initially, it takes some time for the response after posting the first message in an asynchronous communication. Here, if the respondent is not convenient or ready to answer, there can be delay in interaction because of the time lag. Next, in computer based communication, as the messages are scripts, they can be stored or archived. Learners also answer back with automatic digital messages which are not possible in face to face communication. With the advent of ICT in language learning classrooms, there have occurred online communication platforms with emails or chat rooms to support learners. Several synchronous or asynchronous web-based interactive tools like email, blogs, online chat, multimedia activities, online reading and task-based activities have been included. Each activity develops a different type of linguistic competence and requires different language skills (Negretti, 1999; Liou, 2000). For example, Arslan and Şahin-Kızıl (2010) state that using blogs promoted Turkish university students writing abilities. In addition, according to a study carried out by Kayaoğlu and Dağ Akbaş (2014: 24), not only teachers find online reading relaxing, entertaining and time saving but also students think that it is motivating and refreshing.

Moreover, computer assisted language learning enhances communicative activities to create an interactive language learning atmosphere. ICT and the Internet highlight authentic materials like podcasts in listening and authentic learning environment to enrich interaction with other people. Moreover, collaborative writing is supported in order to have more engaged, responsible and confident learners in their writing development. Additionally, computers can give feedback for the written document by spotting the error or correcting the error. Learners also feel more in charge of content and their own learning process. Hence, the motivation and interest of the learners are improved in the versatile use of their language learning phase and students feel less threatened in web based language learning environment (Chun, 1994; Beauvois, 1995; Skinner and Austin, 1999).

On the other hand, the integration of ICT and the Internet in EFL have some cons, too. For example, in an online English learning class, a study was conducted by using synchronous and asynchronous communication tools. According to the study, learners found it more challenging to carry out synchronous communication than asynchronous communication because of their English level and speed of using computer (Chien and Liou, 2002). Moreover, teachers might have trouble while planning and conducting syllabus and curriculum by integrating web based materials. Livingstone (2012: 12) affirms that ICT "is not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use." Additionally, the trouble in classroom management, inexperienced instructors, matching technological tools with course content, arranging appropriate activities for pupils' learning styles, the cost of the technology-based tools and devices, limited capacity of the computer assisted classes are some significant concerns to be considered before the integration of ICT in EFL classrooms (Çakıcı, 2016: 76).

1.6. Learning Management Systems in Education

Currently, web-based learning and how to benefit from online learning are prominent topics not only in education but also in language teaching. In academic institutions, especially in higher education, learning management systems (LMS) have been widely used and some of the academic institutions have their own learning management systems (Kraemer, 2003). Learning management systems are also known as "Virtual Learning Environment" (VLE) (Robb, 2004).

Learning management systems can be described as computer software or websites that are generally used to administer, download or upload documents, track, report or deliver web based course contents. Dudeney and Hockly (2007: 137) state the fundamental aspects of learners' use of LMS as follows:

> It is accessed by learners on the internet, and they can not only see course content, such as documents, audio and video lectures, but also do activities such as quizzes, questionnaires and tests, or use communication tools like discussion forums or text and audio chat. Newer VLEs even integrate blogs and wikis.

It can be inferred that these online platforms make use of different kinds of web based tools for educational environments. Additionally, Dudeney and Hockly (2007: 138) elaborate on learning management systems with respect to practicalities and affordances for instructors. Everything is stored in one platform and the users can follow the facilities. Hence, teachers are mostly able to follow the actions of the students in detail such as the access of the platform and time of log in. Also, VLEs provide a grading system for instructors that can be used for assessment. Teachers can see the records for each student. Therefore, instructor can make an evaluation based on the students' written assignments and performance on forums.

As the technology has improved, integrating web based LMSs into education has become more popular (Akpınar and Aşık, 2015). Learning management systems benefit from the Internet to deliver online or blended courses. A lot of universities, high schools and educational programs involve LMS to distribute online courses or parts of online courses based on blended learning. In this sense, learning management systems can be regarded as supplementary programs for traditional classes providing extra materials and various learning activities.

These online educational programs are used synchronously or asynchronously by means of computers or mobile phones with internet connection (Boggs and Shone, 2004). Some of the learning management systems like Blackboard and WebCT are expensive platforms, whereas Schoology, MOODLE and Google Classroom are free for students and instructors. LMS uses the advantage of learning anytime and anywhere. This enables teachers to use face-to-face classroom time with the students more effectively (Martins and Kellermanns, 2004). As Cole and Foster (2007) add that LMSs facilitate learning and teaching by presenting versatile learning tools and activities, enhancing interactions via chats and discussions, employing quizzes and surveys, giving assignments and feedback in different ways and record grades. Besides, LMS ensures individual access to the system, privacy and security of the users (Hoskins and Van Hooff, 2005). To conclude, learning management systems supplement traditional face-to-face classrooms by providing time and pace opportunities outside the classroom.

There are a lot of examples of learning management systems to supplement traditional classroom by presenting a number of facilities. Google Classroom is one of the successful learning management systems serving for academic purposes in tertiary education in Turkey.

1.7. Google Classroom

Google Classroom can be described as a learning management system founded by Google for teachers and learners in 2014. As it is a quite new online platform in education, the studies on the effectiveness and usefulness of Google Classroom are limited. Today, teachers do not want to rely on only traditional face to face education, but they would like to take advantage of technological tools. By this sense, Google Classroom plays an impactful role on supporting blended learning approach in language teaching (Zhang, 2016). It can be stated that Google Classroom is an educational interactive online tool building an informatively rich teaching and learning environment based upon Google apps. Google Classroom supports anytime and anywhere learning, paperless classroom, interactive and organized teaching and learning environment. The overall objectives of Google Classroom are to raise learner participation, collaboration, agency and to develop learning outcomes (Crane, 2016). Teachers and students can access Google Classroom via their computers or mobile phones after downloading the application.

Google Classroom is not a completely new opportunity in its nature. It is the well organised online classroom based form of Google Apps for Education (GAfE) for teachers and students. GAfE is known for its collaborative, authentic and shared group work among the students. Google Docs can be given as an example application for GAfE. Both students and teachers can study on the same word document at the same time. The cloud based nature of GAfE allows students and teachers to share and post documents with an authentic audience rather than to study individually (Zhang, 2016). Crane (2016: 56) states that "using the flexibility and power of GAfE technology, academic institutions can create an accessible learning ecosystem to engage the global learning community". Although Google Apps help students and teachers through digital tools, teachers feel the necessity of an organised system or online classroom where they can streamline the progress of their students. Therefore, Google Classroom first officially appeared in Google Apps for education suite in August in 2014. As it fulfils the needs of the students and teachers, it has started to be popular all over the world in a short time (Keller and Miller, 2016).

Until March 2017, Google Classroom was only available for students and teachers with G suite accounts. That means that educational institutions deploy for the system and students and teachers register with their school based email accounts. Today, people with Google accounts can also create a classroom in Google Classroom. However, people with the latter accounts are disadvantageous as their activities are limited. The former group are able to conduct Google Classroom activities relying on Google Drive, Docs, Sheets, Slide and so on. Google Classroom allows interaction, assigning homework, sending feedback, and so on.

The interaction in Google Classroom occurs from student to teacher, student to student group, teacher to student and teacher to student group. E-mail (Google Mail), e-conferencing (hangout), Google forms, communication via chats can be identified as the most popular learning tools in Google Classroom (Kylova et al., (2014). Figure 2 displays the information and education environment in Google Classroom.

Figure 2: The Information and Education Environment in Google Classroom
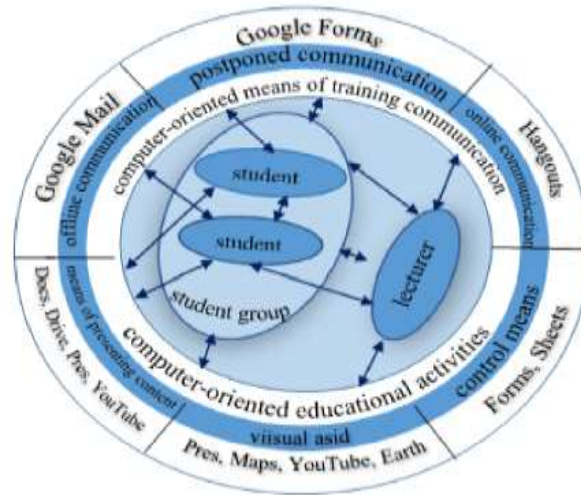
1.7.1. How Does Google Classroom Work?

Similar to other applications, Google Classroom appears with a new look and feel. Figure 3 indicates the logo of Google Classroom.

Figure 3: The Logo of Google Classroom

It is the teacher who initiates the first step for Google Classroom. Firstly, the teacher goes to www.classroom.google.com (URL 1) with an active Gmail account to carry out the set up process. After log in, the teacher registers as a teacher role to the account and creates a classroom for the students in Google Classroom. Next, the teacher generates a class name and a section. When the teacher sets up the classroom, at the very beginning, s/he encounters with a blank canvas. Now, the teacher accepts the students either adding them to the class manually or allowing the students to access the class themselves with a given class code by the teacher. As the students are involved in the class, the teacher can go to the class settings and decide in three options:

- Students can post and comment
- Students can only comment

- Only teachers can post or comment.

The teacher can also select a theme or upload a different banner image. On the home page, general stream of the class including assignments, discussion questions and announcements can be seen in a chronological order. Class name, class code, upcoming assignments, teacher's and students' posts and an instant message column take place in the stream. Figure 4 shows a sample stream page in Google Classroom.

Figure 4: A Sample Stream Page in Google Classroom.
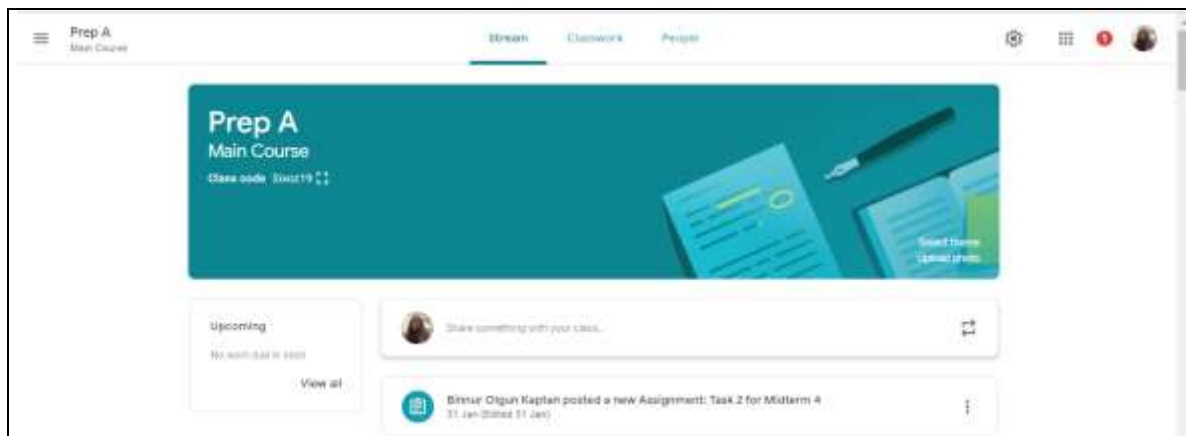
Additionally, on the classwork page, all the assignments and shared materials can be found. On this page, the teacher can post an assignment, a quiz assignment, a question, a material, a topic or reuse a post. Creating a quiz assignment is a new aspect integrated into Google Classroom at the beginning of 2019. While creating a task for the class, Google Classroom allows the teacher to provide specific instructions with due date and a topic. The teacher can attach a file from the computer or Google drive. The teacher also can post the assignment in more than one class at a time with all the students or selected students. When the teacher posts something on Google Classroom, the students get a notification via email. System sends another notification when the deadline gets closer. Thus, the students are aware of the new posts and they do not miss the deadline if they are prone to do the given task. Finally, the teacher can assign the task at that time, schedule it for another time or save as a draft. If the students submit their homework late, system marks it late and sends a notification email to the teacher. Figure 5 displays the assignment page.

Figure 5 The Assignment Page
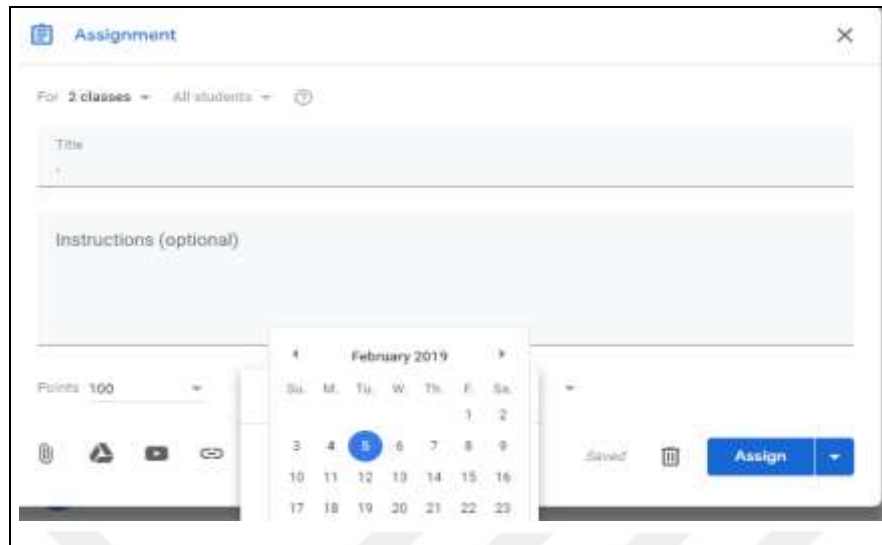
When the teacher clicks on any of the given assignment, s/he can view the assignment. First of all, the teacher can see the student's work whether it is handed in, done late or missing. Here, the teacher can see the attached files for the submitted tasks. Moreover, the teacher can make error correction easily on the word document and give a feedback and grade the assignment. The students can see their own grades and write an open or private message for the assignment. Google Classroom is able to copy all marks to Google sheets and the teacher can see all assignments with grades and an average score for each student. The grading system is very useful especially at the end of the semester to see the overall performance of the students. The teacher can also reach Google Calender and Class Drive Folder on this page. Figure 6 illustrates the submission page of the students' assignments.

Figure 6: The Submission Page of the Students' Assignments
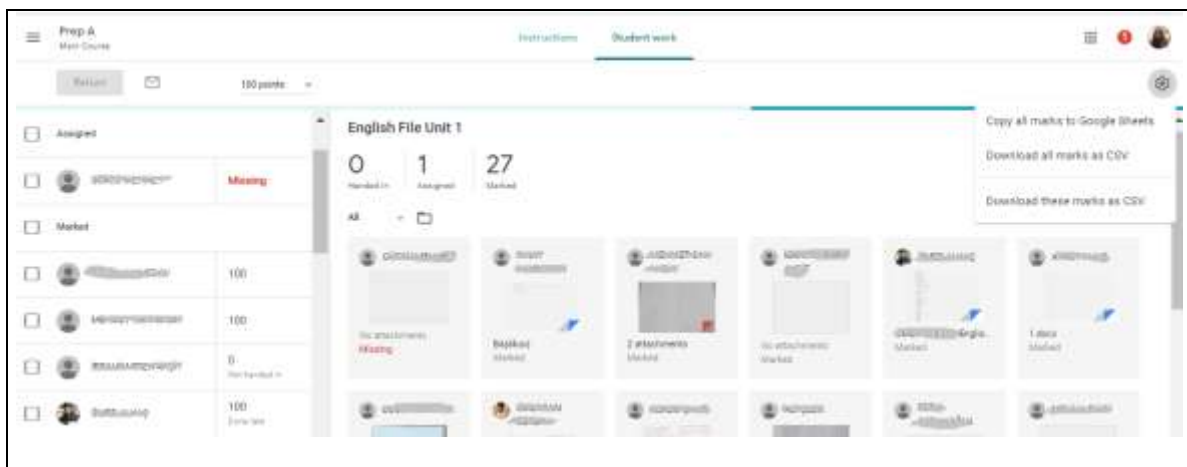
The last main page is the people page. Members of the class can be seen here. Teachers and students are categorized separately. On the teachers' and students' sections, the names of the

people are shown. The teacher of the class is able to invite other teachers or students to the class. By selecting the students, the teacher can send an email, remove or mute the students. Figure 7 presents the people page in Google Classroom.

Figure 7: The People Page in Google Classroom
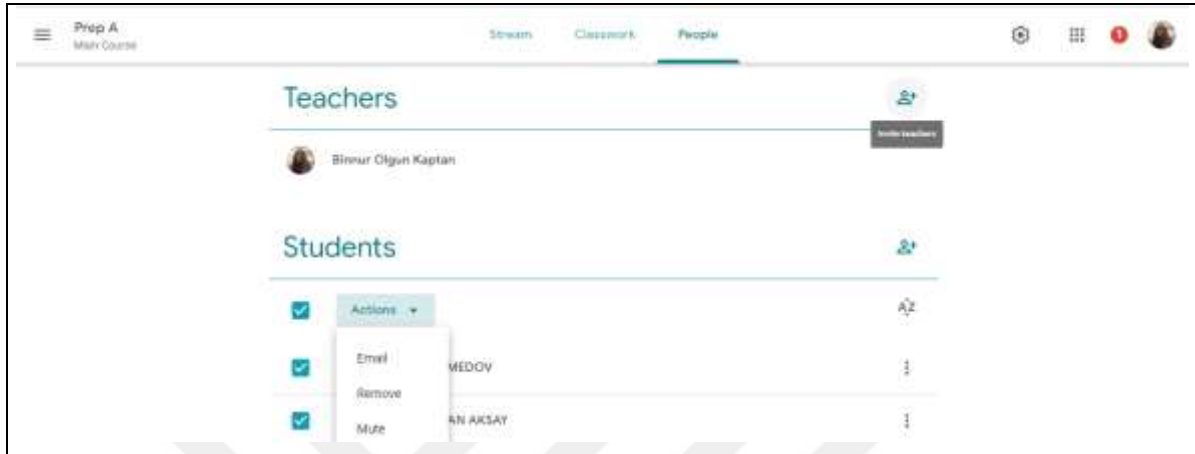
1.7.2. The Technology Acceptance Model

There occur different theoretical perspectives on rapidly developing studies in information systems. Among all the theories, the Technology Acceptance Model (TAM) is regarded as one of the most impactful and frequently used models to indentify a person's acceptance of information systems (Lee, et al. 2003: 752). Davis (1986) developed the Technology Acceptance Model to elaborate on the computer usage behaviour relying on the Theory of Reasoned Action (Ajzen and Fishbein, 1980). TAM claims that a learner's behavioural intention to information systems acceptance can be indicated in terms of two fundamental variables. These are perceived usefulness (PU) and perceived ease of use (PEOU). PU shows the level of an individual's belief in his or her enhanced performance considering a particular system. On the other hand, PEOU indicates the level of an individual's effort that s/he spends on a particular system (Venkatesh and Davis, 2000). Saadé et al. (2007) affirm that students' participation and involvement in tertiary education are crucial in successful online learning systems. That is why learner's acceptance behaviour should be evaluated. They offer TAM as a solid theoretical model as its validity can be used for e learning environment.

After TAM was developed and implemented in many studies, the information systems community reckoned TAM as a consistent and influential theory (Lucas and Spitler, 1999; Venkatesh and Davis, 2000). Different technologies like email, WWW and word processors have implemented TAM in terms of different situations such as time and culture. They have also used different control parameters like gender, age, organizational type and size, and different

participants like graduate or undergraduate students. Additionally, language teaching and learning contexts like online learning and mobile learning have successfully administered TAM to evaluate technology acceptance and usage (Lee et al., 2003: 753).

Since it was set up in 2014, scholars have been studying to find out the effectiveness of Google Classroom. Shaharanee et al. (2016: 5) studied on active learning activities in Google Classroom. They conducted Technology Acceptance Model to evaluate the efficiency of the activities shared on Google Classroom. The results of the study showed that students were content with Google Classroom, which indicates that it is an effective learning tool. They also suggested that Google Classroom should be integrated into language teaching and learning environment.

1.7.3. The Pros and Cons of Using Google Classroom

Since it is quite new in learning management system as an online classroom, the strengths and weaknesses of Google Classroom are worth being investigated and presented for the teachers and school administrators who want to learn more about this online platform. Google also wants to offer more powerful online classroom for teachers and students because they made the latest updates at the beginning of 2019. When teachers and students log in Google Classroom, they can immediately understand the changes and novelties with the necessary notifications.

The preliminary advantages of Google Classroom are many. First of all, one of the most applicable features of Google Classroom is that it is easy, free to use and possible to access from different devices. The instructional interface of it is purposefully simplified for the users. Accordingly, users get email, announcements and notifications when they want to deliver or track the classroom activities like assignments or communication with the whole class or in person. Besides, teachers and students can access Google Classroom from computers, smart phones or tablets, and it is free for them (Janzen,. 2014).

Another positive aspect is that Google Classroom saves time and effort. It is integrated to Google apps. Digital documents can be stored in Google Drive. Also, text documents are used in Google docs; presentations can be done in Google slides and spreadsheets are carried out in Google Sheets. Google Drawing and Google Forms are also applicable in Google Drive. Students and teachers have the opportunity to use these productivity tools in order to generate documents from the cloud. Thus, teachers and students only need the Internet rather than installing hardware to conduct these activities. This means that the delivery of the documents, grading, assessment and giving feedback are simple and do not require a lot of effort (Keller and Miller, 2016: 5).

Beside saving time and effort, Google Classroom provides real time collaboration. Students and teacher can work on the same document at the same time from different places. Collaborators

can insert comment while working on the same document. Users access documents with a shared link or via Google Drive. This is a cloud-based activity, so teachers and students can be in different locations rather than a specific room. Real time collaboration provides peer review and teacher feedback (Keller and Miller, 2016: 2-3).

Furthermore, Google Classroom encourages paperless classroom. The teacher is no longer worried about printing and handing out the document. In Google Classroom, the teacher creates an assignment, assigns a due date and attaches an individual document for per student. First, the students get a notification of the given task. When they complete their homework, they can turn it in. Student work is automatically shared with the instructor. The students do not need to see the teacher to submit their task at school. Student task is saved in the system and impossible to get lost. Although Google Classroom saves students' assignment in a single folder for the teacher in Google Drive, students are not able to access that folder. Since the folder is not shared with the students, the privacy of the students is protected and cheating from peers is avoided (Zhang, 2016).

After the work submission process, giving feedback is quite practical in Google Classroom. The teacher is able to edit the document, insert comment and grade the completed assignment as shown in Figure 8. Students get feedback and notifications via email individually. Students can also respond to the teacher's feedback. Tasks are saved in an organized way and the teacher and students can track the progress of the students any time.

Figure 8: The Feedback Process
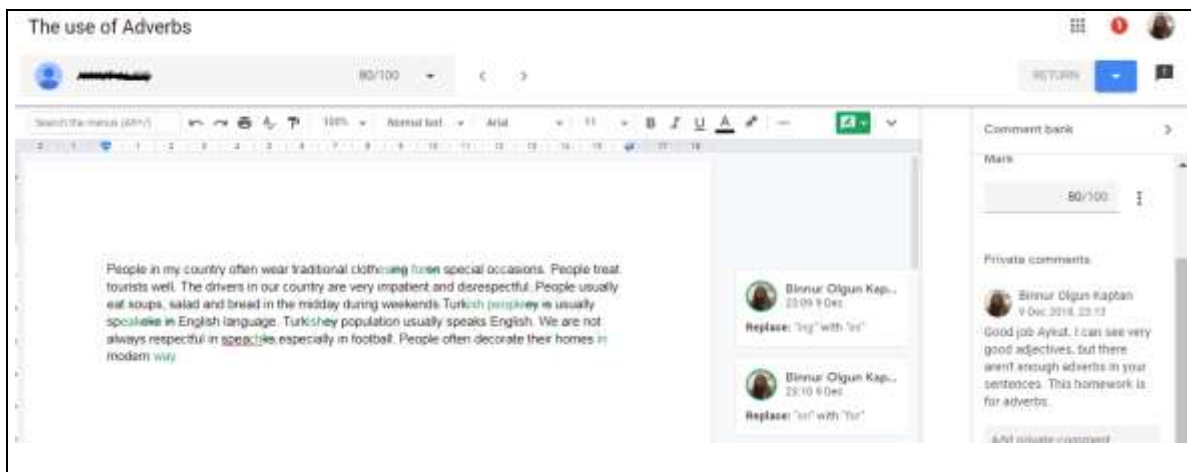
All the grades are saved in the system and the teacher can see all the tasks and the grades with the average score in Google Sheets. Figure 9 indicates the grading system in Google Sheets.

Figure 9: Grading System in Google Sheets

Additionally, the teacher can make announcements on the stream page in Google Classroom. Students get a notification email and see the new announcement and by scrolling down the page, they can see the previous posts as well. The students are able make comments under the posts. This encourages the interaction between the teacher and the students. The teacher also shares digital resources like video, link or material and this exposure maximizes the instruction time for the students.

Furthermore, if the teacher is teaching more than one class and wants to create an assignment, a quiz or a material in several classes, Google Classroom allows the teacher to post the task at one time in different classes only by selecting multiple class section. The list of the classes appears and the teacher selects the related classes. The teacher can send copies at one time up to 10 classes. While planning a post, teachers can create a title for the task such as grammar, vocabulary, worksheet, quick tests, etc. This makes the class look more organized. Not only students but also teachers can find something much easier while looking for it under that title. Also, teachers can carry a previously shared document to the top of the page and that makes students recognize that material when they sig in (URL 2).

Moreover, Google Classroom gives other teachers or administrators the chance to observe another classroom. The teacher can invite his or her colleagues and they can join the class and improve their practices in Google Classroom. Guest teachers are able to work with mentors. This means that they collaborate across classrooms.

Finally, Google has been working on Google Classroom to make it more beneficial. The biggest innovation in Google Classroom is that the teacher is able to create a quiz assignment now. The other significant novelty in Google Classroom is that it is available not only in education but also in all G Suite accounts. That is to say, basic, business and enterprise are able to implement Google Classroom as a supplementary service. Google Classroom has a new look and lots of new themes now (URL3).

Even though Google Classroom offers a number of facilities for the teachers and students, there are some weak points that should be taken into consideration before using Google Classroom. Initially, students might not feel ready for using Google Classroom as they are not used to be involved in an online learning platform. Besides, the students might not have opportunity to access a computer or they might not have smart phones. Although today learners are digital natives, some of them might still need technical support to use Google Classroom. On teachers' side, they might be resistant to use Google Classroom as they are accustomed traditional face-to-face teaching. Like students, they might need technical support to implement different aspects of Google Classroom effectively. The teacher also needs to spare time for extra activities in the curriculum for Google Classroom (Bondarenko, et al., 2017: 7). Furthermore, there are some limitations for the use of Google Classroom. For instance, it isn't integrated with blogs and wikis. Next, the teacher is not able to put the students in a group for group-based projects. Another issue is that Google Classroom lacks translation and plagiarism programs. Besides, Google Classroom is not based on e-learning source packets such as IMS, SCORM or NLS. Finally, the users cannot change typefont and size on the stream page (URL 4).

As a result, if the teacher and the students get technical support and they feel positive toward an online learning environment, Google Classroom can be an effective and powerful supplementary online learning platform in terms of the facilities it offers for teachers and learners. Briefly, Google classroom supports real time interaction between teacher and students, paperless classroom, independent and collaborative, anytime anywhere accessibility, well-organized assignment and feedback sections relying on a number of technology-based aspects and opportunities that Google serves for this online teaching and learning platform.

1.7.4. Google Classroom Versus Other Popular Language Learning Systems

Learning Management Systems have more similarities than differences as most of them provide the same kind of learning and teaching tools like assignment managing system, quiz system, calendar, collaborative study options, giving feedback and grading system (Black et al., 2007). Accordingly, Roger (2003) states that how they adopt these tools regarding environmental factors makes difference in general terms.

In Turkey, teachers and scholars started to be interested in Learning Management Systems with the emergence of distance education in the 1990s. Today, LMSs are commonly used in tertiary education for academic purposes in blended learning in addition to distance education. Blackboard is one of the most popular LMSs in the world. It is mainly used in business and it is not free. Modular Object-Oriented Dynamic Learning Environment (MOODLE) is another example for online learning platform. MOODLE is widely used in Turkey and in the world. Boğaziçi, Koç and

Bahçeşehir Universities are the example institutions using MOODLE. Facebook is also preferred by some teachers to supplement their courses.

Even though there are common aspects between Google Classroom and other online platforms, there are some certain differences as well. The very first difference is that Google Classroom is quite new and has been constantly updating itself. Universities such as RTEU, Yaşar University and Mersin University use Google Classroom. Besides, there is Google behind Google Classroom that makes it very powerful. Today, millions of people use Google apps, so Google Classroom is user friendly for Google users. Another difference is the price. Google Classroom is free for teachers and students but their school needs to register first to fully benefit from the platform. Likewise, MOODLE is a free open source platform to download and install. However, in order to utilize cloud-based tools, either the users or the institution needs to pay. Unlike Google Classroom, MOODLE has translation program, attendance check system, group choice for group projects and game based activities. Moreover, MOODLE has limitation up to 500 users (URL 5).

Additionally, teachers use Facebook for education to support their classes. First of all, Facebook is not designed for academic purposes like Google Classroom. It is a social media tool and a lot of people have already Facebook accounts. Students and teachers need to sign in Google Classroom first, however. While Google Classroom is only for education, the teacher or students may feel uncomfortable in Facebook as a social media platform. Students can get easily distracted in Facebook by the unrelated comments and likes or pokes from somebody outside the classroom. The biggest limitation for Facebook is the lack of course-based aspects as it is not essentially an educational platform (Esteves, 2012).

1.8. Related Studies on the Research Context

Google Classroom is a comparatively new course management system. Therefore, the number of the studies related to Google Classroom is limited in the world. The most significant ones related to the research context in EFL concept are shown in Table 1. Although EFL institutions have been prone to benefit from blended learning paradigm, Google Classroom has not been one of the most popular supplementary tools in education in Turkey yet. That shows there has appeared no credible detailed study in our country so far. In this respect, Table 2 indicates the related studies on Google Classroom in Turkey. Basically, they involve technology and ICT based learning environment in order to reveal similar studies.

Table 1: Related Studies Carried out in ELT Context in the World

The Name of the Study	Effectiveness of Google Classroom: Teachers' Perceptions	Students Acceptance of Google Classroom: An Exploratory Study Using PLS-SEM Approach	Google Classroom: What Works and How?	Getting the Most from Google Classroom: A Pedagogical Framework for Tertiary Education	Google Classroom as a Tool for Active Learning
Author(s)	Azhar and Iqbal	Al-Maroof and Al Emran	Iftakhar	Heggart and Yoo	Shaharanee, Jami and Rodzi
Year	2018	2018	2016	2018	2016
Setting	Higher education	Higher education	Higher education	Higher education	Higher education
Purpose	To assess teachers' perception on the effectiveness of GC.	To investigate the impact on the students' acceptance of Google Classroom	To present basic aspects of Google Classroom	To explore the effectiveness of using Google Classroom	To present the analysis and evaluation of the efficiency of Google Classroom
Method	Qualitative research design	Quantitative research design	Quantitative research design	Qualitative research design	Quantitative research design
Data Collection Tool (s)	Semi-structured interview for teachers	Online questionnaire for students	Questionnaire for students and teachers	-Structured interview -teachers' journals -Google Classroom For students	Questionnaire for students
Major Results	-facilitation tool -used for document management and basic classroom management -no vital impact on methodologies	-perceived ease of use and usefulness have positive effect on behavioural intention -the behavioural intention also affects the actual use of Google Classroom	-Effective understanding and evaluation of Google Classroom	-increased student participation and learning -improved classroom dynamics -concerns about pace and user experience	-satisfied students by using Google Classroom -ratios are above averages-

Table 2: Related Studies in ELT Context in Turkey

The Name of the Study	How Can the Use of Blog Software Facilitate the Writing Process of English Language Learners?	The Use of MOODLE in Language Instruction	Facebook and Its Educational Implications for English-majoring Students	Comparative Usefulness of Online and Traditional Vocabulary Learning	The Impact of CALL Instruction on English Language Teachers' use of Technology in Language Teaching
Author(s)	Arslan and Şahin Kızıl	Acar and Kayaoğlu	Kayaoğlu and Saltaş	Kılıçkaya and Krajka	Kılıçkaya and Seferoğlu
Year	2010	2017	2013	2010	2013
Setting	Higher education	High school	Higher education	Higher education	Higher education
Purpose	To reveal the effect of blog centered-writing instruction on students' writing performance	To investigate the effect of blended instruction on language skills	To explore the experiences and perceptions of EFL learners on Facebook	To compare the usefulness of online vocabulary teaching and traditional methods	To explore the effect of CALL training on in-service language teachers' use of CALL based activities
Method	Quasi-experimental study for students	Quantitative and Qualitative for students	Qualitative research design	Quasi-experimental study	Qualitative research design
Data Collection Tool(s)	- Blog software -Students' written work	-Questionnaire -Semi-structured interview	-Semi-structured focus group interview for students	-Reading passages and post tests for students	-Lesson plans -Journals -Interviews for teachers
Major Results	-Blog software could foster more effective writing instruction.	-MOODLE improves four skills -students' writing skill improved more than other language skills	-Tendency of using Facebook for communication and fun purposes and also educational, personal and professional involvement	-Experimental group members (using WordChamp) outperformed control group participants and they better remembered the online studied words	-Training helped teachers integrate different CALL based materials into their teaching methods.

To sum up, innovations in technology have led to impactful changes in education. At the beginning of this altering process, some teachers and decision makers in education resisted and did not believe its promising contributions, though. In the light of the ICT and the Internet, new ways of teaching and learning appeared exhibiting both its benefits and shortcomings. This novelty was online learning highlighting synchronous learning and teaching. Although it fostered self paced and autonomous learning, online learning was criticized because of the increasing number of drop-outs and costs. As students felt alone and alienated, several students became unsuccessful. Therefore, blended learning has become the common point combining traditional face-to-face learning and online learning. This new paradigm is in favour of asynchronous learning fostering convenience

and easy accessibility, yet blended learning is also not free from its challenges. Interaction collaborative learning and feeling lost are the major shortcomings that the users might experience.

Most of the teachers and scholars are aware of the changing world and the needs of their students. Today, technology plays an inevitable role in our lives, so integrating technology into our lives makes easier, faster and more comfortable. That is why learning management systems are getting more popular both in Turkey and in the world. Google Classroom is one of them founded by Google in 2014. This is relatively new compared to other online platforms such as MOODLE or Blackboard. Although Google Classroom is not well known by the institutions and teachers in Turkey, it is quite professional, organised and budget friendly. Teachers and students can use its facilities in terms of anytime and anywhere access, assignment and grading system, material sharing, making announcements, interaction between teacher and students, notifications, messaging, feedback, easy to use interface and so on. As it was stated earlier, it is such a new platform that Google has been adding new features like quiz or exam. Google Classroom seems to have that potential to be a successful supplementary tool for face-to-face learning on condition that it needs to improve certain properties. Google Classroom lacks of a chat programme for student interaction, glossary for language learners, customised interface, less systematic errors and more motivational segments.

CHAPTER TWO

2. METHODOLOGY

2.1. Introduction

This chapter displays the methodology covered during the study. Initially, it presents the nature of the study. It proceeds with the description of the setting, participants and the data collection tools. Lastly, it identifies piloting, teacher as researcher, data analysis procedure and ethical considerations. The preliminary objective of the study is to present the current use of Google Classroom through the eyes of teachers and students in EFL setting. Google Classroom as a supplementary tool in preparatory program, Main Course teachers' and preparatory students' perceptions and the drawbacks of using Google Classroom are the corresponding matters to be found out throughout the present study.

2.2. Research Design

The formulation of a good research design is virtually significant since the path of the study is referred as the guidance to collect necessary data for the relevant research questions. The plan of the study is directly related to the research findings. Thus, the present study is designed according to the overlapping aspects of descriptive research. Descriptive research design is considered as a scientific research method which covers describing or observing a population or a phenomenon without having an influence on it in any way. According to Best (1970), descriptive research "describes and interprets what is concerned with conditions or relationships that exist; practices that prevail, beliefs, points of view or attitudes that are held; processes that are going on; effects that are being felt, or trends that are developing" as cited in Cohen and Manion (1995: 205).

In a descriptive research, the primary focus is on 'who, when, where and how' rather than 'why' of a research subject. In other words, it does not deal with what caused a situation. In addition, most of the educational studies that can be found in literature are descriptive. In their methodologies, educational researchers mainly benefit from developmental studies associating with individuals' intellectual, emotional and physical growth. The aspects of a descriptive research are as follows:

(1) The aim of the descriptive research is to describe the characteristics of subjects such as students, teachers, parents, administrators and so on.

(2) Survey and observational research are commonly used forms of descriptive research in social sciences.

(3) Descriptive research is of objectives rather than hypothesis.

(4) Descriptive research enables the researcher to make descriptive analysis over a given population or sample. That is, the reader is the one who makes the inferences.

(5) Qualitative, quantitative or the mixture of the two can be used in data collection and data analysis procedure.

(Best and Khan, 1995:120)

Corresponding to the aspects of it, descriptive research requires certain steps in the process of conducting a study. Identifying research questions is considered to be the first issue in a descriptive study. The next step is to formulate the method of the study by selecting subjects and deciding on the instrument. Here, a questionnaire is commonly preferred as a medium of instrument. After developing a questionnaire, it is high time for the validation of the questionnaire and preparing a cover letter. Just before implementing the questionnaire, pre-test as a pilot study is required. The next issue is to decide what to do with the non-respondents and uncompleted items. The last thing is to describe and analyse the results of the questionnaire.

As mentioned above, this is a descriptive research survey in nature. Both quantitative and qualitative research methods were employed to elicit necessary data in the present study. It means that mix method was implemented via a questionnaire for students and interviews for both students and teachers. Tashakkori and Teddlie, (1998) defines mixed method as the combination of quantitative and qualitative paradigms during the data gathering phase in a single study.

Why do many studies benefit from mixed method? The answer relies on the distinctive features of quantitative and qualitative approaches. Dörnyei (2007: 24) states that quantitative research focuses on obtaining numerical data by means of statistical methods in data gathering procedure. As an instrument, a questionnaire can be used to be analysed by Statistical Package for the Social Sciences (SPSS) as one of the most popular statistical software. Qualitative research, on the other hand, focuses on open-ended, non-numerical data gathered by non-statistical methods in the data collection procedure. Interviews, observations and field notes are the commonly preferred tools that can be analysed by means of content analysis. Minichiello (1990: 5) summarises the basic differences between quantitative and qualitative research as follows:

Table 3: The Basic Differences Between Quantitative and Qualitative Research

	Qualitative Research	Quantitative Research
Conceptual	-Concerned with understanding human behaviour from the informant's perspective. -Assumes a dynamic and negotiated reality.	-Concerned with discovering facts about social phenomena. -Assumes a fix and measurable reality.
Methodological	-Data are collected through participant observation and interviews. -Data are analysed by themes from descriptions of informants. -Data are reported in the language of the informant.	-Data are collected through measuring things. -Data are analysed through numerical comparisons and statistical inferences. -Data are reported through statistical analyses.

Source: Minichiello, 1990: 5

Both quantitative research and qualitative research exhibit weaknesses and strengths. Dörnyei (2007: 34) summarizes the positive aspects of quantitative research design as "systematic, rigorous, focused and highly controlled, involving precise measurement and producing reliable and replicable data that is to other contexts." Although quantitative research tends to be objective and gives averages of the respondents, it lacks in explaining the underlying reasons in similar scores for a situation or a phenomenon. Additionally, (Brannen, 2005:7) criticizes quantitative research as being "overly simplistic, decontextualised, reductionist, in terms of its generalizations, and failing to capture the meanings that actors attach to their lives and circumstances." Qualitative research, on the other hand, is able to reveal rich descriptive data related to social phenomena via interviews or observations. It is considered to be explanatory and flexible according to the circumstances. Besides, researcher provides a deeper understanding seeking for 'why' and 'how' questions due to rich material used in the study. Despite hosting these advantages in research studies, qualitative research is criticized mainly in terms of being time consuming and not being able to be generalized to the general population. In other words, obtaining and making analysis on field notes, transcribing interviews or content analysis can be tiring and take a lot of time. Another issue is that conscious or subconscious bias of the researcher can have an impact on the conclusion of the study (Dörnyei, 2007: 39-42).

The reason why the present study benefits from mixed method is that each method offers contributing aspects and it is possible to minimize the weaknesses by using both quantitative and qualitative approaches together although the procedure might be demanding and time-consuming. As Creswell (2003: 212) affirms that the combination of the two paradigms might help the researcher integrate not only quantitative data but also qualitative data in a single study. Besides, Johnson and Christensen (2004: 48) state that "the researcher uses the qualitative research paradigm for one phase of a research study and the quantitative research paradigm for another phase of the study". In the study, a questionnaire was applied to the students in order to gain quantitative data. The aim was to see the students' potential use of Google Classroom in terms of different sub categories. Thanks to the questionnaire, statistical and number-based descriptive data

was obtained. In order to have richer and additional data in the study, semi-structured interviews were employed both for students and teachers.

Table 4: Overall Research Design

Research Design	Mixed Method, qualitative & quantitative
Sampling Strategy	Convenience sampling
Participants	77 participants (75 tertiary students and 2 Main Course teachers)
Setting	School of Foreign Languages at Recep Tayyip Erdoğan University
Data collection tools	Questionnaire Semi-structured interviews
Data analysis	Quantitative and qualitative
Time & duration	6 weeks (7th February- 15th of March, 2019)

2.3. The Setting

The present study was conducted in the School of Foreign Languages, Recep Tayyip Erdoğan University. RTEU is a state school located in Rize, a province in the north east of Turkey. It was founded in 2006 and has over 20.000 students and various departments today. The School of Foreign Languages is not on the main campus, but in İyidere district. At present, only two departments, Faculty of Maritime and English Language and Literature (DELL) have compulsory English preparatory programs. Fifteen EFL instructors have been working in the School of Foreign Languages and there are around 125 students at English preparatory school today. 75 of them are maritime students and the rest is for DELL students. Prep A, B and C classes belong to former group and Prep D and E are for the latter group.

At the beginning of the fall term and spring term, proficiency examinations are administered for the undergraduate students. The ones who get 60 or over are regarded proficient enough in English and they are exempt from attending prep classes. Instead, they start studying classes in their departments. Faculty of Maritime requires thirty percent of their classes in English and the medium of instruction is English in DELL. The students who fail in the proficiency exam start class in preparatory program. Due to the different levels and limited number of students, preparatory students are placed according to their departments, not based on a placement test. Maritime students begin as beginner, A1 level, in English and randomly assigned in prep A, B or C regardless of a level class. Besides, DELL students are in prep D and E and they start in B1+ level. In preparatory program, there are 24 hours of classes per week and students are expected to attend around 670 hours of classes within two semesters. In prep A, B and C, each class has 14 hours Main Course, 6 hours Reading and Writing and 4 hours Listening and Speaking classes per week. Students are mainly taught in their classes, and every week, students' 2 hours of Main Course class

is scheduled in the library and 2 hours of Reading & Writing class is scheduled in computer laboratory in the same building.

Moreover, in prep A, B and C, the required book for the students in Main Course is English File Third Edition (2012) written by Christina Latham-Koenig, Clive Oxenden and Paul Seligson. This is a skills integrated book and students are supposed to cover elementary, pre-intermediate and intermediate levels of the books. Additionally, in Reading & Writing, the students are taught Unlock (2014) written by Sabina Ostrowska. Unlock 1 & 2 have been selected for the present students aiming at not only providing comprehension skills and critical thinking in reading but also being capable of writing in a well-organised way. Lastly, students do not follow a particular book in listening and speaking courses. Here, course teachers prepare the materials regarding a schedule based on students' needs. All the students have YouTube channels and shoot daily vlogs, do it yourself videos, etc. for the speaking class.

In order to be successful at the end of the year, the students are required to take several exams including 16 quizzes, 4 midterm exams and a final exam. The fourth midterm exam is a project based task. Beside these exams, students are graded in terms of CPG (classroom performance grade). CPG mainly consists of homework and classroom participation of the students. In preparatory program, tasks, homework, take-home exams, course materials are highly significant as well as required exams. All these written tasks or videos are needed to be stored in an organized way.

In this sense, Google Classroom plays a vital role as a supplementary platform for both students and teachers. The teachers are able to post homework, share materials, make announcements, give feedback and grade students' homework in this digital platform. Meanwhile, students can submit their homework according to the deadlines, ask questions, get feedback and see their grade for the homework via Google Classroom. This online platform was discovered by a few teachers last year and they were so satisfied to use Google Classroom that at the beginning of the fall semester, all preparatory teachers agreed to use Google Classroom by integrating it to their classes. Regardless of the IT department, the teachers explored Google Classroom by themselves. Sometimes they helped each other to have a better understanding of use. As Google Classroom has updates, teachers talk about the latest news and how to use them. Quiz, for instance, is the newest innovation in Google Classroom. Here, teachers helped each other how to create a quiz and shared the links when they prepared a quiz, so other teachers could use them in their classes as well.

2.4. The Participants

A total of 77 participants took part in the data collection process. While 75 of the participants consisted of students, 2 of them were teachers. Due to the fact that the researcher works as an EFL

instructor and teaches Main Course in preparatory program at the same institution with the students and teachers, the participants were chosen through convenience sample technique. Convenience sampling is one of the non-probability samples preliminarily used in small-scale surveys. This sampling "involves choosing the nearest individuals to serve as respondent" (Cohen and Manion, 1995: 88). Additionally, convenience sampling is called 'opportunity sample' that is why the participants are available, accessible and volunteer at a certain time through the research study (Dörnyei, 2007: 99).

These students (n:75) had been studying English at preparatory program for about four months during 2018-2019 academic year in the School of Foreign Languages at RTEU when the data was collected. They were from Faculty of Maritime and they had been attending prep A, B and C as displayed in Table 5 below. In prep A, there were 25 participants. In prep B, 26 students participated in the study and finally, 24 students from prep C were recruited. Their age ranged from 18 to 22 and 70 of the students were male. There were only 5 female students. Since the participants were dominant by male, gender was not an issue to be discussed in this study. Among the students (75) who took part in the questionnaire, 15 of them were chosen for the interview. In order to avoid subjective factors, random selection was preferred by the researcher to have more representative samples focusing on probability and change with the contribution of the population. 5 students from each class were selected regardless of their success, age, gender or participation in Main Course.

Table 5: Participants of the Study

Class	N	%
Prep A	25	33,3
Prep B	26	34,7
Prep C	24	32,0
Total	75	100

In addition to students, two Main Course teachers teaching in Prep B and C took part in the interview for the teachers. Both of the instructors were female and they were at their early thirties. They have been working as EFL instructors for about 10 years. Based on the interview questions, it can be stated that they have taught several courses at different levels and in different departments. They are also quite experienced in preparatory program as teaching skill-based courses beside Main Course. Their comprehensive insights and willing contribution to study were outstanding.

Lastly, as it becomes clear from answers to the questionnaire and interviews, neither students nor teachers had used Google Classroom before this academic year. In other words, it is the first time all the participants used Google Classroom this year. Both teachers and three of the students benefitted from online teaching and learning platform before, though. Teachers stated that they had

used course-based online platforms as well as social networking sites such as Facebook and WhatsApp. Besides, 2 students declared that they took part in DynEd and one of them participated in TTNET Vitamin.

2.5. Data Collection Tools

As mentioned earlier, both qualitative and quantitative data collection tools were implemented in the research study including one questionnaire for the students, one interview for the students and one interview for the teachers in order to see the current use of Google Classroom in preparatory program.

2.5.1. The Questionnaire

As the major objective of the current study was to reveal the current use of Google Classroom in EFL setting in terms of students' and teachers' perspectives, conducting a questionnaire survey was thought to be the most appropriate way of gaining relevant data as the initial stage of data collection after an extensive review of the literature. Johnson and Christensen (2004: 164) define questionnaire as "a self-report data-collection instrument that each research participant fills out as part of a research study". In order to receive the views of the population, questionnaires are considered as the most popular method of obtaining data (Mackey and Gass, 2005). Although questionnaire surveys mainly provide quantitative data or numeric descriptions, they can also involve open-ended questions which need to be analysed in terms of qualitative considerations. Moreover, as they are quite easy to construct, multi-functional and quick ways to gather large amount of information, questionnaires are commonly used in research (Dörnyei, 2007: 101). Therefore, the current study utilized a questionnaire depending upon the nature of the study and the target population.

The initial step of the present study was to explore the use of Google Classroom considering face-to-face language learning, online learning and blended learning. The construction of the questionnaire as a first draft commenced and processed through the review of the literature. After the researcher compiled the field notes, sample questionnaires were examined in detail and expert opinions were taken from three researchers and researcher's supervisor. Incidentally, the classification of the items in the questionnaire was adopted from Internet self-efficiency scale developed by Eastin and Larose (2000) and technology acceptance model (TAM) developed by Davis (1986). Next, participants were asked two questions as a pre-test in order to elicit the prominent issues in terms of students' perspective. The questions were "What are the three pros of using Google Classroom?" and "What are the three cons of using Google Classroom? Since the students were away for the semester break, the questions were prepared in Google Form and with the help of the Main Course teachers, the link was posted via Google Classroom on the 7th of

February. The link was available for 5 days and 33 students responded. Students' participation was so significant for the researcher that she gained more insight about the students' view than her own experience and observation.

Thanks to the students' contribution and Main Course teachers' views through the fall semester, the second draft of the questionnaire was revised; a few items were added and a few sentences were changed. The questionnaire was designed in Google Forms which enabled the researcher to transform the responses into Excel format easily. Before the final version of the questionnaire, pilot study was carried out on the 20th of February. When all the students came from semester holiday, they completed the questionnaire on the 25th of February. As the questionnaire required Internet connection and students' mobile phones might not serve for the aim very well, the students were brought to computer laboratory class by class where they were used to study beforehand. In order to avoid any misunderstandings, the pre-test and questionnaire were prepared in Turkish, the mother language of the students. After the implementation, it was translated into English trying to maintain the precise meaning of the variables for the study. The overall process for construction and the administration of the questionnaire lasted roughly 40 days.

The questionnaire (see Appendix I) was designed to measure the students' degree of agreement according to five item Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The quantitative data gathered by means of the questionnaire was analyzed through Statistical Package for the Social Sciences (SPSS) 22.0 software. Additionally, the reliability of the questionnaire was determined due to the Cronbach's Alpha Coefficient in SPSS with a value of 0.92 in 40 items.

Table 6: Reliability Statistics of the Questionnaire

Reliability Statistics Cronbach's Alpha Coefficient	Number of Items
,920	40

The questionnaire conducted in the study consisted of 7 parts and 47 items displayed on Table 7 below. The variables in the survey involved factual, behavioural and attitudinal questions (Dörnyei, 2007: 102). The questionnaire starts with brief information for the students regarding the concept and the aim of the questionnaire. Just before the items start, there exists a box for the consent of the participants. All the students were volunteers and agreed to participate in the study.

The first part consists of "general questions" which cover close-ended questions (QA, QB, QC, QD, QE, QF) and an open-ended question (QG) so as to find out not only demographic characteristics of the students but also the background details about their use of Google Classroom. The second subscale is "accessibility" of Google classroom involving 10 related items (Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10). The third part is the "perceived benefits" of Google Classroom

regarding 8 questions (Q11, Q12, Q 13, Q 14, Q15, Q16, Q 17, Q18). Part 4 deals with "communication and interaction" within students and teachers based on questions from 19 to 23 (Q19, Q20, Q21, Q22, Q23). The fifth subscale is "getting information" via Google Classroom concerning 4 items (Q24, Q25, Q26, Q27). The concern of part 6 is about "student satisfaction" with Google Classroom in terms of 5 items (Q28, Q29, Q30, Q31, Q32). The last part of the questionnaire deals with the "use of computer and the Internet" focusing on the rest of the 8 questions (Q33, Q34, Q35, Q36, Q37, Q38, Q39, Q40). Finally, the last four items (Q37, Q38, Q39, Q40) are reverse coded due to the sentence structure of the items.

Table 7: Distribution of the Items in the Questionnaire

Question Types	Number of Questions	Related Questions
Part 1: General Questions	7	QA, QB, QC, QD, QE, QF, Q G
Part 2: Accessibility	10	Q1, Q2, Q3, Q4, Q5, Q6, Q7, Q8, Q9, Q10
Part 3: Perceived Benefits	8	Q11, Q12, Q13, Q14, Q15, Q16, Q 17, Q18
Part 4: Communication and Interaction	5	Q19, Q20, Q21, Q22, Q23
Part 5: Getting Information	4	Q24, Q25, Q26, Q27
Part 6: Student Satisfaction	5	Q28, Q29, Q30, Q31, Q32
Part 7: Use of Computer and the Internet	8	Q33, Q34, Q35, Q36, Q37, Q38, Q39, Q40

2.5.2. Semi-Structured Interviews

On one hand, questionnaire survey is accepted as a versatile instrument to obtain a large amount of data in a very short time. On the other hand, there may be variables that need to be explained with questions 'why?' or 'how?' Besides, there may occur unexpected results and researcher cannot interpret these results based on the data collected in the questionnaire. In the light of the questionnaire, researcher may put into action interviews benefiting from mixed-method. Interviews are commonly used in social sciences in order to elicit qualitative data. Kumar (1999: 109) defines interview as "any person-to-person interaction between two or more individuals with a specific purpose in mind". Basically, there are three types of interviews: structured, unstructured and semi-structured. Semi-structured interviews are mainly preferred when the researcher is familiar with the phenomenon or domain and has depth insight to develop questions according to the goals of the inquiry. At that point, the researcher is expected to avoid subjectivity and bias while carrying out the interview process (Cohen and Manion, 1995: 272). Semi-structured interviews require pre-prepared questions. The format of the interview is, however, open-ended and also the interviewer needs to make the respondent comfortable enough to elaborate on the items (Dörnyei, 2007: 136). Therefore, the present study conducted follow-up semi-structured interviews in addition to the questionnaire to develop deep understanding with both exploration and explanation as mixed-method suggests.

Two separate interviews were carried to reveal the teachers' and the students' perceptions of using Google Classroom: a semi-structured interview for students and a semi-structured interview for teachers. The interview questions were developed by the teacher-researcher based on the review of literature, her own experience, observation and the data gathered via questionnaire. The feedback given by the supervisor and the results of the questionnaire paved the way for the necessity of modifying the draft version of the interview and making changes in wording. Both teachers and students were fully informed about the objective of the inquiry and participants welcomed the idea of taking part and gave consent before the interviews began. As it would be more relaxing and comfortable for both the researcher and the participants, all the interviews were conducted in the native language of the participants which is Turkish. All the interviews were recorded, transcribed verbatim for content analysis and translated into English.

The first interview (see Appendix II) was the one that two Main Course teachers participated individually in their own offices on the 19th of February. The teachers looked quite enthusiastic during the interviews. Although the researcher initiated and guided the conversation with the questions, both of the teachers contributed so much that the researcher did not want to interrupt in some parts since they already answered a few questions. As the researcher and the teachers were colleagues, there was such a friendly and comfortable atmosphere that they laughed a few times when they shared a funny experience with Google Classroom. The teachers were asked 12 questions. Each interview lasted approximately 20 minutes.

The second interview (see Appendix III) was conducted with 15 preparatory students who already participated in the questionnaire. 5 students from each preparatory class were randomly selected beforehand. As soon as the students completed the questionnaire, the researcher had a small meeting with the selected students. The teacher talked about the concept of the interview and spoken consent was taken by the students who willingly wanted to help their teacher as all of them were familiar with her. The teacher received their contact information and they made a schedule to meet one by one in the library where the researcher thought they would have felt under less stress and pressure, free from hierarchical structure. The interviews took place in a friendly atmosphere that the researcher tried to encourage them during the interviews. The students completed the interviews in the second week of March. She posed 8 questions and the interviews took about 8-10 minutes each.

2.6. Piloting

Piloting is of a crucial role in research studies prior to implementing the full scale research tool. Piloting can be described as "a small-scale trial of the proposed procedures, materials, and methods, and sometimes also includes coding sheets and analytic choices" (Mackey and Gass, 2005: 43). If a pilot study is conducted properly as a preliminary research, it may detect and

prevent possible ambiguities, poorly written items that cannot be understood in the same way as each respondent. In the light of piloting the questionnaire or interviews, the researcher is able to find the problematic questions, modify the research design, change the wording of the items, take into consideration timing, expenses and security of himself or herself. Although conducting a pilot study does not assure success in the study, it rises the likelihood of the accomplishment (Light et al., 1990).

The questionnaire and interviews used in the study were piloted before they were implemented in order to increase the reliability and validity of the target instruments. Pilot study was conducted in two ways: expert opinion through the construction of the instruments and preliminary small scale study with the preparatory students.

Expert opinion was carried out with the advisor and 3 PhD holders who were specialized in ELT (English Language and Teaching) working at Karadeniz Technical University and Artvin Çoruh University. The researcher benefitted from these academicians relying on their several published studies in highly appreciated international journals. The process initiated with brainstorming based on the experts' recommendations. Items and parts of the instruments as the first draft were presented to the experts. They checked the research tools in terms of clarity, syntax, wording, sentence length, design, validity, accuracy, research questions and target population. After this comprehensive analysis, the researcher received both praise and constructive criticism. Thus, the researcher thanked the experts for their precious feedback and revised the questionnaire and the interviews. She needed to clarify a few ambiguous phrases, modify the sequences of the questions especially in the interviews, change the wording in some items, delete and rewrite a few questions in students' interview, make the introduction of the questionnaire shorter and add one open-ended question to the questionnaire.

A small scale pilot study was carried out with 13 preparatory students when the actual questionnaire was completed. These participants were not students of Faculty of Maritime, but department of English Language and Literature. This piloting group was the representative of the target population in terms of using Google Classroom as a supplementary tool. These preparatory students attending prep D and E were excluded as the target population in the study because their level of English and weekly schedule were different from the ones who attended prep A, B and C. Instead, 13 students from prep E willingly participated in the pilot study on the 20th of February in Reading class. As the questionnaire was planned to be carried out via Google Form, 5 of the students were given a link to conduct the questionnaire on that platform. Therefore, it was clearly assured that the link and the system were successfully working. At the same time, the other 8 students completed the outsprint version of the questionnaire. The researcher wanted the students to ask her when they did not understand anything or underline on the paper when they came up with ambiguity. While the students were reading the items, one of them stated that she did understand

the expression in one item. Based on the student's comments, the wording was changed and all the papers were scanned but there was no highlighted item by the students. Thanks to the small scale study and feedback from experts, the validity of the questionnaire was satisfactory and the interviews and questionnaire were successfully completed by the target population.

2.7. Teacher as Researcher

Nowadays, the combination of teacher and researcher has become a popular trend in educational research although the idea first appeared in 1950s. This growing interest has a remarkable impact on how teachers teach their classes and how they regard of their work. Teacher as researcher works intentionally and systematically on the inquiry in order to obtain deeper comprehension in teaching and learning, being able to become a more reflective teacher, having the ability to make changes in the classroom or institution and meeting the needs of the students (Cochran-Smith and Lytle, 1999). The dual role of teacher-researcher derives from the problems or interests that the teachers encounter everyday in the classroom and the teachers' reflections upon these experiences. Teachers are active participants and they are in pursuit of solutions for these matters considering collaborative revision in curriculum design, having better working conditions and qualified teaching (Corey 1953; Stringer 2007). Teachers can understand their students' needs and interests better rather than an outsider. Bell (1985) puts forward four concepts that a teacher-researcher should take into consideration: credibility, transferability, dependability and conformability. First of all, the subject of the inquiry must be believable which refers to the former concept. Next, the study is required to influence the experience of other practitioner, which is related to transferability. The third issue is the dependability, which is the teacher-researcher needs to use reliable data collection procedures and the findings are required to be trustworthy. Lastly, the teacher-researcher needs to stay away from bias and subjectivity by developing appropriate methods and analysis that is linked to conformability.

I have been working as an EFL instructor for over 10 years at Recep Tayyip Erdogan University. At the beginning of 2018-2019 academic year, my colleagues and I had a meeting about the issues related to preparatory classes. One of the innovations we all agreed was to use Google Classroom as a supplementary online platform for our classes. Only two of us had used it before, which seemed to be a challenge at first sight. I started to use Google Classroom in my Main Course class with prep A and my Reading class with prep E. I needed to discover Google Classroom by myself as IT department did not introduce this platform to us although our university had a contract with Google. Sometimes, my colleagues and I discussed about the things or innovations in Google Classroom which helped a lot. To tell the truth, the registration process took more time than I expected because a few students could not register successfully for over one week that I needed to help them in personal.

Day by day, I realized that using Google Classroom began to make remarkable changes in my teaching experience such as paperless work, online feedback, less Turkish in the face-to-face classroom, better time management in Main Course, anytime anywhere communication with students and so on. Additionally, I felt that this online platform contributed to my professional development to some extent. On the contrary, I was exposed to some disadvantages of using Google Classroom. A few of my students, for instance, kept sending their assignments in PDF format although I warned them in person. As they were not in Word format, I could not edit their papers but had to send my feedback via email. As there was no room for chat in Google Classroom, the students sent me private emails, so my mail box was full of messages coming from Google Classroom. I needed to delete them regularly. Otherwise it would be very difficult to find a specific email or I could have missed an important email. Accordingly, when I felt tired or down, emails coming from my students after school in the evenings were sometimes challenging. Besides, I sometimes got frustrated when there was bug in the Google Classroom mobile application. Lastly, I realized a few times that the deadlines for the assignments had changed after I planned them. Those systematic errors caused some trouble that I needed to make announcements to clarify them. Interestingly, I recognised that many students called Google Classroom as 'Classroom'.

I was willing to see my perceived insights as concrete results in terms of my students' and my colleagues' perceptions. Therefore, I decided to study on the current use of Google Classroom in Main Course with preparatory students.

I gained several advantages from having a dual role as both the teacher and the researcher in the present study. Initially, it was not a big challenge for me to decide on the target population and data collection tools right after my advisor's views. While I was preparing item pool for the questionnaire and interviews, I was able to include questions regarding my own experience and observation. Besides, setting was quite easy to conduct the study as I worked in the same building. I did not need to spare extra time to create relationships with the officials and teachers in the field. I also benefited from computer laboratory, library and teachers' offices during the data collection process as being an insider. Additionally, both teachers and students were very helpful, friendly and not nervous as they all saw me every day at school. This natural rapport and comfortable atmosphere prevented possible bias and subjectivity as I went native being one of them. This positive relationship kept me motivated through the study and gave me courage to ask the questions without having stress. Moreover, the students gave their contact information without hesitation as they considered me a reliable figure at school. On the day that the students conducted the questionnaire, the teachers made a favour sending their students to the computer laboratory for the last twenty minutes of their classes. They also contacted personally with the absent students to apply the questionnaire. Finally, the interviews took place as natural conversations. The interviews lasted more than I expected as the teachers comprehensively elaborated on the questions. There was such a friendly atmosphere that we smiled and laughed a few times during the interviews. I

needed to skip a few questions during the interviews because the teachers already answered them beforehand.

2.8. Data Analysis Procedure

The current study benefitted from mixed-method research technique in order to elicit data based on the research questions. Initially, quantitative data was obtained from the students by means of a questionnaire. After that, both the students and the teachers conducted interviews considering qualitative data.

Quantitative data was analysed through The Statistical Package of Social Sciences (SPSS v.22.0) and reported in the light of 'descriptive statistics'. As the students conducted the questionnaire via Google Form, the responses of the participants were conveniently received as an online Excel file. Thus, all the presented data in Excel file was successfully transferred into SPSS. Necessary arrangements were done in SPSS and each item in the questionnaire was given a code. Before analysing the obtained data, The Cronbach's Alpha value was checked. The value for 40 items in the questionnaire was ,920 which was found reliable enough regarding the consistency and integrity among the items in the questionnaire. Thanks to SPSS, percentages and frequencies of the responses were calculated regarding descriptive statistics which deals with numerical data and graphics.

Qualitative data analysis procedure was carried out through semi-structured interviews for students and the teachers and the 2 open-ended questions asked before the questionnaire and open-ended question in the questionnaire. Unlike quantitative research, qualitative data analysis procedure mainly deals with words and expressions which require explanatory approach. The researcher needs to put the gained data in an insightful order as it can be messy. After the interviews were conducted, the first thing was to transcribe the recorded spoken data. In order to be more familiar with the data for basic observations, the written transcription was read several times. Then, the obtained data was revised depending on the research questions in terms of participants' perspectives on the use of Google Classroom. Next, each participant was coded and important phrases were labelled. Here, qualitative content analysis was utilized so as to find out themes, the most repeated answers to the questions, underlined areas that can provide respond to the research questions and patterns that can be used for the further study. In brief, Dörnyei (2007: 246) summarizes the content analysis procedure as follows: "(a) transcribing the data, (b) pre-coding and coding, (c) growing ideas –memos, vignettes, profiles, and other forms of data display, and (d) interpreting the data and drawing conclusion." After the reading and coding were completed, the unrelated data was excluded from the analysis. General themes were revealed having read several times. Sample quotations were found and displayed to represent the themes. Finally, the last step was to combine and compare the data collected by the questionnaire and interviews.

2.9. Ethical Considerations

As the study was carried out with human beings, a sensitive approach was embraced not to offend or harm any participants throughout data collection process. First of all, the vice principal of the School of Foreign Languages at RTEU was fully informed by the study and consent for the study was taken. After that, Main Course teachers were guaranteed that their participation in the study would cause no harm or disadvantage and their willingness to participate in the interview was very crucial. Finally, the students were informed about the study and their consents were received. It was observed that they were very kind in their contribution to the questionnaire and the interview.

<div align="center">**CHAPTER THREE**</div>

3. FINDINGS AND DISCUSSION

3.1. Introduction

This chapter presents the findings, analysis of the data gathered from the research tools and the discussion of the results. It deals with the qualitative and quantitative data obtained from data collection tools. The quantitative data was elicited from the questionnaire and the qualitative data was collected from the open-ended questions in the questionnaire and the semi-structured interviews. The major objective of this comprehensive analysis is to reveal the current use of Google Classroom through the eyes of the students and teachers in EFL setting.

3.2. Data Analysis of the Quantitative Data

In this section, the quantitative data gathered from the students through the questionnaire was analysed and the findings were displayed by means of tables and graphics. As stated in the second chapter, SPSS (v. 22.0) was used in order to analyse the results of the questionnaire and the reliability of the data collection tool was calculated before carrying out the data analysis. The findings of the data analysis were conducted in line with the research questions. Each part of the questionnaire was analysed one by one. In part one, general questions and the changes that the students would like to see in Google Classroom were demonstrated. In this part, the demographic items were previously mentioned in the methodology chapter while describing participants and data collection tools. The second part focused on the students' accessibility into Google Classroom. Then, perceived benefits of Google Classroom revealed. After that, communication and interaction among students and their teacher underlined. The next part highlighted the way students acquire information via Google Classroom. Student satisfaction was another point analysed in this section. Finally, students' use of computer and the Internet was shown in the last part for the quantitative analysis.

3.2.1. Part I: General Questions

Part 1 was prepared to get general information and demographic data about the students. The analysis of the items QA, QB, QC and QD were presented in methodology chapter in order to describe and elaborate on participants. According to the results, it can be stated that 25 students from prep A, 26 students from prep B and 24 students from prep C took part in the questionnaire.

None of these 75 students had used Google Classroom before preparatory programme. Besides, only 3 students had the opportunity of using an online teaching and learning platform as seen in Table 8. While 2 of the students used DynEd, one student experienced TTNET Vitamin. It can be indicated that most of the students did not benefit from an online education platform before in addition to face to face learning. As items E and G consisted of open-ended questions, they were discussed in qualitative data analysis.

Table 8: The Number of the Students Who Used an Online Platform Before Using Google Classroom

Online Learning Platform	N	%
Yes	3	4
No	72	96
Total	75	100

3.2.2. Part 2: Students' Accessibility into Google Classroom

In the second part of the questionnaire, the students were asked how they accessed Google Classroom in terms of different occasions. 10 items from Q1 to Q10 were involved in this category. The items were designed according to a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

Table 9: Students' Accessibility into Google Classroom

Accessibility	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I can access Google Classroom any time.	1	1,3	1	1,3	7	9,3	27	36,0	**39**	**52,0**
I can log into Google Classroom from different devices.	1	1,3	3	4,0	7	9,3	30	40,0	**34**	**45,3**
I often use Google Classroom mobile application.	2	2,7	7	9,3	10	13,3	**35**	**46,7**	21	28,0
I find Google Classroom interface clear and understandable.	2	2,7	6	8,0	16	21,3	**42**	**56,0**	9	12,0
I have easy access to course materials in Google Classroom.	4	5,3	5	6,7	13	17,3	**40**	**53,3**	13	17,3
I can send my assignments without having problems.	10	13,3	8	10,7	17	22,7	**24**	**32,0**	16	21,3
I can follow the information flow in Google Classroom.	3	4,0	8	10,7	8	10,7	**47**	**62,7**	9	12,0
I find the notifications useful.	1	1,3	7	9,3	9	12,0	**40**	**53,3**	18	24,0
I can see the shared information again when I need it.	1	1,3	2	2,7	6	8,0	**43**	**57,3**	23	30,7
I can be aware of the homework when I don't attend the class.	4	5,3	2	2,7	7	9,3	**37**	**49,3**	25	33,3

As it was illustrated in Table 9, the results related to the accessibility revealed based on the participants' responses. The highest frequency and percentage for each item were marked as bold. It is clear from the students' responses that their perspective towards the use of Google Classroom considering accessibility was quite positive. As it is clearly seen, the bold items were either 'agree' or 'strongly agree'. First of all, a vast majority of the students (over 88 %) stated that they could access and log in Google Classroom whenever they wanted from different devices. Additionally, 74,7 percent of the participants said that they often used Google Classroom mobile application. A lot of students (68 %) also found Google Classroom interface clear and understandable. Similarly, many participants (70,6 %) declared that they could easily reach course material in Google Classroom. Besides, more than half of the students (53,3 %) pointed out that they could send their assignments without having problems in Google Classroom whereas nearly a quarter of the respondents (24 %) disagreed and strongly disagreed. Additionally, a remarkable number of participants (roughly 75 %) remarked that they could follow the information flow and find notifications useful in Google Classroom. 88 % of the students held the view that they could see the shared information again when they needed it. Lastly, most of the students (82,6 %) indicated that they could be aware of the homework when they didn't attend the class.

Based on the results explained above in detail, it can be evidently understood that the students' overall perspective towards accessibility in terms of using Google Classroom is highly positive. Initially, the opportunity of accessing Google Classroom any time anywhere from different devices revealed according to the responses of the students. Similarly, students' active use of mobile application for Google Classroom was also found. Additionally, the interface, information flow and notifications in Google Classroom were the issues having been addressed quite positively by the students. Moreover, the students pointed out self-paced learning in the light of being able to access course material any time, see the shared information again and know the homework when they didn't go to school. Lastly, among the items, sending assignments without having problems got less agrees and strongly agrees compared to other items in this part and it can be inferred that the students might have some difficulties while submitting their homework via Google Classroom.

3.2.3. Part 3: Perceived Benefits of Using Google Classroom

When it comes to the perceived benefits of using Google Classroom for students, the participants responded 8 questions from Q11 to Q18 in this part.

Table 10: Students' Perceived Benefits of Using Google Classroom

Perceived Benefits	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I find Google Classroom useful for interacting with my teacher.	4	5,3	4	5,3	11	14,7	**36**	**48,0**	20	26,7
I find Google Classroom useful for interacting with my classmates.	16	21,3	**26**	**34,7**	15	20,0	11	14,7	7	9,3
Thanks to Google Classroom, I can submit my assignments on time.	5	6,7	6	8,0	7	9,3	**38**	**50,7**	19	25,3
I find the feedback useful that I receive from my teacher via Google Classroom.	3	4,0	1	1,3	6	8,0	**37**	**49,3**	28	37,3
The grading system in Google Classroom helps me keep track of my performance.	4	5,3	4	5,3	10	13,3	**35**	**46,7**	22	29,3
The use of Google Classroom has improved my computer skills.	19	25,3	**31**	**41,3**	11	14,7	9	12,0	5	6,7
I think Google Classroom has helped me improve my English.	6	8,0	13	17,3	24	32,0	**26**	**34,7**	6	8,0
I think that the homework assigned in Google Classroom has contributed to my learning process.	4	5,3	4	5,3	11	14,7	**46**	**61,3**	10	13,3

As presented in Table 10, the results of perceived benefits of using Google Classroom were displayed in the light of the students' answers to the items in this part. It can be seen in the table that the highest results were indicated as bold. Although the students' perceived benefits of using Google Classroom seemed positive in general, their perspective is negative in two items which could be clearly observed above. First of all, almost 75 percent of the students positively held the view that they found Google Classroom useful for interacting with their teacher. Unlike the previous question, more than half of the participants stated that they didn't find Google Classroom useful for interacting with their classmates. Next, more than 75 percent of the students marked that they could submit their assignments on time thanks to Google Classroom. Moreover, a considerable number of the students (86,6 %) stated that they found the feedback useful that they received from their teacher via Google Classroom. Additionally, plenty of the participants (76,6 %) declared that the grading system in Google Classroom was helpful to keep track of their performance. Furthermore, several respondents (66,6 %) indicated that the use of Google Classroom improved their computer skills. While less than half of the participants (42,7 %) stated that Google Classroom helped them improve their English, a remarkable percent of them (32 %) preferred to remain undecided. Finally, quite a lot of students (74,6 %) responded that the homework assigned in Google Classroom contributed to their learning process.

When Table 11 was analysed, the results obviously demonstrated that the students perceived a great deal of benefits using Google Classroom in general whereas they did not think so in three

motives. In general, the respondents found interaction useful with their teacher rather than with their classmates. Probably, that is because several students wanted to see a chat program in Google Classroom mentioned in part 1. Mostly having found it useful, the students were content with homework system in Google Classroom. Related to the homework system, the students noted the benefits of Google Classroom based on submitting their assignment on time, their teacher's feedback through Google Classroom, following their performance thanks to grading system and the contribution of homework to their learning process. Contrary to homework system, most of the students believed that Google Classroom did not help them to improve their computer skills. Lastly, whether Google Classroom contributed to the level of students' English was not very clearly understood since the responses of the participants were not very cumulative.

3.2.4. Part 4: Communication and Interaction in Google Classroom

Part 4 was designed to analyse the data in accordance with the respondents' perceptions about communication and interaction in Google Classroom. There were five items from Q19 to Q23 in this section of the questionnaire.

Table 11: Communication and Interaction in Google Classroom

Communication and Interaction	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Google Classroom has strengthened communication with my teacher.	5	6,7	11	14,7	21	28,0	**27**	**36,0**	11	14,7
Google Classroom has strengthened communication with my classmates.	19	25,3	**27**	**36**	21	28,0	5	6,7	3	4,0
I can communicate easily with other classmates in Google Classroom.	19	25,3	**23**	**30,7**	19	25,3	11	14,7	3	4,0
I participate in discussions in Google Classroom.	14	18,7	**29**	**38,7**	16	21,3	16	21,3	-	-
I feel lonely and lost in Google Classroom.	**28**	**37,3**	19	25,3	16	21,3	4	5,3	8	10,7

As it was indicated in Table 11, the findings of the participants' perceptions about communication and interaction in Google Classroom were demonstrated based on the respondents' answers to the questions in this section. Generally speaking, students' perceptions of communication and interaction in Google Classroom were a bit negative. Firstly, almost half of the students (50%) declared that Google Classroom strengthened communication with their teacher while 28 percent of them remained undecided. In the following two items, the students were asked

about communication with their classmates in Google Classroom. Over 60 percent of the participants disagreed that Google Classroom strengthened communication with their classmates and they could communicate easily with other classmates in Google Classroom. Moreover, several participants (54.7%) stated that they did not participate in discussions in Google Classroom. Finally, 62,6 percent of the respondents remarked that they did not feel lonely and lost in Google Classroom.

In sum, it can be concluded that the students tended to communicate with their teacher rather than their classmates. Also, it can be revealed that respondents were not active participants in discussions in Google Classroom. Interestingly, although students did not communicate very much with their peers and participate in discussions, they did not generally feel lonely and lost in Google Classroom. Therefore, mostly the communication and interaction in Google Classroom was said to be between teacher and students rather than students to students.

3.2.5. Part 5: Getting Information via Google Classroom

This part of the questionnaire consisted of 4 items from Q24 to Q27 and was designed to reveal the way students obtained information through Google Classroom.

Table 12: Getting Information via Google Classroom

Getting Information	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Our teacher gives clear information about how to participate in course-based learning activities in Google Classroom.	3	4,0	-	-	8	10,7	**48**	**64,0**	16	21,3
Our teacher gives clear information for the deadline of the assignments via Google Classroom.	4	5,3	2	2,7	13	17,3	**35**	**46,7**	21	28,0
Our teacher gives information about important lesson topics through Google Classroom.	3	4,0	2	2,7	12	16,0	**40**	**53,3**	18	24,0
Our teacher provides feedback through Google Classroom to help us better understand the content of the course.	2	2,7	3	4,0	16	21,3	**35**	**46,7**	19	25,3

According to Table 12 above, the findings on how the participants got information via Google Classroom indicated depending on the answers to the questions in this section. The highest frequency and percentage for each question were emphasized in the table. In this part, the responses of the participants' answers seemed quite positive. Initially, quite a lot of students (85,3 %) marked that their teacher gave clear information about how to participate in course-based learning activities in Google Classroom. Similarly, approximately 75 percent of the participants agreed that their teacher gave them clear information for the deadline of the assignments through

Google Classroom. In the following item, 77.3 percent of the students reflected that their teacher gave them information about important lesson topics via Google Classroom. Last but not least, more than 70 percent of the respondents declared that their teacher provided feedback via Google Classroom to help them better understand the content of the course.

In brief, as it can be deduced from the findings displayed above, Google Classroom was quite successful in acquiring information. Students could get clear information about how to take part in course-based activities and for the deadline of the assignments through notifications in Google Classroom. Similarly, the students could get information about important lesson topics via Google Classroom. Finally, the students were able to get feedback via Google Classroom, which made them better comprehend course content.

3.2.6. Part 6: Student Satisfaction in Google Classroom

In this section of the questionnaire, the participants were asked to determine how far they agreed or disagreed with the items concerning their satisfaction in Google Classroom.

Table 13: Student Satisfaction in Google Classroom

Student Satisfaction	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I think Google Classroom contributes to my foreign language learning motivation.	11	14,7	7	9,3	19	25,3	**30**	**40,0**	8	10,7
I think that the materials shared by my teacher in Google Classroom meet my needs.	3	4,0	5	6,7	12	16,0	**42**	**56,0**	13	17,3
I'm generally satisfied with Google Classroom.	6	8,0	3	4,0	14	18,7	**41**	**54,7**	11	14,7
I prefer to use Google Classroom in my academic life after preparatory program.	13	17,3	12	16,0	**30**	**40,0**	16	21,3	4	5,3
I am pleased to prepare homework in a digital platform.	8	10,7	5	6,7	8	10,7	**41**	**54,7**	13	17,3

As Table 13 displayed, the results related to the satisfaction of the students in Google Classroom were shown regarding their responses to the questions. The highest results were emphasised in the table. Almost half the participants (50,7 %) marked that Google Classroom contributed to their foreign language learning motivation. A number of students (73,3%) agreed that the materials shared by the teacher in Google Classroom met their needs. In similar vein, the majority of the respondents (69,4 %) declared that they were satisfied with using Google Classroom. In addition, 72 percent of the students stated that they were pleased to prepare homework in a digital platform. Although students seemed to be presently pleased, 40 percent of

them marked undecided to prefer to use Google Classroom in their academic life after preparatory program. For the same item, 26,6 percent of the participants agreed while 17,4 percent of them disagreed.

After the analysis of Table 13, it was understood that the students were currently satisfied with using Google Classroom. In the light of the students' general satisfaction, language learning motivation, the content of homework and preparing assignment in a digital atmosphere, they were seen content with using Google Classroom. Surprisingly, a great deal of the participants could not decide to use Google Classroom in their future academic life, however. Even though more than a quarter of the students preferred to use Google Classroom after preparatory program, minority of the respondents didn't prefer.

3.2.7. Part 7: Use of Computer and the Internet in Google Classroom

The last part of the questionnaire was designed to unveil the students' use of computer and the Internet in Google Classroom. This section contained 8 items from Q33 to Q40 based on Likert scale. The last 4 items were coded reverse.

Table 14: Use of Computer and the Internet in Google Classroom

Use of Computer and the Internet	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
I think my computer skill is sufficient to use Google Classroom.	2	2,7	1	1,3	6	8,0	20	26,7	**46**	**61,3**
I received adequate technical support from my teacher or IT department before using Google Classroom.	16	21,3	16	21,3	11	14,7	**24**	**32,0**	8	10,7
I easily registered for Google Classroom.	1	1,3	1	1,3	3	4,0	**37**	**49,3**	33	44,0
I registered for Google Classroom but needed help.	24	32,0	**28**	**37,3**	9	12,0	11	14,7	3	4,0
I have problems when I try to upload homework.	12	16,0	15	20,0	16	21,3	15	20,0	**17**	**22,7**
I have problems in uploading videos.	11	14,7	11	14,7	11	14,7	18	24,0	**24**	**32,0**
The reason why I don't do homework regularly is linked to the problems in internet connection.	9	12,0	**18**	**24,0**	15	20,0	16	21,3	17	22,7
The reason why I don't do homework regularly is because I don't have a computer.	**19**	**25,3**	19	25,3	10	13,3	15	20,0	12	16,0

As seen in Table 14, findings of the participants' using computer and the Internet in Google Classroom were revealed regarding the respondents answers to the questions. The highest responses to the items were highlighted in the table. It is observed that the majority of the students had positive tendency towards using computer and the Internet in Google Classroom. A remarkable number of students (88 %) marked that their computer skills were sufficient enough to use Google Classroom. While 42,7 percent of the participants agreed and strongly agreed that they received adequate technical support from their teacher or IT department, more than 40 percent of them

marked vice versa. The next item received the highest score in the questionnaire. Almost all the students (93,3 %) declared that they easily registered for Google Classroom. Related to the previous question, a few students (18.4 %) said that they registered Google Classroom but needed help whereas almost 70 percent of the participants disagreed. There is no dominant response in the following question. While less than half of the participants (42,7 %) said that they had problems when they tried to upload homework, 36 percent of the students disagreed. Referring to the former question, more than half of the respondents (52 %) stated that they had problems in uploading videos while approximately 30 percent disagreed. Moreover, 44 percent of the participants agreed that the reason why they did not do homework regularly was the problems related to the internet connection whereas 36 percent of the students disagreed and strongly disagreed. Lastly, more than half of the participants (50,6 %) marked that the reason why they did not do homework regularly was because they didn't have a computer.

As Google Classroom is an online platform, students' use of computer and the Internet is highly significant. It can be stated that using computer and the Internet did not bring about a major obstacle for the students while using Google Classroom. Since the respondents were categorically digital natives, most of their computer skills were sufficient to use Google Classroom which made them register the platform easily without help. It can be understood from the results that more than half of the students didn't get sufficient help in order to register Google Classroom. It can be, however, observed that several students had some trouble in Google Classroom while uploading homework, especially video assignments. Finally, one of the reasons why the students did not do their homework might be explained due to poor internet connection and not having an individual computer.

3.2.8. The Changes That Students Would Like to See in Google Classroom

This question was designed to find out the novelties that the students would like to see in Google Classroom. The students were provided with five possible changes that Google Classroom did not include. The students were asked to mark as many options as they might wish because more than one option might apply for them. Additionally, they could mark 'others' and write their own options as they wanted.

Graphic 1: The Changes That Students Would Like to See in Google Classroom
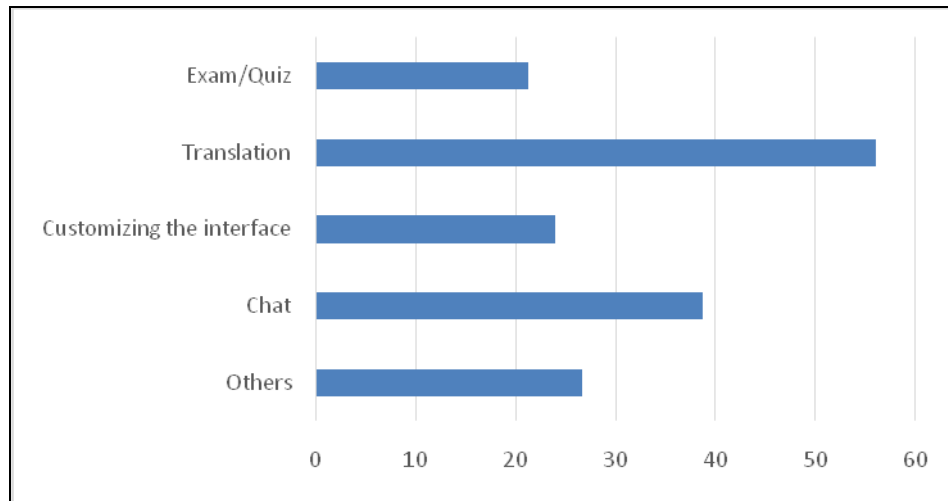
As it can be observed in Graphic 1, the students marked their options with different rates. Regarding the findings, translation (56 %) and chat (38,7 %) are the two most popular options that the students would like to use in Google Classroom. Customising the interface (24 %) and others (26,7 %) followed the outstanding answers. A few students stated an alternative aspect for Google Classroom. The popular novelty they would like to have in Google Classroom was a glossary. A few of the students wanted to see the percent of the uploading video. One student also would like to be able to see the last time the teachers were online. On the other hand, exam/quiz is the least rated answer chosen by the students. Based on the students' responses, it can be inferred that they wanted to improve interaction and communication in Google Classroom and facilitate from translation when they needed language help.

3.3. The Analysis of the Qualitative Data

This part of the study displayed the findings and analysis of the data gathered by means of open-ended questions in the questionnaire and semi-structured interviews for the students and teachers. The analysis relied on the research questions for the present study. Content analysis was utilised in order to identify the elicited data through repeated readings, note-taking, coding and tables. In order to avoid language barrier, all the research tools were implemented in participants' mother language, Turkish. Afterwards, collected data was translated into English.

3.3.1. The Analysis of the Open-ended Questions in the Questionnaire

This part consisted of 4 questions. Two of the questions were asked through Google Forms before the questionnaire was conducted. Basically, the aim was to contribute to the item pool for the questionnaire considering the students' perspectives and gathering data for the study as well. 33 participants responded to the questions relating to 3 positive and 3 negative aspects of Google

Classroom. Additionally, the respondents answered two more questions in part 1 in the questionnaire via Google Forms. They were initially asked to write 3 things that came to their mind when they thought of Google Classroom. The last open-ended question was about students' positive and negative opinions on the contribution of Google Classroom to Main Course class.

3.3.1.1. Positive Aspects of Google Classroom through the Eyes of the Students

As mentioned earlier, 33 students replied to the question via Google Forms. They were asked to write 3 positive aspects of Google Classroom. According to the responses of the participants, common positive perspectives of the students were related to the following features of Google Classroom: assignment system, interaction with the teacher, notifications, posting useful materials, accessibility and the use of interface.

Table 15: Positive Aspects of Google Classroom for the Students

Recurring Concepts	Frequency
Accessibility and the use of interface	22
Assignment System	20
Interaction and communication	13
Notification	7
Sharing materials	4
Grading system	2
Price	1
None	1

As illustrated in Table 15, the students came up with 8 different positive features of Google Classroom. 32 students gave 3 positive opinions while only 1 student replied "none". Some of the students gave more than one positive response under the same category. The most repeated positive aspect of Google Classroom was in line with accessibility and the use of interface. Based on the findings, the outstanding answers related to accessibility and the use of interface were as follows:

- *Easy to use and understand (R3)*
- *simple, practical, fast and ease of communication (R4)*
- *modern, organised, technology-based (R7)*
- *more practical than applications such as WhatsApp (R11)*
- *fruitful, creative, and very systematic (R24)*
- *easy to send email (R28)*

The second popular category was the assignment system which was mentioned 20 times. The recurring phrases or sentences by the students were as follow:

- *We are able to submit our homework and see our mistakes. (R1)*

- *I can submit homework even at night. (R5)*
- *My teacher can give feedback immediately. (R12)*
- *I can do homework without handwriting. (R15)*
- *We don't need to take notes for the assignments. (R18)*
- *If there is a mistake, we can edit it and send our homework back. (R21)*
- *I can see the deadline for the assignment. (R27)*
- *I can prepare and send assignment easily. (R30)*
- *When I don't go to school, I can still be aware of the assignmen.t* (R33)

After the assignment system, interaction and communication were emphasized 13 times by the students. Here, all the responses were associated with the teacher. The students stated that they could communicate with their teacher easily when they needed help. The next concept found useful by the participants was notifications. The students pointed out that they were able to see the shared materials or activities immediately and Google Classroom reminded them of the assignments on the last day, which was very useful. In addition, sharing materials was repeated 4 times by the respondents. These students found shared materials useful as a supplementary tool to improve their English. Moreover, only two students highlighted that they could see their grades for their assignments. Finally, one of the students underlined the advantage of using Google Classroom as being free to use.

3.3.1.2. Negative Aspects of Google Classroom through the Eyes of the Students

33 students also were asked to write their negative views about the use of Google Classroom via Google Forms. The most popular recurring categories were examined. The analysis included systematic errors, internet connection, homework, chat, none, interface and physical and psychological issues.

Table 16: Negative Aspects of Google Classroom for the Student

Recurring Concepts	Frequency
Systematic errors	18
Internet connection	9
Homework	8
Chat	5
None	6
Interface	3
Physical and psychological issues	1

Table 16 indicates the recurring concepts in which the students had negative insights. Initially, the most repeated concept was systematic errors in Google Classroom. Here are some of the common answers of the students regarding systematic errors:

"There can be problems with the edited assignments." (R1)

"I cannot see my score although my teacher graded my assignment." (R26)
"There can be problems with the deadline." (R5)
"Mails are sometimes delivered late."(R14)
"I sometimes don't get notifications." (R8)
"There is sometimes bug in the mobile application."(R19)
"We can send limited variety of documents." (R32)

Similarly, some of the students declared that they had troubles in the Internet connection. Four of the students criticised the system as it required internet connection. The other 5 students complained that they had difficulty in uploading video or documents into the system because of the poor Internet signal at the dormitory. Next, 8 of the students shared their ideas related to assignments. Four of the respondents said that they didn't want to get homework while they were on holiday. Two of them put a 'smiley (:DD)' and one of them used an 'exclamation mark' at the end of the sentence. Here are the sentences:

"We are assigned homework even if we don't go to school :)).")(R13)
"It's difficult to get refreshed by doing homework while we are on holiday :D." (R10)
"Dear Google Classroom editors! Please shut down the system while we are on holiday!" (R25)

The reason of the other students put forward was different from those of 4 students. They stated that it was more difficult to do homework on a digital platform than doing it on a paper. After that, 5 students noted that Google Classroom lacked chat system. They stated that they would have preferred having a chat system in order to write to their teachers instead of sending emails or writing under shared materials as a private comment. Moreover, only 3 students pointed out that the interface in Google Classroom could be better and less complicated. Finally, one of the students wrote that sometimes Google Classroom could be tiring and boring. Unlike the positive aspects, it can be observed that the students came up with less negative number of notions. On one hand, 6 students stated that there were no negative features of Google Classroom. On the other hand, not all the participants were able to reveal three items. One of the students expressed his feeling like that:

"Now I cannot see any negative sides of Google Classroom. If a person claims a negative aspect, it means that this person cannot use technology very well."(R22)

Based on the positive and negative notions of the students, it can be stated that positive aspects of Google Classroom outnumbered negative aspects which were also significant. There seemed to be not only overlapping opinions but also conflicting perspectives. With respect to the results of the responses, the most striking category was about the accessibility and systematic errors. Although students provided some certain positive features considering notifications, interface and accessibility, a few students shared their concerns in these areas including internet based problems as well. Furthermore, while several students found assignment system useful, a few students preferred not to have any assignments when they were not at school, especially on holiday. In addition, some of the participants were in favour of communicating with their teachers via chat programme in Google Classroom rather than email system.

3.3.1.3. The Three Words that Describe Google Classroom

In this section, question E from part 1 in the questionnaire was analysed. 75 students responded to the question while conducting the questionnaire via Google Form. The students were asked to write things that came o their minds when they thought of Google Classroom. The data gathered through the open-ended question was analysed by means of content analysis.

Table 17: The Most Popular Concepts in Google Classroom

Recurring Concepts	Frequency
Assignments	68
Notification	20
Sharing Material	15
Accessibility	14
Studying	14
Video	13
Communication	13
Grading	10

Table 17 displays the frequently used words by the students to describe Google Classroom. 8 recurring words were chosen and listed in Table 17 above. These words were written at least 10 times and more. Similar expressions were gathered under the same category. As seen, the most popular word written by a large number of the participants was 'assignment' which was repeated 68 times. Assignment was followed by 'notification' repeated by less than a quarter of the all respondents. After notification, there appeared 5 popular words with similar frequencies. These were sharing 'material, accessibility, studying, video and communication'. Lastly, 10 students pointed out 'grading' to associate with Google Classroom.

3.3.1.4. The Contributions and Shortcomings of Google Classroom in Main Course

Findings from question G in part 1 of the questionnaire were analysed relying on content analysis. Question G was an open-ended question and dealt with the contribution of Main Course class in Google Classroom. A total of 75 students carried out the question and answered how Google Classroom contributed to their Main Course class or vice versa. The participants were also expected to add their positive or negative feedback. Conceptually higher patterns were combined in line with categories or themes.

Table 18: Whether Google Classroom Contributed to Main Course Class

Do you think Google Classroom has contributed to your Main Course class?	n	%
Yes	60	80
No	9	12
Undecided	4	5,4
Invalid Response	2	2,6
Total	75	100

As Table 18 illustrated, a large number of students (80 %) declared that had contribution to their Main Course class whereas the minority of the participants (12 %) just claimed the opposite. It was observed that not all students wrote down their positive or negative feedback related to the contribution of Google Classroom to their Main Course class. The participants who wrote their comments on the issue paved the way for specific categories such as assignment, material, communication, internet connection and so on. The students mostly commended about assignment both positive and negative. Here are the example views of the respondents:

"Classroom helps us do our Main Course homework on time and be aware of the subjects and flow related to the course." (S1)
"I think it is a useful application because we can send our assignments in an easy way." (S4)
"Even if we complain about the assignments, we are more organized and careful as we know the deadline of the homework." (S11)
"...because doing homework in Google Classroom is easier and more enjoyable." (S73)
"I am glad that we can submit our homework late at night." (S19)
"Our teacher doesn't waste time by checking our homework in the class. So, we can have nonstop fruitful courses." (S26)
"As the assignments are in English, it improves our English a bit when we read the instructions." (S59)

These extracts above showed the students' positive feedback. The following expressions, on the other hand, revealed the students' negative feedback on the contribution of Google Classroom in Main Course:

"...Because the teachers usually give a lot of homework, sometimes it becomes boring." (S6)
"...I think giving homework on holiday is nonsense. Don't we deserve to rest?" (S12)
"...but sending some of the tasks is really difficult, especially videos. When I have a lot of homework, I get confused and sometimes run out of time." (S18)
"...It bothers me when I get notification for a new assignment on my leisure time." (S20)
"I don't think that it contributes. Paper work is more beneficial and its efficiency lasts for a long time." (S45)
"Because of Classroom, I cannot say that I forgot my homework at home." (58)

As it can be seen from the excerpts above, the respondents had various positive and negative notions dealing with the assignments in Google Classroom. It was clear that their perception on the same pattern was different. For example, while the students (n: 73) thought that doing homework on Google Classroom was easier and enjoyable, the other students (n: 45) complained about the

paperless work and the other respondent (n: 6) found it boring. In general, the students were observed that they did not want to get a lot of homework especially when they were on holiday.

The second most referred category by the students associated with the materials in Google Classroom. Almost all the responses indicate that Google Classroom seemed contributing to their Main Course. The example sentences were as follows:

"Thanks to materials and homework, we are able to do more exercise." (S3)
"Google Classroom makes it easier to receive materials." (S15)
"Our teacher is able to share materials when she wants and it is delivered to everybody at the same time." (S16)
I think the materials shared in Google Classroom contribute to Main Course." (S 21)

On the other hand, there were two responses that criticized the concept of the materials. The students preferred to have materials to motivate them to improve their level of English. Here are those sentences:

"...I would rather see materials in Classroom which keep us involved in learning English." (S10)
"...I would like to see motivational videos to learn the ways how to improve my English. " (S5)

The second mostly mentioned category was the communication, especially with the teacher a positive way. Here are some examples from the students' answers:

"I am able to be in touch with my teacher any time I need her." (S61)
"We have a faster and healthier relationship with our teacher." (S29)
"I found a better way of communication with my teacher." (S33)
"It is easy to communicate with our teachers." (S18)

As understood from the students' expressions, their focus was just on their teacher rather than their friends. They seemed quite satisfied that they were able to reach their teachers any time anywhere.

In addition, several students shared their experience on how much trouble they had when they tried to upload images and especially videos. When there were a few assignments to be uploaded and the Internet connection was poor especially in the dormitory where most of the students stayed, it was understood that they had a lot of difficulty sending their homework just on time. The excerpts below showed their opinions on this matter:

"It contributes but it is difficult to send videos or pictures via Google Classroom." (S14)
""... but sometimes it is difficult to submit via assignments on time." (S15)
"... as my mobile internet packet is limited, I use Wi-Fi of the dormitory but it takes a lot of time especially for videos and pictures." (S28)

Based on the answers of the participants, it can be deduced that a vast majority of the students agreed that Google Classroom contributed to their Main Course. It did not mean that it was totally free of shortcomings, however. The notions of the students tended to vary relying on their own experience and circumstances. Although a considerable number of participants were content with the assignments, some of the students complained that they didn't want to do homework on holiday and they didn't want to get notifications in their free time. Several students highlighted the problem of uploading heavy documents such as videos or pictures. It was known that the majority of the students stayed in the dormitory and the problem was derived from the poor internet connection there. They seemed to be afraid of not being able to meet the deadlines for their assignments. On one hand, they were satisfied with the materials shared by their teachers. On the other hand, they needed more motivational materials to promote their language learning and sometimes it became boring and tiring. It was also understood that the participants communicated with only their teacher which was quite satisfactory for them.

3.3.2. The Analysis of the Interview with the Students

The last research tool conducted by the students was semi-structured interviews (see Appendix III). 15 students were randomly selected and they voluntarily participated in the interview. Throughout the present analysis, the students were titled as P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14 and P15. This interview involved 8 questions relying on the research questions and it was designed in order to gain more insight on the subject matter. Interview questions were prepared upon the initial analysis of on the results of the questionnaire. Thanks to the interview questions, the points which could not be explored in detail due to the nature of the questionnaire clarified and elaborated on further.

As mentioned before, the interview was carried out in students' mother tongue which was Turkish and then translated into English keeping the actual meaning of the participants' comments. Right after the transcribing the recorded spoken data and translation process, the extracts were read several times and conceptually further categories were underlined in the light of content analysis.

3.3.2.1. The Impact of Using Google Classroom on Foreign Language Learning

Q1, Q5 and Q6 were designed to explore relationship between using Google Classroom and foreign language learning. The responses of the interviewees quite helped displaying the effect of using this online language management system on learning English. The initial goal was to find out if Google Classroom helped students improve their English. Secondly, the participants were asked to reveal their opinions on the contribution of Google Classroom to their foreign language learning motivation. Lastly, the interviewees stated what language they wanted their teacher to use in Google Classroom.

All the interviewees were asked to state if using Google Classroom helped them to promote their English skill. A considerable number of the participants (n: 10) agreed that Google Classroom had an effect to develop their language learning skills. Following sample expressions by the students were indicated below:

"I think it helps me improve my English because our teacher shares useful materials. We do exercise and it contributes. For example, the last material you have shared involves vocabularies with their meanings and transcription." (P2)
"Yes, I do. The platform is based on English language. We do what our teachers want from us to do. By following their assignments, we practice listening, speaking and writing in English. We realize that we are able to make exercises. We can also keep pace with technology through Google Classroom." (P5)
"Let me explain this question in this way. I didn't learn English in secondary and high school, so my English level was so low that I couldn't even pronounce a word properly at the beginning, but now I can create pages with the help of Classroom. Why? Because Classroom offers us this opportunity. We can communicate with our teachers, create homework, create documents, send e-mails to each other in a short way, and most importantly, we can improve our English. I can say that it contributed a lot to me." (P7)

On the other hand, a few participants claimed that Google Classroom didn't contribute to their improving a foreign language process. Meanwhile, one of the students remained undecided. Their responses to the question were presented below:

"Actually, I don't think so. Because I don't think it really affects us because we only do homework in Google Classroom. In other words, I think it would be the same even if we didn't use it." (P10)
"No, I don't think so. As I am against learning systems based on homework, it makes me stressed a lot. Probably, it is helpful for some. It isn't valid for me, though." (P13)
"Yes and no. Our teachers only give us homework through Google Classroom. We can do this without this platform." (P3)

According to the findings, less than half of the participants (46,7%) agreed that Google Classroom improved their English in the questionnaire. Based on the qualitative results, more than half of the interviewees agreed so. While several students thought that Google Classroom was an online integrating platform that the students could do homework and exercises, communicate with their teachers, write, send emails, etc, some of the students claimed that it wouldn't be so different if they didn't use Google Classroom as it only focused on homework. As the results suggested, many students didn't like doing homework. The teachers could have shared share some motivational different tasks in Google Classroom to encourage the students and promote students' language learning.

The second question was prepared to reveal the impact of Google Classroom on the foreign language learning motivation. The results of both qualitative and quantitative analysis were quite similar. Like in the questionnaire, nearly half of the interviewees (n: 7) thought that Google Classroom contributed to their foreign language learning motivation. This section was aimed at

showing positive and negative underlying reasons as displayed below with the sample statements of the interviewees.

> *"Yes, I do. I feel motivated when we get different kinds of assignments." (P1)*
> *"Yes a little. I have just started to do some homework." (P3)*
> Yes I think so. The practical and clear atmosphere shows me how to learn English in Google Classroom. It makes me feel more motivated when I get positive feedback from my teacher through this platform. That is to say, I realised that I was able to achieve something in learning a foreign language based on a technology based platform." (P5)*
> *"I think Google Classroom is more like encouraging the concepts of school and teaching rather than directly contributing to learning. In my opinion, homework means learning. So when I do homework, I learn English and doing homework doesn't sound me boring anymore. I like learning. It contributes to my language learning." (P7)*
> *"I don't think so. Because we just regard it as an online homework platform. As it focuses on grading a lot, I don't think that it contributes a lot. My opinion might change if there were speaking activities." (P6)*
> *"I will be honest. Even if our teachers give us homework for our goodness, sometimes I think there is lots of homework. Instead of encouraging me to study more, it makes me feel less motivated. Unfortunately, I must say no." (P8)*
> *"No, I don't think so. We don't see motivational shares in Classroom."(P9)*
> *"No. I use this platform only for homework. I use different ways to learn English." (P12)*
> *"No, I don't think so. I feel down when my teacher posts homework at night." (P15)*

As it was clearly seen from the extracts above, the interviewees had both positive and negative perspectives on the contribution of Google Classroom to foreign language learning. It can be understood that what, when, how many and how teachers make posts in Google Classroom might change the students perception.

The last findings of the notions analysed under this title were about interviewees' language preference in Google Classroom. They expressed their opinions on what language they want their teachers to share posts in Google Classroom. Majority of the participants (n: 10) stated that they would prefer English language while 4 of them were in favour of their mother tongue and one of them preferred both languages. The following excerpts below presented the sample expressions by the interviewees:

> *"Of course English. I believe that these exercises help us improve our English." (P1)*
> *"In fact, in order to be more practical and understandable, I may say Turkish as being a little lazy but I think it would be more useful for us if the communication is in English." (P5)*
> *"Of course English. Our aim is to learn this language. We need to force ourselves." (P6)*
> *"People always want everything better. And they try to reach the inaccessible. When I started this path, my English was beginner. I admired people who could speak English. I still admire it. I love their accent and fluency. My teachers' speaking and writing in English are more encouraging and arousing admiration. I'm a leo and being a leo means being the best. I want to be like the person I admire. And I admit that I admire my teachers and I like to speak English as they do." (P7)*
> *"I prefer my teacher shares materials in English but assignments in Turkish." (3)*
> *"I want them to write in Turkish absolutely. Because if we can express ourselves better, it means that we can communicate better. We can solve the problems easier in Turkish." (P8)*
> *"I find it unnecessary. We are students who have just started to learn English. It is absurd to take points off from the missing or incorrect parts of the assignments because the instructions were in English and we didn't understand fully. If we had been informed in Turkish, we could*

have done the assignments much better and it would have been more effective for us to improve our English." (P13)
"I prefer complicated parts in Turkish and private comments in English." (P15)

3.3.2.2. Issues Related to Assignment System in Google Classroom

The findings of Q2 and Q3 were linked together for the analysis of the qualitative data associated with the assignment system in Google Classroom. According to the quantitative data analysis mentioned before, roughly half of the respondents stated that they had problems when they tried to turn in their assignments. Therefore, they were initially asked what kind of problems they encountered in the homework submission process. After this question, the students stated if doing or not doing their homework was directly related to Google Classroom.

All the interviewees replied these two questions. 3 participants noted that they were able to turn in their assignments without having any problems. Some of them thought that those problems, especially uploading videos were derived from poor internet connection while rest of them believed that systematic errors in Google Classroom caused the problems as illustrated in the following statements below:

": I do not face big problems while using Google Classroom. On the contrary, I perform the tasks simply by using practical applications which are provided by the platform. While creating a slide, a document or uploading a photograph, it helps me a lot. However, sometimes it takes a lot of time to upload a video and it makes me angry a little." (P5)
"I guess the problems are not related to the system but there are some issues that I also heard from my friends. Not being able to see the submitted homework at first sight and sending videos can be challenging. Sometimes links don't work." (S6)
"I think the problem is about Google Classroom because I faced the same problem when I was in İstanbul." (S8)
"Generally, I do not face with any problems about turning in an assignment. Everything is clear understandable." (S10)
"The turn in button does not work sometimes and the sign of not delivered is not very apparent. I think that's the only problem." (S14)

After the interviewees elaborated on the challenges of submitting their homework in Google Classroom, they were asked to express the effects of Google Classroom in terms of doing homework. A considerable number of the participants (n:9) pointed out that Google Classroom had no impact on whether they did their homework or not. In general, they said that it was due to their character and they found doing homework boring. The rest of the interviewees (n: 6) was in favour of the impactful effect of Google Classroom on doing homework. While 5 of the students mentioned this in a positive way, one interviewee highlighted the negative effect of Google Classroom. Followings are the sample statements of the interviewees:

"No, there is nothing to do with Google Classroom. I don't do homework because I find it boring." (P1)

"Actually I believe that it brings a system. Google Classroom makes us more organised thanks to deadlines and notifications for the assigned tasks by our teachers." (P5)

"...In fact, I believe that it is better to send it from the application. Normally, we don't know about the homework when we don't go to school that day, but we are aware of the homework with the notifications. That's why I'm doing my homework more regularly." (P7)

"I do my homework on a regular basis. I think this is the benefit of Google Classroom because I can see all the details of an assignment in Google Classroom. It also reminds me of the deadline. That's why I can submit my homework on time. I can also do my homework when I'm not at school." (P10)

"Not exactly, because as I said before, I have a problem with doing homework, I don't like it at all. But I would have liked it more if I had been given paper based assignments because I'm a person who likes doing visual things. I love doing my homework with a beautiful page layout and colorful pencils etc. Therefore, if I had homework on paper, my participation could be more, but I don't like to do homework in the Classroom." (P13)

3.3.2.3. Google Classroom and Interaction

The findings of Q4 and Q7 were analysed together in order to reveal whether the participants commented on the shared posts and felt sometimes isolated or alienated in Google Classroom. For the former question, several students (n:10) noted that they made private or public comments while the rest of the participants mentioned that they were not eager at writing comments in Google Classroom as displayed below with sample expressions:

"When there is something that I don't understand, I can write under the post or ask my friends. I can make public or private comments. It depends on the situation." (P1)

"...I try to write as much as I can. I want to write more but sometimes I cannot write because of my level of English." (P8)

"Not always. I rarely make comments." (P10)

"No because the posts are usually about instructions or warnings." (P14)

"No, I don't because I'm not a student who actively uses Classroom. When I use it, I log in and have a look at my homework and then mostly log out.

"No, because in general, our teachers write in an understandable language. If I don't understand, I will learn from a friend of mine." (P6)

Additionally, the interviewees elaborated on if there were times that they felt isolated or alienated in Google Classroom. Surprisingly, none of the respondents confirmed that they had such kind of feeling although nearly 15 percent of the students agreed that they felt isolated and lost sometimes in Google Classroom. Following excerpts demonstrate the interviewees' opinions on this issue:

"I haven't had this experience. If I had, I would first communicate with my friends. If I cannot solve my problem, I can communicate with my teacher." (P1)

"Of course there appear some concepts that I don't understand. In these cases, I communicate with my teacher privately via Google Classroom. I learn my weaknesses and improve my performance. I don't feel isolated because I believe in individual study and private brainstorming." (P5)

"The atmosphere does not make me feel isolated but sometimes I feel stressed when I don't understand English instructions. At that time, I try to ask my friend." (P13)

"No, I haven't experienced that. Probably I won't experience it later, either because our teachers are always interested and helpful." (P14)

3.3.2.4. The Students' Views on the Use of Blended Learning in the Future

The last question of the interview for the students was about their opinion on their future decision after preparatory program. Students were asked to state whether they would like their teachers to use Google Classroom in addition to face-to-face education in their future academic life. It is important to remember that 40 percent of the students were found "undecided" about this issue in the questionnaire. This interview question aimed at gathering more data to understand the underlying reasons of it. Most of the interviewees (n: 10) preferred to use Google classroom in the future. 3 of the respondents were against it and 2 of them remained undecided, indicating the necessity of data triangulation process. Here are the sample statements of the interviewees about the issue:

"Yes I would. I believe that I have strengthened my communication with my teacher in such environments. I can contact him or her in Classroom whenever I want. I can contact and consult. I believe that I can express myself better in my digital based homework assignments and videos." (P1)

"My sincere answer to this question is yes because it encourages students to learn and prepares a communication platform for both teachers and students. We can communicate easily. We can see our assignments and announcements very quickly. I must say that I wish that if we had had such an application in our childhood, then maybe we could have loved homework more and learn better without feeling responsible." (P7)

"Yes, because this communication creates a good rapport between teachers and students." (P9)

"Yes I do but it needs to be developed because I don't like its interface a lot." (P11)

"I don't want it, because we spend a quarter of our day at school. Of course, I don't want to spend more extra time in Google Classroom. I believe that teachers should leave students alone after school to some extent. I guess we have every right to want this." (P13)

"To be honest, I don't want because I don't want to feel down at night by hearing a notification beep for homework." (P8)

"I don't really care much if we use it or not." (P3)

3.3.3. The Analysis of the Interview with the Teachers

It was also equally important to know how Google Classroom was perceived by teachers, to whom the system was also quite new. To this end, the semi-structured interview was done with the teachers as illustrated in Appendix II. 2 EFL instructors teaching Main Course in classes Prep B and C participated in the interview. The teachers were called T1 and T2 during the present study. The interview consisted of 12 questions based on the research questions in order to present teachers' perspective. This analysis would not have been completed without presenting the voice of the teachers. The analysis of both the students' and the teachers' notions provided a deeper understanding without leaving questions behind.

As stated earlier, the interviews were conducted in teachers' offices and in their native language, Turkish. The recorded spoken data was transcribed and then the extracts were translated

into English for the study. The statements of the participants were read many times and conceptually higher themes were highlighted in accordance with the content analysis.

3.3.3.1 Google Classroom as a Supplementary Tool in Main Course

The findings of Q2, Q3, Q4, Q7 and Q8 were used in order to find out the analysis of the qualitative data. The results paved the way for presenting Google Classroom as a supplementary tool in Main Course through the eyes of the teachers. The teachers elaborated on several topics related to the use of Google Classroom in addition to face-to-face teaching. As it was mentioned before, both the teachers and students had never used Google Classroom before. Like the majority of the students, the teachers had quite positive perceptions related to Google classroom, yet they underlined certain limitations of using Google Classroom as well. The following excepts reveal the teachers' general views considering Google Classroom:

"I would say it works very well in general. I think it facilitates both my work and many things for the students. I wouldn't have thought that such a systematic online class would benefit so much in a preparatory programme with a busy schedule like ours." (T1)
"I have used Google Classroom for the first time this year and I have been very pleased with it in many ways although I had chance to use it for the first time." (T2)

After sharing their first impressions about Google Classroom, the teachers elaborated on the use of Google Classroom and computer skills. Both of them stated that their computer skills were quite sufficient enough to use Google Classroom as it did not require complicated computer skills and they found its interface clear and understandable. They, however, shared their concerns that they felt at the beginning as it was new to them and their students and IT department did not give a technical support presentation for the users. Here are the statements of the respondents related to the topic:

"As it is a very easy and practical application, it doesn't require complex computer skills. Also, when there is something new or we don't understand something, we can ask other users of Google Classroom at school and easily solve the problem in corporation. To be honest, I had some certain concerns about inviting students to the system at the beginning. It seemed stressful to me but actually it was an easy process for the students. As all the teachers started to use Google Classroom systematically at the same time, the students were able to get information from different teachers. We gave them a code for each class. Some of them could sign in without any help." (T1)
"I did not have difficulty. It was pretty easy for me because the interface was clear and understandable. I needed to give class code for my students. We told our students how to sign in the system. IT department should have done a presentation for both teachers and students. I needed to help a few students individually." (T2)

In addition, the instructors were asked about their opinions on blended learning. They made a comparison between traditional face-to-face education and online learning. As a combination of these two approaches, the teachers talked about the novelties that Google Classroom brought into

their classrooms. They set out both contributions and limitations of using blended learning through Google Classroom. They mostly mentioned the facilities that Google Classroom provided for not only the teachers but also the students. Initially, the teachers highlighted the novelties that they experienced thanks to the use of Google Classroom compared to face-to-face education. According to the responses of the teachers, Google Classroom presented paperless assignment, digital based portfolio, round-the-clock communication, systematic assignment system with the deadlines, notifications and grading system, more organised and time saving facilities, detailed communication, less excuses by the students, motivation by practicing and being able to share every type of materials and make detailed announcements. Following statements show the teachers' opinions on the new concepts integrating Google Classroom into traditional face-to-face teaching and learning system:

> *"First of all, it is a great facilitator and time saver for the teacher. I find anything that I want from an online platform. For instance, I can communicate with students easily and upload videos and photographs. I can share resources and make announcements. I can make detailed explanations. I make the tasks more understandable with comments and explanations. It is especially a very successful systematic assignment platform. We have just started to prepare quizzes in Google Classroom. I had never experienced it before." (T1)*
>
> *"Although my priority is traditional face-to-face education, I can say that Google Classroom contributed a lot to my Main Course class with several novelties. First of all, the students didn't have to write their homework on papers. They used to write in small pieces of papers and it was difficult to collect them. I used to keep portfolios for each student. Now Google Classroom does this for me on a digital platform presenting a grading system as well. This is very helpful for me. Also, the students cannot come up with excuses that they did not know the assignment. When I post the homework on the system, everyone gets a notification email. I can see the late submissions due to the deadline system and I grade their papers according to this. When students were on semester holiday, we were still in touch. I sent them homework and they could send me private messages. We never lost touch. I think it is more successful than portfolio because I can see all the grades on one paper that I do not need an extra grading plan. Next, students started to do more homework compared to previous years. Students can ask me questions any time via Google Classroom. Therefore, this year less students come to visit me on my office hours." (T2)*

3.3.3.2. Basic aspects in Google Classroom

Although teachers elaborated on the assignment system in Google Classroom, Q6 was analysed separately as it is one of the significant features of the platform. According to the findings, it can be deduced that both teachers seemed to have common positive notions regarding assignment system, notification and material sharing which were the fundamental aspects of Google Classroom as indicated in the following extracts below:

> *"I find these features of Google Classroom quite successful. We assign tasks for our students every week. There is a really good system in Google Classroom. They are all informed with emails. We are able to give deadline for each assignment. All the assignments are recorded in the system, so we can easily see who did or didn't do the homework. We can give feedback and grade the assignment. Finally, we can see all the grades of the students for each task. At the end of the semester, it makes my job a lot easier when I give performance grades. I can see the average grade for all the assignment for all students." (T1)*

"Except for the presentation tasks, I plan all the assignments via Google Classroom. I can move previously shared materials on the top of the page. So, students can easily recognize when they sign in. I can edit the assignments regarding its deadline and instructions. I can make corrections on the Word documents. In the first term, I corrected each mistake by giving feedback but sometimes I underlined the mistakes and let them correct them. We can work on the same file at the same time. After I watched their video tasks, I could write my comments about the videos by sending individual emails. I realised that it was very helpful for the students as they could see my corrections and comments." (T2)

3.3.3.3. Communication and Interaction in Google Classroom

The results of the Q5 were analysed in accordance with the teachers' perspectives on communication and interaction in Google Classroom. As mentioned before, a large number of students stated that they were pleased with the communication with their teachers whereas some of them underlined the lack of a chat programme for all the classmates. Some of the students also shared their concerns with the communication language because of their level of English. Based on the analysis of the question 5, the findings from teachers' notions were found not to be contradictory with the ones of their students as shown below:

"As I mostly use English in Google Classroom, I present an area where they can make a lot of practice. In my opinion, this is very important. Besides, I can motivate my students with the materials and questionnaires that I post. I am not very sure that it is very beneficial in terms of cooperation because I send them assignment individually. They don't study on the same document." (T1)
I think it would be better if they could communicate with each other in terms of interaction. For example, they are only in touch with me individually, yet they don't communicate with each other. Maybe, it would be better to have a programme where they can all communicate in Google Classroom. I usually prefer English in Google Classroom but I rarely use Turkish. For instance, I needed to make explanations in Turkish for our last video homework. I realised that more students wrote their comments. Even not very successful students made comments. In general, the students only write 'thank you or see you'." (T2)

3.3.3.4. Drawbacks of Using Google Classroom

Questions 9 and 10 were dealt with the limitations of using Google Classroom in order to show the whole picture in addition to stating the contributions. It can be clearly understood that Google Classroom was not free of shortcomings. Not only the students but also the teachers came up with identifying certain common drawbacks of Google Classroom. Based on the teachers' observations and experiences, the problematic issues are as follows: systematic errors related to deadlines, lack of chat programme and IT support, non-attractive interface and students' complaining for uploading videos. Here are the sample statements of the teachers as demonstrated below:

"I realized a few technical problems with the given deadlines but they didn't give any harm to my work. In addition to private messaging, there might be a chat programme for everyone. I believe that students will like it a lot. " (T1)

"I picked profile photos for my classroom. They are OK but these theme photos may be more enjoyable. I think that we need a chat programme. As far as I know Google has Hangouts but it is not integrated into Google Classroom. Sometimes I hear from the students that they cannot upload videos easily. Also, at the beginning of the term, the IT department can give the students and teachers a presentation about the use of Google Classroom." (T2)

3.3.3.5 Future Thoughts about the Use of Google Classroom

The last two questions of the interview including questions 11 and 12 were about the teachers' perceptions about their future preferences. The students' response for the former question was a bit contradictory to the teachers because several students highlighted that they didn't want to use Google Classroom in their future academic life. Both of the teachers, however, declared that without any doubt they wanted to use Google Classroom for the next academic years as a supplementary tool for their traditional face-to-face education. The following excerpts below display the instructors' preferences:

"I definitely believe that I will use Google Classroom in the coming years. Not only in preparatory program both also in undergraduate classes. I think Google Classroom will make my job much easier in crowded classes. We can get in touch with students in a formal way any time. I loved that everything are being archived in Google Drive. I can also make my own analysis in Google Classroom." (T1)
"I will absolutely use Google Classroom. As I said before, it facilitates my job a lot. I no longer use portfolio or WhatsApp. It is the only online platform that I am planning to use. I hope to use Google Classroom in the next years." (T2)

Finally, the teachers revealed whether they would like to recommend Google Classroom to their colleagues who were not familiar with it as indicated in the following statements below:

"I definitely recommend because Google Classroom makes our job more formal and professional." (T1)
"Yes, of course. I recommend my colleagues." (T2)

In sum, the findings of both qualitative and quantitative data collection tools revealed that using Google Classroom in Main Course class were considered to be beneficial through the eyes of the teachers and students. In general, the results suggested that Google Classroom had an important role as a supplementary tool for the traditional face-to-face education in terms of many various concepts. The participants described Google Classroom as an organised, formal, professional, fast and easy way of dealing with the stuff related to Main Course. Based on the participants' perceptions, Google Classroom had some drawbacks that need to be improved or do not cater to the character of the users.

Google classroom provided several contributions and a few drawbacks on different features for the participants. Results showed that assignment system and material sharing are the most

popular aspects that the users preferred. Although both teachers were highly pleased with them, some of the students shared their concerns. It was understood that the teachers tended to benefit from Google Classroom in terms of assigning homework and sharing materials in terms of saving time in face-to-face class, paperless education, giving deadline, having a grading system, archiving all the tasks and so on. Most of the students were pleased with using Google Classroom but when they got a lot of assignments from different teachers at the same time, so they were not able to upload video tasks and were not accustomed to doing digital homework, they might get stressed and bored. Additionally, almost all the participants seemed to be content with the accessibility of Google Classroom. They highlighted the anytime anywhere access and communication between students and teachers. There was also round-the-clock communication between students and the teachers. It was clearly understood that because of the lack of chat based programme, the interaction among the students were very limited and the participants complained about this in their responses. Nearly half of the students believed that Google Classroom helped them improve their English. Some of the students preferred to have Turkish explanations sometimes as they thought their level of English was not sufficient to understand the instruction. Probably that's why they would like to have translation programme and glossary in the platform. For now, they seemed ok to ask their teachers and classmates. It was deduced that using Google Classroom did not require complicated computer skills as the interface was clear and understandable. However, several students complained about the poor internet connections in their dormitory that they had difficulty in uploading videos and images. Some respondents also would rather have a more enjoyable interface. Lastly, some of the users mentioned systematic errors in Google Classroom but they were not significant problems.

Finally, both of the teachers and a considerable number of the students would like to use Google Classroom in their academic life next year, yet some students were undecided or didn't want to use it after preparatory programme as they did not want to get assignment from there or they wanted to do paper based tasks rather than digital ones.

CONCLUSION AND SUGGESTIONS

The last section of the study concludes with an overall summary and potential educational implications highlighting the significant findings that could make difference and be useful for further research. Additionally, some further suggestions are presented at the end of the closing part.

The study aimed to investigate the current use of Google Classroom through the eyes of teachers and students in EFL setting. More specifically, in the light of the elicited quantitative and qualitative data, the efficiency of this online platform as a supplementary tool was explored in English preparatory programme. At this point, both the students' and the teachers' perceptions of Google Classroom paved the way for revealing its impactful effect in Main Course class in an EFL setting. One of the essential purposes of the study was to find out the potential drawbacks of using Google Classroom in addition to the contributions.

The way we teach has constantly changed in education. The use of technology in almost every field has also brought innovations in our education system. At first, several administrators and teachers resisted and did not foresee the efficiency of technology in the following years. In the light of the emerge of the ICT and the Internet, new teaching and learning methodologies and paradigms showed up having not only benefits but also limitations. The initial rooted change was the utilization of e-learning in education. Unlike traditional face-to-face classrooms, online learning platform emphasised synchronous learning and teaching in accordance with promoting self-paced and autonomous learning as in distance education via videoconferencing. The efficiency of online learning was criticised because it was not budget friendly and there was an increasing number of drop-outs. Many students could not become successful since they felt alone and alienated. Therefore, the notion of combining e-learning and face-to-face education has been widely accepted and become popular by the instructors and administrators in tertiary education in EFL setting. The new paradigm is called blended learning which focuses on asynchronous learning regarding convenience and ease of access. Nevertheless, blended learning is also not completely free from drawbacks. Based on the studies, interaction with classmates, collaborative learning and feeling lost and alienated are preliminary limitations of this approach.

Most of the teachers and administrators have been constantly seeking alternative ways to make their instructions more meaningful and effective. Technology itself cannot bring magical improvements in education. How these decision makers integrate technology into teaching and learning environment makes a contributing difference. The generation gap between teachers and

students can be held in terms of the use of technology. On one hand, teachers and decision makers can be described as digital immigrants. It means that they learnt how to utilize technology after their childhood. Students, on the other hand, are born into technology based age, which means they are familiar with the basic computer skills and technology has become an inevitable part of their lives. As they are digital natives, it would be helpful to benefit from technology in the classroom.

In addition to traditional learning environment, learning management systems have been widely used in EFL settings. Course books online tools, MOODLE, Dyned and Blackboard are some popular examples in our country and in the world. Google Classroom is one of these platforms founded by Google in 2014. Google Classroom is relatively new online learning platform which highlights blended learning approach and professional development. Google Classroom is regarded as a professional, organised, free to use and G-Suites based. It is, however, not well known by the administrators and teachers in Turkey. It has been used by a few universities in our country.

As stated earlier, Google Classroom provides several facilities such as anytime and anywhere access, assignment and grading system, material sharing, making announcements, interaction between teacher and students, notifications, messaging, feedback, easy to use interface and so on. As it was mentioned earlier, Google has been updating Google Classroom as it is not a very established platform. The latest new aspect is the opportunity to prepare quiz or exams, yet it has certain common drawbacks such as a lack of a chat programme for student interaction, glossary for language learners, customised interface, less systematic errors and more motivational segments. Google Classroom seemed to be a good alternative supplementary tool supporting traditional face-to-face environment. It was found out that the studies on Google Classroom were limited. That is why this platform was worth investigating for both my research study and my professional development as being a practitioner using Google Classroom in my Main Course and Reading classes.

It was equally significant to find out how Google Classroom was perceived by both the teachers and students. This platform was pretty new for all the participants. Almost all the students had not used an online learning platform before while the teachers benefited from course book interactive tools and social networking sites. Although it was their first experience, most of the respondents stated that it was quite easy for them to register Google Classroom, yet the teachers highlighted the necessity of technical support from IT department. Al-Maroof and Al-Emran (2018) also point out this in their study. When the teachers were hesitant and trying to understand the system, probably the instructors felt pressure for the responsibility of the students' registry. Students contacted with their teachers for technical support and the teachers helped each other when they had problems. If IT department had given a detailed presentation at the beginning of the fall semester, the teachers would have been more comfortable and would not have wasted their

time for giving support and exploring the system. Luckily, most of the participants found the interface of Google Classroom clear, simple and easy to understand. Unlike the teachers in this study, teachers did not find Google Classroom easy and simple to use in Azhar and Iqbal's study (2018: 63)). However, a few of the users including the teachers noted that the home page could be more enjoyable and funny. They wanted to personalise the type font and size on the stream page. They also wanted to have more fun theme photographs.

The very first and fundamental contribution of Google Classroom was related to the accessibility of Google Classroom. A vast majority of the participants held the view positively that they could access Google Classroom anytime and anywhere from different devices as Alsunbul (2002) suggested. Beyond the face-to-face classroom walls, the students were constantly engaged in the learning environment. They mentioned that they could reach the shared materials whenever they wanted and they were aware of the new materials, announcements thanks to notifications they got by email. Also, they added that they were able to learn the assignments even though they were not at school. Moreover, the teachers were glad that they saved time in the classroom as they made announcements or gave homework in Google Classroom after Main Course finished. A considerable number of the participants declared that they used Google Classroom as a mobile application and they could learn everything immediately. Briefly, these positive viewers were pleased with the fast and ease of access in Google Classroom.

However, there were a group of students who wanted to unplug after school. They no longer wanted to be engaged in school and its stuff. The number of these students was not many but their arguments were meaningful and maybe unexpected by their teachers. These students defended the idea that Google Classroom violated their privacy and leisure time after school or when they were on holiday. They pointed out that they did not want to hear notification beep for assignment before they went to bed. They claimed that Google Classroom caused them loss of motivation as they were already not enthusiastic. That is, they were disrupted by this round-the-class involvement. Moreover, some of them complained that there was sometimes bug in mobile application. This obviously indicates that no technological tool including Google Classroom has inherent capacity to be of instructional value unless pedagogically designed and tuned.

Results clearly showed that the students associated Google Classroom as an assignment system. Homework was the most recurring expression by the students. Mostly, they found assignment system in Google Classroom as organised, professional and practical. Some of the students stated they started doing homework thanks to Google Classroom and they found feedbacks useful and motivational. The teachers seemed quite happy with the digital homework system. They noted that it saved time and energy in their classes. They both liked paperless homework. One of them stated that Google Classroom replaced keeping portfolios as it systematically archived for the teachers. Also, they were very satisfied with feedback and grading systems. They stated that their

students stopped saying "I did not know the homework" or "I was not at school" this year. Now they could see the new task in the system with a specific deadline, topic and instructions. They also stated that they could see late submissions and when they graded their assignments, they could get an overall performance of the students with the averages. This made their job much easier because they did not have to calculate performance grades for CPG. They were already in Excel file. These basic features of the assignment system might be very helpful for the teachers dealing with busy schedules and crowded classrooms.

According to the results, it can be concluded that some of the students did not like getting a lot of homework from Google Classroom. When they received new tasks from different classes, they tended to feel tired, bored and de-motivated. Here, one of them came up with a good idea: the system would let teachers see the given assignment at that time. Maybe, the biggest problem for the students about the Google Classroom was uploading videos and images. Dormitory Wi-Fi was poor and sometimes caused frustration and stress regarding their answers. Several students reported that they did not have any difficulty in submitting their tasks, though. More importantly, the most recurring phrase for the negative feature of Google Classroom was the systematic errors. Some of the students complained that sometimes they did not get notifications or could not understand whether they uploaded their homework successfully or not. Also, the deadline was problematic sometimes. Google must eliminate these systematic errors for better utilization. Unlike the teachers, a few students would like to do their homework by writing on a real paper because they found it difficult to do their homework on a digital platform. They were not used to preparing assignment on a digital platform and they seemed determined not to give up this belief. As teachers, we often focus on the general picture. Instead, sometimes we need to listen to the students individually and respect their opinions.

Moreover, the teachers indicated that they shared materials actively in addition to Main Course class. Regardless of time, place and classroom limitations, the teachers posted supplementary materials that paved the way for flexible curriculum, study management and self-paced learning for the students as Tang and Chaw highlighted (2013). The students, also, thought that these materials shared in Google Classroom helped them a lot contribute their Main Course class. Mostly, they were satisfied that they were able to do more exercise, they did not have to go to copy centre and they could see the materials on the system when they needed. The most important criticism here was about the concept of the materials. Some of the students stated that they would like to see motivational materials as well.

The findings obtained from data collection tools showed worthy results regarding interaction, communication and collaboration in Google Classroom. First of all, the interaction was between the students and the teachers rather than students to students. The students were very pleased that they could communicate with their teachers in a fast and healthy way. As they asked their questions

or state their problems via Google Classroom, the teachers said that the number of the students visiting them during the office hours significantly decreased compared to previous years, so the instructors had more time to work or have a rest after class. On the other hand, the students' perception of interaction with their peers was highly negative. The same conclusion is presented in the study of Shaharanee et al, (2016: 4). A lot of students and the teachers criticised Google Classroom for not having a chat program in the system. Also, the students' contributions to discussions seemed very limited. A few of the students stated that they did not write comments because of their level of English, introvert character or not wanting to repeat their friends' ideas. Here, it is hard to say that Google Classroom is useful for collaborative activities although all the users can work on the same Word document at the same time. Unlike Google Classroom, results show the effectiveness of collaboration in MOODLE as presented in Acar's study (2017: 25). It can be understood that the participants used collaborative activities only for editing on an assignment. Google should integrate Google Talk Hangout into Google Classroom in order to promote interaction in Google Classroom. Surprisingly, although the students could only actively be in touch with their teachers, most of the students stated that they did not feel isolated, alienated or lost while using Google Classroom unlike Rosen (2009) suggested. In the interview, they indicated that they could ask their teacher or friends when they had problems. Based on the students' explanations, it can be inferred that there was a good rapport between the teachers and students.

The findings revealed that Google Classroom did not remarkably help the students improve their English. Less than half of the students held the view positively. They thought that they could make practice in listening, speaking and writing in English in Google Classroom. However, they were not very comfortable when their teachers mostly preferred English for instruction and communication. Probably that is because some of the students indicated that they would like to have a glossary and a translation programme in Google Classroom. As mentioned earlier, they stressed the lack of motivational materials for language learning which is associated with how the teachers use Google Classroom. Some of the students approached the matter as it would have been the same if they had not used Google Classroom. They wanted to say that it did not make a difference.

As it is an online platform, the findings showed that the use of computer and the Internet had both advantages and disadvantages. Most of the students found Google Classroom as easy, practical and systematic. This does not mean that it is completely free from limitations. A considerable number of students complained about the difficulty in uploading videos and images whereas some students stated that they had no problems on the same matter. Moreover, the Internet connection and owning a computer were seen problematic in doing homework regularly. Systematic errors also made some of the participants uncomfortable, frustrated and stressed. Similarly, students complained about the missing assignments just after they uploaded (Iftakhar, 2016: 16). Interestingly, only one respondent appreciated the fact that the system was free to use.

The only thing that the teachers mentioned negatively about technical stuff was systematic errors for the deadlines. Several students highlighted that the reason why they did not do their homework was not because of the poor Internet signal or a personal desktop.

All in all, the majority of the students (80 %) and the teachers believed that Google Classroom contributed to Main Course class as a supplementary tool. Although there were a few opposite ideas as mentioned above, the participants benefited from assignment and grading systems, notifications, announcements, sharing useful materials, interacting with the teachers any time anywhere, self-paced learning and flexible curriculum design. According to the results, Google needs to make some improvements in the interface, systematic errors and integrating novelties such as chat programme, translation and glossary.

Lastly, the findings revealed that a considerable number of students (approximately 70%) and the instructors were satisfied with using Google Classroom in preparatory English programme. Both of the instructors would like to use Google Classroom in their future academic life while around 40 percent of students remained undecided. Interestingly, they were mostly satisfied but not very sure about the coming semesters. On the contrary, 85 percent of students wanted to use this platform in their future practices (Heggart and Yoo, 2018: 150). In the interview, most of them stated that they would like to use Google Classroom in the following year. Their positive reaction gathered around the chance of communicating with their teachers, yet the responses filled the gap to some extent. The negative viewers were against the concept of blended learning. They did not want get anything from a digital platform after school. Probably, these were the students who did not like doing homework.

Finally, as a teacher and researcher, I would like to express my comments and honest feelings towards the results of the study. Since I was constantly in touch with my colleagues, their positive and negative perceptions were not unexpected for me. However, I realized that students became more active when their teachers shared instructions in Turkish. I might write some Turkish explanation in the fall term as students noted that they had difficulty in understanding some stuff in Google Classroom because of their level of English. That is why they preferred to have translation and glossary programs. Furthermore, I understood that I was not alone to feel the necessity of IT support at the beginning of the year. The biggest chance for me was to find out our students' perceptions of using Google Classroom regarding several different concepts. To tell the truth, some of the results were really surprising for me and I had no clue about them. The very first thing that I will not carry on is sending assignments at night because I learnt that it made them stressed and de-motivated. As I like studying at late hours, I used to post my students something in Google Classroom as soon as I prepare them. I have started saving assignments or materials as a draft plan and post them next day. It made me a bit upset that the students generally saw Google Classroom as an assignment tool. I would like to share more motivational materials for learning a foreign

language from now on. I realized that the students remained passive in general and I would like to make changes in my curriculum to make them more active participants. They wanted to have a chat program, which meant that they also preferred to be active with their peers. I would like to care more for individual differences. I might not give digital homework sometimes. Instead, I could collect the papers and give feedback on their handwriting. Also, the students seemed uncomfortable and stressed because of the systematic errors. It is important to ensure that they do not suffer. It was a great pleasure to find out that the students valued the interaction with their teachers. I totally respected their objective and contributing comments and tried to convey every single different angle by the participants. Furthermore, I was a little surprised that a remarkable number of the students were not sure about using Google Classroom in their future academic life. That is why I wanted to reveal the underlying reasons. Finally, the present study helped me see the teachers and the students' perceptions of using Google Classroom and undoubtedly, it has contributed a lot to my professional development.

Suggestions for Further Research

Based on the findings of the present study, a few suggestions for further research were presented below:

- The current study was carried out with 75 students and 2 teachers. Further studies can be conducted with larger population.
- In this study, the focus was Main Course class. In the further research, other EFL courses might be included.
- As age and gender were not variables in this study, the effect of them can be investigated in the further studies.
- Teachers and students were the target population in the present study. Administrators in Google and managers at institutions can be interviewed in the further study.

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APPENDICES

APPENDIX I:

STUDENT EVALUATION QUESTIONNAIRE

Dear students,

This questionnaire was prepared to present the current use of Google Classroom in Main Course in the RTEU preparation program. The answers to the survey questions will be used in my master thesis for scientific purposes. You can be sure that this survey is anonymous and your responses will be kept confidential. Thank you in advance for your support.

Binnur OLGUN KAPTAN,

Karadeniz Technical University

Department of Western Languages and Literature

Master's Degree in Applied Linguistics

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I was informed about this study and agree to participate. □

Part 1: General Questions

A. Which class are you in?	Prep A □ Prep B □ Prep C □
B. Before using Google Classroom this year, had you ever used an online learning platform?	Yes □ No □
C. If your answer to the previous question is 'yes', please write the name of the platform.	_____
D. Have you used Google Classroom before?	Yes □ No □
E. Write 3 things that come to your mind when you think of Google Classroom.	1. 2. 3.
F. Are there any changes you would like to see in Google Classroom. Mark all that apply!	Chat □ Translation □ Customizing the interface □ Exam /Quiz □ Others □
G. Do you think Google Classroom has contributed to your Main Course class? Write down your positive or negative feedback.	

Appendix I continues

Part 2: Accessibility	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.I can access Google Classroom any time.					
2. I can log into Google Classroom from different devices.					
3. I often use Google Classroom mobile application.					
4. I find Google Classroom interface clear and understandable.					
5. I have easy access to course materials in Google Classroom.					
6. I can send my assignments without having problems.					
7. I can follow the information flow in Google Classroom.					
8. I find the notifications useful.					
9. I can see the shared information again when I need it.					
10. I can be aware of the homework when I don't attend the class.					
Part 3: Perceived Benefits					
11. I find Google Classroom useful for interacting with my teacher.					
12. I find Google Classroom useful for interacting with my classmates.					
13. Thanks to Google Classroom, I can submit my assignments on time.					
14. I find the feedback useful that I receive from my teacher via Google Classroom.					
15. The grading system in Google Classroom has helped me keep track of my performance					
16. The use of Google Classroom has improved my computer skills.					
17.I think Google Classroom helps me improve my English.					
18. I think that the homework assigned in Google Classroom contributed to my learning process.					

Appendix I continues

Part 4: Communication and Interaction	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
19. Google Classroom strengthened communication with my teacher.					
20. Google Classroom strengthened communication with my classmates.					
21. I can communicate easily with other classmates in Google Classroom.					
22. I participate in discussions in Google Classroom.					
23. I feel lonely and lost in Google Classroom.					
Part 5: Getting Information					
24. Our teacher gives clear information about how to participate in course-based learning activities in Google Classroom.					
25. Our teacher gives clear information for the deadline of the assignments via Google Classroom.					
26. Our teacher gives information about important lesson topics through Google Classroom.					
27. Our teacher provides feedback through Google Classroom to help us better understand the content of the course.					
Part 6: Student Satisfaction					
28. I think Google Classroom contributes to my foreign language learning motivation.					
29. I think that the materials shared by my teacher in Google Classroom meet my needs.					
30. I'm generally satisfied with Google Classroom.					
31. I prefer to use Google Classroom in my academic life after preparatory program.					
32. I am pleased to prepare homework in a digital platform.					

Appendix I continues

Part 7: Use of Computer and the Internet	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
33. I think my computer skill is sufficient to use Google Classroom.					
34. I received adequate technical support from my teacher or IT department before using Google Classroom					
35. I easily registered for Google Classroom.					
36. I registered for Google Classroom but needed help.					
37. I have problems when I try to upload homework.					
38. I have problems in uploading videos.					
39. The reason why I don't do homework regularly is linked to the problems in internet connection.					
40. The reason why I don't do homework regularly is because I don't have a computer.					

ÖĞRENCİ DEĞERLENDİRME ANKETİ

Değerli öğrenciler,

Bu anket RTEU hazırlık programında Main Course dersinde Google Classroom'un güncel kullanımını ortaya koymak amacıyla hazırlanmıştır. Anket sorularına vereceğiniz cevaplar bilimsel amaçlı olarak yüksek lisans tezimde kullanılacaktır. Cevaplarınızın gizli tutulacağından emin olabilirsiniz. Desteğiniz için şimdiden teşekkür ederim.

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Bu çalışma hakkında bilgilendirildim. Bu çalışmaya katılmayı kabul ediyorum. □

Bölüm 1: Genel Sorular

A. Sınıftınız?	Hazırlık A □ Hazırlık B □ Hazırlık C □
B. Google Classroom^dan önce online bir öğrenme platformu kullandınız mı?	Evet □ Hayır □
C. Bir önceki soruya cevabınız 'evet' ise, platformun adını yazıyz.	_____
D. Google Classroom'u daha önce kullandınız mı?	Evet □ Hayır □
E. Google Classroom denilince aklınıza gelen 3 şeyi yazınız.	1. 2. 3.
F. Google Classroom'da görmek istediğiniz yenilik ya da yenilikleri işaretleyiniz.	Sohbet □ Çeviri □ Ara yüzü kişiselleştirme □ Sınav /Quiz □ Diğer □
G. Google Classroom'un Main Course dersinize katkı sağladığını düşünüyor musunuz? Olumlu veya olumsuz görüşlerinizi yazınız.	

Bölüm 2: Erişebilirlik	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1.Google Classroom'a istediğim zaman giriş yapabiliyorum.					
2. Google Classroom'a farklı cihazlardan giriş yapabiliyorum.					
3. Google Classroom mobil uygulamasını sıklıkla kullanıyorum.					
4. Google Classroom ara yüzünü açık ve anlaşılır buluyorum.					
5. Google Classroom'ta ders materyallerine kolayca erişebiliyorum.					
6. Ödevlerimi sorun yaşamadan gönderebiliyorum.					
7. Google Classroom'daki işleyişi takip edebiliyorum.					
8. Gelen bildirimleri faydalı buluyorum.					
9. İhtiyaç duyduğumda paylaşılan bilgileri tekrar görebiliyorum.					
10. Derse gitmediğim zamanlarda ödevleri takip edebilirim.					
Bölüm 3: Algılanan Faydaları					
11. Google Classroom'u öğretmenimle etkileşim kurmakta faydalı buluyorum.					
12. Google Classroom'u arkadaşlarımla etkileşim kurmakta faydalı buluyorum.					
13. Google Classroom uygulaması sayesinde ödevlerimi zamanında teslim edebiliyorum.					
14. Google Classroom'da öğretmenimden aldığım dönütleri faydalı buluyorum.					
15. Google Classroom'daki not verme sistemi performansımı takip etmeme yardımcı oluyor.					
16. Google Classroom kullanımı bilgisayar becerilerimi geliştirdi.					
17.Google Classroom'un İngilizcemi geliştirmeme yardımcı olduğunu düşünüyorum.					
18.Ödev etkinliğinin öğrenme sürecime katkıda bulunduğunu düşünüyorum.					

Bölüm 4: İletişim ve Etkileşim	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
19. Google Classroom öğretmenimle olan iletişimi güçlendirdi.					
20. Google Classroom arkadaşlarımla olan iletişimi güçlendirdi.					
21.Google Classroom'da diğer arkadaşlarımla rahatça iletişim kurabilirim.					
22. Google Classoom'daki tartışmalara katılırım.					
23. Google Classroom'da kendimi yalnız ve kaybolmuş hissederim.					
Bölüm 5: Bilgi Edinme					
24.Öğretmenimiz dersle ilgili öğrenme aktivitelerine Google Classroom'dan nasıl katılacağımızın bilgisini net bir şekilde verir.					
25. Öğretmenimiz Google Classroom ödevlerin son teslim tarihini ve saati bilgisini net bir şekilde verir.					
26.Öğretmenimiz önemli ders konularının bilgisini Google Classroom üzerinden verir.					
27. Öğretmenimiz Google Classroom üzerinden dersin içeriğini daha iyi anlamamıza yardımcı olacak dönütler verir.					
Bölüm 6: Öğrenci Memnuniyeti					
28. Google Classroom'un yabancı dil öğrenme motivasyonuma katkı sağladığını düşünüyorum.					
29. Google Classroom'da öğretmenimin paylaştığı materyallerin ihtiyaçlarımı karşıladığını düşünüyorum.					
30. Google Classroom'dan genel olarak memnunum.					
31.Bundan sonraki akademik hayatımda Google Classroom kullanmayı tercih ederim.					
32. Ödevleri dijital ortamda hazırlamaktan memnunum.					

Bölüm 7: Bilgisayar ve İnternet Kullanımı	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
33. Bilgisayar becerilerimin Google Classroom kullanmak için yeterli olduğunu düşünüyorum.					
34. Google Classroom'u kullanmadan önce öğretmeninizden / bilgi işlemden yeterli teknik destek aldım.					
35. Google Classroom'a kolayca kayıt oldum.					
36. Google Classroom'a yardım alarak kayıt oldum.					
37. Ödevleri Google Classroom'a yüklerken sorun yaşıyorum.					
38. Video ödevlerinin tesliminde sorun yaşıyorum.					
39. Düzenli ödev yapmamamın sebebi internet bağlantısında sorun yaşanmasıdır.					
40. Düzenli ödev yapmamamın sebebi bilgisayarımın olmamasıdır.					

Appendix II

INTERVIEW QUESTIONS FOR THE TEACHERS

1. Could you please briefly talk about your experience with Google Classroom?
2. What do you think of blended learning?
3. Can you name any novelties when you compare Google Classroom with traditional face-to-face education?
4. Do you think that Google Classroom has contributed to your Main Course Class?
5. What do you think about communication and interaction in Google Classroom?
6. Do you actively use assignment system, making announcement and notifications and so on? Do you think these are successful elements of Google Classroom?
7. Do you think your computer skills are sufficient enough to use Google Classroom?
8. Do you think that your students are able to use Google Classroom effectively?
9. Do you think of any features that need to be developed in Google Classroom?
10. What are your likes and dislikes about Google Classroom?
11. Would you like to use this platform in your future academic life?
12. Would you recommend it to your colleagues?

Öğretmenler için Mülakat Soruları:

1. Google Classroom kullanım ve deneyiminizden bahseder misiniz?
2. Geleneksel yüz yüze eğitimle online öğrenme platformlarının harmanlanmasına tutumunuz nedir?
3. Google Classroom'u geleneksel yüz yüze öğrenme yöntemiyle karşılaştırdığınızda kazandırdığı bir yenilik var mı? Varsa nedir?
4. Google Classroom'un Main Course dersinize katkı sağladığını düşünüyor musunuz? Nasıl?
5. Google Classroom'u işbirlikçi öğrenme ve etkileşim yönlerinden değerlendirir misiniz?
6. Google Classroom'daki ödev verme, duyuru yapma, materyal paylaşma gibi özellikleri aktif olarak kullanıyor musunuz? Bu özellikleri başarılı buluyor musunuz?
7. Bilgisayar becerilerinizin Google Classroom kullanmanız için yeterli olduğunu düşünüyor musunuz?
8. Öğrencilerinizin Google Classroom uygulamasını etkin bir şekilde kullanabildiklerini düşünüyor musunuz?
9. Google Classroom'da geliştirilmesini ya da eklenmesini istediğiniz bir özellik var mı?
10. Google Classroom'un beğendiğiniz ve beğenmediğiniz özellikleri nelerdir?
11. Gelecek yıllarda bu platformu kullanır mısınız?
12. Meslektaşlarınıza önerir misiniz?

Appendix III

INTERVIEW QUESTIONS FOR THE STUDENTS

1. Do you think that Google Classroom has helped you improve your English? Why or why not?

2. What kind of problems do you have when you try to submit your assignments in Google Classroom?

3. Is doing or not doing your homework regularly related to the use of Google Classroom? How

4. Do you comment on shares in Google Classroom?

5. Do you think Google Classroom has contributed to your foreign language learning motivation?

6. What language do you want your teacher to use in Google Classroom?

7. Do you sometimes feel alone or isolated in Google Classroom? If yes, what do you do at that time?

8. Do you want your teacher to use Google Classroom in addition to face-to-face education in your future academic life after preparatory programme?

Öğrenciler için Mülakat Soruları:

1. Google Classroom'un İngilizcenizin gelişmesine yardımcı olduğunu düşünüyor musunuz?

2. Ödev teslimi konusunda ne gibi sorunlar yaşıyorsunuz?

3. Düzenli ödev yapmanızın veya yapmamanızın Google Classroom ile doğrudan ilgisi var mı?

4. Google Classroom'daki paylaşımlara yorum yapıyor musunuz? Cevabınız hayır ise neden?

5. Google Classroom'un yabancı dil öğrenme motivasyonunuza katkı sağladığını düşünüyor musunuz?

6. Google Classroom'da öğretmeninizin yazışmaları İngilizce yapmasını nasıl karşılıyorsunuz?

7. Google Classroom kullanırken kendinizi dışlanmış ve ne yapacağınızı bilemediğiniz zamanlar oluyor mu? Oluyorsa bu durumlarda ne yapıyorsunuz?

8. Bundan sonraki öğrencilik hayatınızda öğretmeninizin yüz yüze eğitime ek olarak Google Classroom'u kullanmasını ister misiniz? Neden?

CURRICULUM VITAE

Binnur OLGUN KAPTAN was born in Trabzon in 1984. She graduated from the Department of English language and literature, Karadeniz Technical University in 2007. After graduation, she started to work as an EFL instructor at Recep Tayyip Erdogan University in 2008. Presently, she has been working in School of Foreign Languages, RTEU for 11 years.

She is married. She can speak English and a little French.