

DISSERTATION

*submitted to the Department of the English
Language at The University of Zawia in
partial fulfilment of the requirements for the
Master's degree in applied linguistics.
Academic year: 2023*



University of Zawia

Faculty of Arts

Department of English

Applied Linguistics Program

**Libyan EFL Teachers' Conceptions Towards Google
Classroom Implementation in Teaching and Learning at
Zawia and Subrata Universities**

Submitted by:

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A dissertation

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Academic year: 2023

Supervised by:

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Abstract

Technology has proven its significance time and time again as a reliable tool to ease and facilitate life requirements. The education through technology that is represented in learning platforms nowadays is known as blended learning. It is occupying a large part of the world today. The pandemic of Covid19 urged the necessity of endorsing E teaching and learning in universities through Google Classroom. The researcher in this study investigated EFL teachers' conceptions toward the implementation of google classroom in teaching and learning. This study aimed to investigate teachers' conceptions about the implementation of google classroom in teaching and learning and how these conceptions are reflected in their practices. This research was designed using phenomenography as its framework. Questionnaires and semi-structured interviews were the instruments of data collection. The research sample was limited to English teachers from Subrata and Zawia universities. The findings of this study demonstrated that English teachers employed google classroom as a subsidiary tool and had a positive experience regarding its easiness of use and satisfaction. In terms of satisfaction, not all teachers were happy with the way google classroom operates. Teachers complained about the lack of physical contact and insufficient speaking practice. The primary usage of google classroom as explained by teachers was as a tool to help teachers in terms of organization, communication, making announcements, posting lectures, and assigning and grading assignments. In conclusion, Google Classroom as a blended

learning platform has met the approbation of English teachers with the consideration of some obstacles.

DECLARATION

I hereby declare that this is my work research entitled '*Libyan EFL teachers' conceptions towards Google classroom implementation in teaching and learning at Zawia and Subrata universities*'. No plagiarism took place during the process. I also declare that all the materials that are not my work have been properly referenced and cited.

Signature

DEDICATION

I dedicate this work to my family who supported and helped me. I would also extend this dedication to all my teachers and my friends who believed in me and supported me. Last but not I dedicate this work to myself as a motivation that will push me to go further.

ACKNOWLEDGEMENTS

I acknowledge the admirable effort and the valuable time of my supervisor Prof. Albashir Ahmed. All the gratitude and acknowledgment goes to my teachers at university. I extend my thanks and gratitude to Dr. Abdussalam Tantani the head of the post graduate studies department for his effort and precious time as a guide and mentor. All thanks and appreciation after all go to my family and friends who supported me during this long journey.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

Technology deployment has emerged as a key challenge in a wide range of disciplines including education. Computer technologies, smart boards, E-books, flashcards, and blended learning platforms were presented in several countries. These methods are referred to as socio-cognitive approaches. According to Gee (1996), the socio-cognitive approach allows for uncommon interaction between learners and instructors. Students can acquire numerous skills including speaking and listening with the help of internet connectivity beyond the classroom. It encourages teachers to be more open to using technology. The Internet is the platform where people can use the language to engage with one another. It also simplifies and organizes the work of educators. It allows the teacher to concentrate more on teaching and class management. During the pandemic of COVID19 in 2020, many institutions were forced to reduce or shift the way they work. Schools and universities were not an exception. Decreasing social distance through the use of online learning platforms such as Google Classroom was an option that few Libyan universities were using. The researcher destined to explore the conceptions of English teachers who used google classroom toward its implementation in teaching and learning at Zawia and Subrata universities.

1.1 Background to the study

Online learning has recently grown in popularity. The rising technology of Google Classroom as a communication system stands as a promising tool for assisting instructors in creating a more interactive, student-centered classroom when teaching a small or large population of students. Dufresne et al (1996).

Research by Means and Chen (2009) discovered that technology implementation was highly effective in boosting the quality of learning by forsaking traditional one. Furthermore, they found that the majority of students and teachers were well-pleased with using technology in learning and teaching for it provides a lot of convenience for both teachers and students. It can be upgraded to become a pedagogical tool for shifting the classroom focus from that teacher-centered to student-centered. Means (2009) stated, educational media is a channel and a tool that can be employed to deliver learning material to keep students properly motivated. Libyan Ministry of education, proposed that technology integration in universities will accommodate students to enhance their English language skills. (Ministry of Education Report 2009).

Google Classroom is the most popular online learning platform. It is totally dependent on Google, easily manageable, and accessible anywhere from any device. The two most important aspects that made Google Classroom more popular nowadays are the ease of use and the satisfaction of both sides, teachers as well as students Henceforth, this study will be conducted to look into the conceptions of Libyan EFL English teachers towards the implementation of Google Classroom in

teaching and learning at Subrata and Zawia universities in terms of its usefulness, satisfaction, and drawbacks

1.2. Statement of the problem

The study of Libyan EFL teachers' conceptions towards the implementation of Google classroom in Teaching and Learning is to investigate the perceptions, attitudes, and experiences of Libyan teachers towards the use of Google classroom as a platform for digital learning. The study was also designed to identify the benefits and the challenges of using Google classroom for teaching and learning English as a foreign language in Libyan universities. This study seeks to provide an insight into whether the use of Google classroom changed, added to, or effected the way teachers teach.

1.3. Aims of the study

This study aims to explore teachers' conceptions represented in their experiences with the use of Google Classroom in teaching and learning, and how their conceptions are reflected in their teaching practices. This study aims to show teachers' different experiences with this platform's different aspects, ease of use, satisfaction, and its role in changing the commonly known way of English language teaching.

1.4. Research Questions

1. What are EFL teachers' conceptions of the implementation of Google Classroom in teaching and learning?
2. How are these conceptions reflected in their practices?

1.5. Significance of The Study

The purpose and the value of this study is to shed light on the conceptions of EFL teachers about the implementation of Google-based technology in teaching and learning English and how using such a platform affects their teaching. The findings of this study may broaden the knowledge about the impact of using blended learning technology as well as bridging the gap found in the previous local studies in terms of implementing technology in teaching and learning. Moreover, this study attempts to find and show where the teachers stand regarding the integration of google classroom particularly as a tool in teaching and learning English. The outcome of this research could be the basis for other researchers to conduct experimental studies to determine the extent of the usefulness, satisfaction, and washback of the implementation of Google Classroom and other blended online platforms in the long term.

1.6. Organization of the study

This study consists of five chapters. Chapter one contains the introduction, background to the study, aims and research questions, the significance of the study, and thesis organization. Chapter two discusses the literature review and the related studies, especially how these previous studies were conducted and the different opinions about the topic. Chapter three is the methodology in which the methods and tools used by the researcher to collect the data are discussed. The sample number and type are also discussed in this chapter in detail. It will also describe the location of the study as well as the data analysis procedure. Chapter four is the results and analysis chapter in which the analysis of the findings will be given in detail. Chapter five is the discussion and conclusion chapter in which the significance of the findings will be described in addition to the summary of the whole study where the study is summarized. Finally, the list of references will include all the cited sources in this study followed by appendices.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter previous studies related to technology integration in classrooms and the use of google classroom are discussed. Questions such as what is the technology and what is technology integration are dealt with. The definition of Google technology and difficulties in integrating technology in teaching and Google technology's impact on teachers' performance are also discussed.

2.1. Technology Integration in the Classroom

The administration or management of educational establishments has a crucial role to play in implementing technical awareness in classrooms by providing reimbursement or guidance and deciding to what degree they can do so. Oznacar & Dericioglu (2017) conducted a research study in high schools on the role of directors in the use of technology and discovered that managers were optimistic about the use of technology in the classroom. They, however, believed that 80% of the teachers were not aware of how to effectively use technology, hence the project failed.

Another study was conducted by Machado & Chung (2015). They looked at the role of teachers in the process of incorporating technology into classrooms and they reached similar conclusions; teachers require more professional training and competency, which was stopping the school from implementing technology. According to Samy et al. (2008), one of the most important factors that influence

the efficacy of technology integration is the attitude toward technology. Studies have shown that teachers who have positive attitudes about technology are more likely to integrate technology into their teaching process to support students learning. In addition, teachers who implement technology are able to provide personal feedback and create more engaging learning experiences for their students (Ertmer 2012).

It is critical to note that the effectiveness of technology in and out of the classroom is not solely determined by teachers' attitude towards it. Other factors can impact the efficacy of technology use in the educational process, such as the quality of technology, the level of support and training provided to the teachers, and the cultural and the learning environment. Moreover, it is important that technology should be used in conjunction with other teaching strategies instead of replacing them. Teachers should carefully use technology to appropriately support their teaching goals, (Ertmer 2012).

2.2 Definition of Technology and Technology Integration

It is well-known that not everyone has the same level of knowledge about technology and technology integration. Many people link technology with the usage of computer devices, software, and other electronic gadgets. (U.S. Department of Education, 2010; Woolfe, 2010) argued that technology integration refers to having and using technology both within and outside of the classroom. These definitions, however, appear to be fairly restrictive. (Brahampour 2006, Cuban 2006, Warschauer and Ames, 2010) characterized technology as electronic gadgets that will in general

esteem the utilization of technological devices in school. Technology integration is described as the effective use of educational technology which includes any instruments, piece of equipment, or mechanical device that can be utilized to assist students in achieving certain learning objectives. (Davies, Sprague, & New 2008).

In the general topic area, a computer is being used effectively and efficiently to allow students to learn how computer skills are used in meaningful ways. It is the thoughtful use of digital gadgets and cloud computing as tools for problem-solving, deeper learning, and comprehension. According to Merriam-Webster Dictionary, technology is the application of knowledge to the pragmatic aims of human life or to change or control the human environment.

2.3. Teachers' attitudes toward technology integration in Class

The mindset of a teacher is one of the most essential variables in embracing and employing technology in the classroom. It is defined as the level of comprehended effectiveness attributed to a particular subject (Zhao & Cziko 2001). The range of efficacy with which teachers use technology is supposed to impact their views toward it. As a result, I believe that instructors who trust that technology will have a beneficial impact in their classrooms shall have a more open mind to embracing new technologies. Attitudes of teachers prohibit them from fully integrating technology into their classes, Teo (2008). Backer & Riel (1999) believed that teachers who supply their students with computers and all the required instructional technology inside and outside the classroom are more likely to develop a positive stance toward incorporating technology into their teaching. Personal enthusiasm and a willingness to acquire additional skills are the foundation of a

positive attitude. attitude development can provide insight into the decisions and attitudes of teachers. (Deukes & Discenza 1993). It will clarify how educators make teaching choices and how they plan to teach with technology. Other factors that may influence one's attitude include self-efficacy, social standards, and external demands Christenson (2002); Migliorino & Maiden (2004). According to other studies, teachers are more likely to adopt technology if they perceive it as easy to utilize and comprehend (Davis, 1989). This also involves the availability of technical support and training (Teo, 2009). Perceived usefulness of technology, teachers will assume the use of certain technology if it serves their instructional goals. This includes the ability to supply individualistic feedback as well as enhancing students' engagement and motivation (Davis,1989; Ertmer et al.,2012). With limited access to technology, and limited doorway to technology, teachers are less likely to see its benefits. Therefore, they will probably be more resistant to its use (Tondeur et al., 2012). The environmental and cultural support of technology integration within the school or university can influence teachers' attitudes. Strong culture of using technology, providing suitable resources, and the right amount of support will have teachers with positive background about technology to use it (Ertmer et al., 2012; Tondeur et al., 2012). Personal beliefs of teachers can also play a role in their attitudes. For example, teachers who value traditional teaching methods are more resistant to technology use (Yilmaz, 2017).

2.4 Issues of Framing Blended Learning and Online Platforms

The interchangeability of using the terms social media, technology, and online learning platforms made it very challenging for educators to determine what is ideal. These terms do not appear in isolation. Despite their major differences, they share mutual support with the pedagogies used to employ them by the instructors. Researchers devised a method for assisting teachers in the promotion of online teaching. It can be accomplished through online learning platforms such as Google Classroom. Combining face-to-face learning with access to an online learning platform will help create a student-centered class that is supported by in-class activities and out-of-class synchronous learning opportunities. Heggart & Yoo (2018).

Todd, conducted another study in Thailand (2020) to examine teachers' perceptions about the shift between the classroom and online teaching because of the pandemic. Todd deducted that teachers were willing to experiment and learn new approaches to teaching. There were some issues or problems concerning online teaching such as time spent checking assignments, keeping students motivated, English teaching-related problems, for instance, speaking is to be neglected, and the excessive use of close-ended exercise questions. The most common problem in the Libyan context, according to (The telecommunication union, 2019) is the limited availability of well-qualified and skilled professionals with expertise in areas such as data analytics, software developments, and cybersecurity. In addition to other reasons for instance, good internet connection, lack of privacy, and unfamiliarity

with technology to begin with. These are considered common factors that govern the use of e-learning and online learning platforms.

2.5. Benefits and Challenges of Online Blinded Learning Platforms

There has been an investigation into the benefits and drawbacks of online learning platforms. Greenhow (2011) proposed that the implementation of social media could aid the outcome by providing peer support and stimulating social benefits through both online and offline interactions. According to Seimens & Weller (2011), Such platforms may foster peer-to-peer discussions, share sources, and contribute to the development of communicative skills. Dron (2007) stated that the efficient usage of such technologies aids students in developing self-education. In addition to Dron's study, other studies conducted by (Hwang and Tesai, 2011) found that the use of technology in education can positively impact students' self-regulated learning skills that includes monitoring progress and adjusting learning process. Furthermore, a study was carried out by (Wang and Liang, 2011) found that the use of technology in distance learning can promote self-directed learning and increase learners' motivation Moreover, Bosch (2009) examined the learning platforms from students' perspectives. They listed numerous benefits including making it easier to find learning materials, having their questions answered, and being more collaborative. The system that is being employed within educational institutions is the core of all of these reactions to these platforms. The concept of mixed online platforms does not fit well with many academics and teachers.

Halverson (2011) Identified three major problems with online learning: privacy, the conflict between the participants and the institution's goals, and students' desire to construct a perfect identity against the institution's desire to frame the students as participants. However, it is essential to notice that the effective utilization of technology for self-education requires more careful design and implementation. This includes, ensuring learners have access to high quality learning resources, appropriate support and guidance, and having the necessary skills to effectively navigate and employ technology.

2.6. E-learning in Libyan Higher Education

Distance learning is not recognized as a genuine modality of education in Libya. Libyan higher education institutions have yet to be appointed qualified personnel in the fields of distance and E-learning. By law, the Ministry of higher education is responsible for endorsing degrees from foreign universities, but it cannot approve any degree obtained through e-learning or distance learning. Abuzakher (2006). However, the implementation of E-learning in the Libyan higher education is not without challenges. One of the main obstacles is the limited availability of good internet connection and digital infrastructure. According to a report by (The world Bank); 17% of the Libyan population has access to the internet, the quality of internet connectivity is generally poor.

Despite the challenges, there are examples of successful e-learning initiatives. For example, the Libyan open university has been offering distance education programs since 2007, with the focus on providing flexible and accessible

learning opportunities to students across the country. Additionally, numbers of universities and institutions have developed their own e-learning platforms and resources to support online learning. Klibi and Ben Jemma (2018).

As a step toward online study, Tripoli University, in 2003, confined its mission to providing video-conferencing services. The main objective of distance learning is to reduce the distance between the students and their lecturers. Although, the belief that distance and e-learning are poor in quality compared to traditionally learned courses is more common Abuzakher (2006).

2.7. Prospects for E-learning in Libya

The incorporation of e-learning faces several hurdles. The latest advancements in ICT have opened an opportunity for the adoption of e-learning for all levels of education. The government approval function as an incitement for change. In September 2009 the government commissioned a huge sum of money (approximately 60 million USD) to pilot e-learning in Libya from the Irish Provider River deep. The development and embracement of educational technology and e-learning are held by collaboration with developing countries that had launched similar initiatives. Salem& Mohammadzadeh (2018). According to a report by The United Nations Development Program (UNDP, 2020), the Libyan government has recognized the importance of e-learning and therefore, has taken steps to improve it. In 2020 the ministries of Education, Communication, and Information Technology signed a memorandum of understanding to enhance the use of technology in education. The government has also launched several initiatives, such as the “Libyan Digital Learning Initiative” to

provide e-learning opportunities for students. Technological advancement in the educational system has also contributed to the growth of e-learning in Libya. Based on a report by the Global System for Mobile Communications Association (GSMA, 2020), the number of internet users have increased by 60% between 2014 and 2019, with 8.3 million people using mobile internet in 2019, which in turn made it easy for students to access internet platforms.

2.8. Google Suite for Education

These introductory statements were to clarify the concerns surrounding the usage of e-learning. The researcher's goal in this study is to explore Libyan English teachers' conceptions toward the use of Google Classroom, as a web-based platform in teaching and learning. It is considered new to our Libyan educational context. It is one of the brand-new online educational platforms. However, some scholars have begun to engage with Google Suite, including Crane (2016, p.56) who noted that "*academic institutions can create an accessible learning ecosystem to engage the global learning community by using the flexibility and power of Google Suite technology*".

Crane (2016) goes on to outline several benefits of Google suite including the ease with which information can be shared, the simplicity of assignment management, and improved communication. "*the use of Google Suite in teaching approaches increase both the educators and students' competency in using twenty-first technology*" Crane, p. 57). Furthermore, a critical engagement feature is the ability to engage anytime and from any location. He also provided a note of caution;

such participation alone is not sufficient, but there has to be a shift in the pedagogy. Crane added "*Finding the ideal approach to employ Google Suite products requires experimenting with new teaching methods as well as establishing the curriculum that offers students the opportunity to actively learn 21st-century skills*" (p. 53). Google classroom offers a range of features that makes it a powerful tool for teaching and learning. Some of the key features include:

1. Real time collaboration, google suite for education allow multiple users to work on the same document at the same time with the changes automatically saved and synced across all devices.
2. Users can easily share files with others either by sending a link or adding a collaborator who can view or edit the files.
3. It allows integration with other google apps such as google docs, sheets and slides. Moreover, google suite offers mobile apps for IOS and Android users.

In addition to features, google or education google suite for education has some key benefits as well:

1. Improve collaboration among teachers and students
2. Increasing productivity by saving time, and permitting students to work with one another on the same project at once.
3. Enhance students' engagement by providing them with relevant and interesting projects. (EdTech Magazine, 2019).

2.9. Google Classroom

The development of distance learning in education has urged technology companies to create and incorporate new ways for teachers and students to interact through online education. This rise has generated plenty of innovation-based tools and programs that aimed to bring closer the gap in remote learning and make the online learning experience more integrative. The applications designed to facilitate communication and connectivity are called web 2.0 applications Lin & Jou (2013).

Google Classroom is the most recent and widely utilized. It allows multiple participants to collaborate across the internet. Cloud-based programmes do not require storage on the student's hard drive. Portals provide a more interactive approach; the sole purpose of the cloud-based programs is to permit information to be stored and shared over the Internet rather than being dependent on a single technological machine. Ballew (2018). Google Classroom is one of the most used cloud-based program tools nowadays. Google Apps for Education launched in 2014. It makes use of Google programs such as google drive, google documents, and Google Sheets as a point to store and distribute data. These applications, as well as their associated work files, are available on the cloud. It can be accessed from any internet-connected device, giving teachers and students maximum flexibility. All Google apps are integrated seamlessly, making it easier for teachers and students to collaborate.

Technology also improves the ways teachers promote understanding of new concepts Michael & Pilgrims (2016). Google Drive has been one key feature of Google for professors and students in higher educational institutions (Prasertsith,

Kanthawongs & Limpachote (2016). According to Shinsky & Stevens (2011), Google has developed a comprehensive suite of tools that not only aligns but enhances teaching and learning in the twenty-first century, based solely on the capabilities of Web 2.0.

2.10. The impact of Google Classroom on teaching

Many studies undertaken by multiple researchers have demonstrated the benefit and efficiency of google classroom in teaching in different countries. One of these studies was conducted in Malaysia in 2019 in which, all teachers were completely satisfied with the google classroom platform. Technically and professionally it was convenient and straightforward to deal with. They used it as a resource to store data, post, and distribute materials before and after class to enable students to become comfortable with lessons during a pre-class time and post-class time to post assignments, exercises, and further explanations. This helps to activate the student's background about the material to be studied and discussed. Research carried out by Azahar (2018) demonstrated that teachers used google classroom as a main channel of communication between instructors and students

Teachers who are qualified in specific areas of a subject, according to Pappas (2015), can deliver students the most complete and accurate information in different areas of knowledge. The awareness of the importance of going paperless prompted teachers to manage the class using technology because it required less paper and printed worksheets (Carely: 2014). Teachers would normally have to work extra hours to prepare lessons, exercises, lesson plans, and grading. With google

classroom, teachers can perform everything with a button squeeze to save time and effort so they may focus on other areas that have not been given the right amount of attention.

Almio (2019) did another study about teachers' experiences with google classroom. All of the teachers who participated in this study showed positive reactions about their experience with google classroom. They mentioned that their experience was effective because they attended all schools' development programs and workshops which taught them all they needed to know about using google classroom. According to a study published by (EdTech Magazine, 2019) teachers reported that google classroom improved their organization and time management. Google classroom authorize teachers to efficiently manage assignments, gradebooks, and student progress in one place. Facilitating personalized learning, teachers can differentiate instructions by assigning students different tasks, based on their individual needs to improve students' outcome. More efficient grading, google classroom has a built in tools to appropriate teachers to grade more effectively.

2.11. Google Classroom Impact on Students

Google Classroom has provided an innovative way for students to learn with the use of technology. The students of this digital generation live their daily lives through technology. The way to help students to incorporate what they have learned is through Google Classroom. It provides a very important feature for students, which is the organization.

Students can access everything with their fingertips. This is designed to help keep students organized and also eliminates the risk of losing worksheets or homework assignments. Students can join their classes by accepting the invitation or entering a class code given by their teacher. Once the student is in the class, they can start a conversation, ask questions to the class, or communicate privately with the teacher. All of these tasks will update in real-time. This means that the teacher can also see how far along a student is on a Google Classroom assignment at the same time the student is working 'Google for education'. Students are equipped with their gadgets as tools to substitute the availability of workbooks and course books. Students utilize digital apparatus instead of notebooks and textbooks. This is how digital technology works in learning (Wang, 2010). In study published by EdTech Magazine (2019) it was stated that google classroom enhanced students' access to learning materials such as assignments, reading, and multimedia resources from anywhere anytime. Furthermore, google classroom increased engagement by providing a real-time feedback, which can increase motivation and engagement. Easily facilitated communication between students and their teachers. Improving organization by allowing students to keep track of assignments due to dates and grades, this can improve organization skills and reduce students' stress.

2.12. previous studies

The researcher recounts the findings of the previous studies that were conducted to investigate technology integration within the Libyan educational system and Google classroom implementation. This section will demonstrate some of the international and local studies conducted in this regard. Interest in technology has grown throughout the past decade, particularly in the integration of technology into education. Libya, like other third-world countries, has and continues to have significant difficulties incorporating and utilizing technology not only in education but on different levels. Education is the very essential foundation of any country on the planet. Therefore, Libyan researchers have been trying to understand the problems and barriers that prevent teachers and schools as well from integrating and using technology. There were several studies conducted related to the issue of technology.

One study was conducted by Emhemmed (2011) who investigated the teachers' attitudes toward incorporating technology into English teaching in secondary schools in Sebha. He pointed out that the majority of teachers (83%) had a positive attitude toward technology, noting that the study aimed to find out what kind of technology was being used, and what barriers were preventing it from being integrated. CDs and tapes were employed by (25%) of English teachers according to the study, because they are the most popular and widely available tools. He stated that the majority of teachers are unqualified to use computer technology due to a lack of training, poor administrative support, time constraints, and no access to equipment.

Salem & Mohammadzadeh (2018) did another study on ICT integration by EFL teachers in Libya. The study investigated the attitudes of teachers regarding the integration of ICT in Libya's educational system. The research was carried out at the English department of Tripoli University. It was found that the majority of English instructors had a positive attitude and recognized the need for ICT integration for both students and teachers. Another study was conducted by Hsiesh and Cho (2018), the study investigated the impact of google classroom on Foreign learners of English in writing. The study took place in a Taiwanese university. The study showed that the students in google classroom group had significantly better writing performance and more motivation than those in the traditional classroom. Akcayir (2017) carried out a study examining the advantages and disadvantages of the implementation of google classroom as a learning management system in a Turkish university. The researcher had found several advantages such as facilitating communication and collaboration among students, but also identified some challenges, such as technical issues and the need for teacher training. Ritzhaupt and Dawson (2018) conducted another study which investigated the effect of the flipped classroom on students' performance for high school science, and which involved the use of google classroom to deliver instructions outside of class on high school science. The results showed that the flipped classroom model had a positive effect on students' performance particularly in science. Another case study was conducted by Koc and Bakir (2019), this case study explored pre-service teachers' perspectives on using google classroom as a learning management system in a Turkish university. The findings indicated that google classroom was perceived as a useful and effective

tool for facilitating communication as well as collaboration among students and between students and teachers.

Elmansuri conducted a study at Tripoli University (2015). It was a case study about how the university faculty of engineering utilized the e-learning system. According to the study's key findings, the students were using social media networking software as an e-learning system, acknowledging e-learning as a viable and appropriate method of learning. Most students have used e-learning in certain courses, and all students agreed that e-learning services at the higher educational level are inadequate. Students also have mentioned some limitations for not being able to utilize e-learning such as lack of basic infrastructure and well-qualified personnel. The case study included lecturers. Despite their limited capabilities, many instructors used computers world wide web, and software such as PowerPoint to deliver lectures to students. According to the researchers, before the 17th of February revolution there were fully equipped computer laboratories with internet connectivity, but because of the armed assault on the institution all the facilities have been either robbed or destroyed. Google classroom in the language classroom: An evaluation study by (Ismail et al, 2019), this study evaluated google classroom usage in a language classroom and found that it improved students' digital literacy, skills, and motivation to learn. A pilot study by Hwang et al. (2017) explored the potential of google classroom in higher education and found that it improved students' engagement and communication with their peers and instructors. Another case study conducted by Bautista and Garcia (2020), examined the use of google classroom in a blended learning course. The study found out that it improved students' engagement, participation, and academic performance.

Another recent study was conducted in Om Al Rabie College of Science & Technology faculty of engineering by Alhadadi (2019) about the use of mobile phones and social media in higher education. The research was based on four hypotheses that linked social media and mobile applications with the improvement in the student's learning and academic performance. The study results indicated that there has been a significant correlation between social media and mobile phone applications on one hand and the improvement of the student's academic achievements on the other. (Al-Fraihat et al., 2020) conducted a study that investigated the use of google classroom to enhance blended learning in higher education and found that google classroom improved students' engagement, collaboration, and communication.

2.13. Summary of the chapter

Technology term has evolved over the years and it is not just about computer technology anymore; a lot of technologies have emerged since then. Flipped classes and distance learning which are performed either via mobile phones or any other electronic gadgets are proven to be more effective, easier, and more suitable for teachers and students on the same level. These types of technologies are widely used in many countries nowadays. However Libyan government and institutions are still struggling to find a way to implement basic computer technology.

Through this study, the researcher is attempting to close a huge gap in the educational and technological context. Another reason, Covid 19 pandemic that created exceptional circumstances where the use of blended learning has become a

necessity. Countries around the world started using distance learning through different online learning platforms including Google Classroom and other online platforms. In this study, the researcher will focus on teachers' conceptions about the implementation of Google Classroom in teaching and learning.

Based on the literature review and the facts about education in the Libyan context. The common link between studies that have been conducted is that they were done on basic computer technology. No studies were about distance teaching and learning or the implementation of blended teaching and learning platforms. Other international studies were conducted and proved that google classroom was highly effective in higher education system. The majority of participants in the previously mentioned studies shared a similar positive experience toward technology. The problems encountered by participants in the use of technology are the same.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This study is designed to investigate the Libyan EFL teachers' conceptions toward the implementation of Google Classroom in teaching and learning. Due to the current situation and the Covid 19 pandemic that is affecting the educational environment, it became a necessity to find a suitable and safer substitute for a traditional way of teaching. Google Classroom and other online platforms are being utilized to help teachers and students and provide the optimal connection between instructors and learners. In this chapter, the researcher will explain in detail the methodology used to carry out this study. This chapter will include the sample and the population, the techniques for recruiting the samples, the location of the study, data collection techniques, and data analysis techniques.

3.1. Research Design

This is an exploratory study using a qualitative and quantitative design. Phenomenography will be used as a framework in the qualitative part of this study. It is a theoretical framework developed by Marton (1986) as a qualitative research framework for the various ways people experience, conceptualizes, and explain different aspects of phenomena around them (Martin et al; 1992). It is used in social studies where the sample is not so huge in number. For the quantitative part of this

study, the researcher will use a questionnaire to measure the level of satisfaction, ease of use, and disadvantages of google classroom using Likert scale.

3.2. Sample and population

The sample for this study is drawn as a purposive sample, due to the nature of the study and the subject under investigation. The intention of using a purposive sample was to gain insight into the subject of the research Gall, Gall, & Borg (2006). The population of this research is university English teachers who have employed Google Classroom technology in their teaching. The participants for this study are recruited from English departments at Sabrata and Zawia universities. For the questionnaire, the participants for the questionnaire were 40 teachers, and as for the interviews 4 participants were involved. During the time of sample recruiting, the targeted universities were at the end of the semester exams in addition to the quarantine. Therefore, the researcher could not acquire a sufficient number of participants. Therefore, the researcher started trying to gather data by distributing questionnaires through e-mails and social media platforms such as Facebook, but there was no response. After a period of quarantine, which lasted for almost a month, the quarantine had been gradually lifted. Permission has been given to all institutions to resume activities with the consideration of safety precautions. Universities started to work cautiously. The researcher, therefore, contacted the people in charge to get permission to visit and distribute the survey in the universities within reach, because the online survey did not get much attention.

3.3. Research instrument

The nature of the study required a quantitative and a qualitative method. Questionnaire and a Semi structured interview.

3.3.1. Semi-Structured interviews

semi-structured interview is the most used data-collecting method in phenomenography research (Marton 1986). Semi-structured interviews or guided interviews provide more flexibility to the interviewee. At the same time, the interviewer can easily contain the interview by simply keeping the interviewee from straying away from the main objective. The semi-structured interview addressed both research questions thoroughly focusing on gaining as much detail as possible. The process through which semi-structured interviews are executed is that the researcher prepares a set of stem questions to ask the interviewee. The list of questions is not fixed but it is increasable after each interview. The change in the questions is a part of the interview process which the researcher can achieve through probing for more detail. It depends on how the interviewee answers the questions. The interviewer should start the interview with a simple question to make the interviewee feel comfortable for example, what is your name? What do you do for a living? Then move to more complicated ones such as, what have you learned through your experience with Google Classroom? Why did you choose Google Classroom? In the semi-structured interview, all the questions are open-ended, not

closed-ended. Open-ended questions aim to gain more information and a deeper understanding of the issue under investigation and allow the interviewee the necessary flexibility to reveal their current understanding and experience of the phenomenon. The interview covered deeper issues with the participants regarding the impact using google classroom left on the way of teaching, students' reactions to blended learning, and whether they were affected by the change in the way of teaching and learning process. The interview questions for this study were prepared and checked by the researcher with the help of experienced researchers.

3.3.2. Questionnaire

The second instrument is a survey questionnaire. It was adopted from previous studies that addressed the same subject and adapted to suit this study. The questionnaire addressed the first research question, it was to help cover the gap that was created by the participants who refused to take part in the interview. Therefore, creating a variation was to evade data insufficiency. The survey is given out after conducting the interviews. The survey was of three parts: part one was about usefulness, part two was about satisfaction, and part three was about the disadvantages. The researcher meant for the survey to be easy and less time-consuming for the participants. The researcher included only three sections; ease of use, usefulness, and disadvantages to reflect the experience of teachers with blended online teaching. It was a Likert scale survey to explore the opinions of teachers about Google Classroom, not to gain in-depth detail. The purpose of the survey was to cover any shortcomings of the data and to avoid any sort of bias. The survey was

spread online through google forms, and by hand. The study is a combination of quantitative and qualitative methods (Triangulation), to help enhance and validate the research results

3.4. Pilot study

The purpose of the pilot study is to test the research instruments and the procedures that will be used in the main study. This pilot study specifically aims to:

1. Test the validity and reliability of the questionnaire as well as the interview questions.
2. Evaluate the feasibility of the data collection procedures
3. Identify any potential issues that may arise during the data collection.

The questionnaire consisted of two introductory questions. In addition to three parts, part one is about the usefulness of google classroom, the second part is about the satisfaction about google classroom, and the third part is about the disadvantages of google classroom. Each part will be composed of a number of statements with a Likert scale ranging from strongly agree to strongly disagree. The questionnaire was administrated online through google forms.

The semi structured interviews were conducted after the completion of the questionnaire. Semi structured interviews were conducted by mobile phone. Three participants were interviewed.

3.5. Sample recruiting technique

There are many sampling techniques from which one can choose. To execute each technique, there should be a harmonization with the type of research, methodology, and sample as well. The researcher in this study used snowballing sample technique to recruit the sample for the interview. After distributing the questionnaire which took a lot of effort and time, reaching the teachers and making them agree to have an interview was another challenge that the researcher went through. The researcher tried the normal way to obtain the consent of some teachers for an interview, but all was in vain. The reasons for teachers' refusal were that they do not have time, or they were females who did not want to be recorded. After all, the researcher decided to use snowballing and through some successful referrals, interviews were secured. According to Kaplan, Korf, and Sterk, (1987), snowballing technique or chain of referrals is utilized in social studies, rare traits, personal networks, and social relationships. It involves the selection of samples using "insider" knowledge and referral chains among subjects who possess common traits that are of research interest. It is commonly employed in qualitative research. According to Kirchner (2018) the most frequently used definition suggested by Patton, Atkins, Flint, Cohen, Arieli, & Bhattacharjee, is a sampling method in which one interviewee gives the researcher the name of at least one more potential interviewee who, in turn, provides the name of at least one more potential interviewee and so on. The sample grows like a rolling snowball if more than one referral per interview is provided. Hence, the researcher started by contacting a

person who by any means led the researcher to other possible potential participants who possess the same experience of interest.

3.6. Location of the study

This study was conducted within a specific region. The researcher mentioned earlier that the population who have employed google classroom was not a huge number of teachers, as they were not easy to contact, and not all of them are willing to take part in the study. The current circumstances of the Covid19 that the country is witnessing forced every institution to lock down and seize all activities. The study took place in Subrata and Zawia universities because these were the universities that employed google classroom and were within reach. But before the researcher could visit the targeted universities, the timing and the Covid19 situation forced the researcher to delay the visit to collect data. In addition, teachers at universities are not very cooperative when it comes to taking part in a survey or doing an interview. To persuade them that the survey is not going to take much time, and how important the goal it serves is, it took the researcher more time than anticipated.

3.7. Moral considerations

Ethical procedures are vital when doing research or a case study that involves human resources and human beings as a sample. The researcher ensured the participant's approval of the interview and make them more comfortable with the confidentiality of participants' personal information as well as the data they provide related to the field of the study.

3.8. Summary of the chapter

This chapter discussed the methodology followed by the researcher to carry out this study. The study employed a mixed method technique, the location of the study was Subrata and AZzawia universities. The study targeted English teachers who utilize google classroom throughout the pandemic of Covid19. Participants were recruited using snowballing sample technique. The participant number for the survey was 40 teachers, and 4 of them were interviewed

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

In this chapter two different types of data are presented. Statistical quantitative data and textual qualitative data. The statistical data is analyzed with SPSS software, a software used to analyse statistical data such as social science-related data. The qualitative data, on the other hand, is analyzed with a thematic approach. The data extracted is textual and the study is an exploratory study adopting a phenomenographic framework which is used to investigate and explore people's conceptions and experiences with a certain phenomenon.

4.1 Statistical analysis instrument

To evaluate the sample of the study, Statistical Packages for Social Sciences (SPSS) has been used to analyze the data including frequencies, percentages, arithmetic mean, and standard deviation. The measure of the relative importance of the arithmetic mean has been used due to its importance in the statistical analysis as shown in Table (2) below:

Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

4.2. Section One

Recapitulation of the survey:

The participant's responses to each part of the questionnaire were as follows:

Part1: Introductory questions:

Q 1 Do you have good internet background?

The results show that the answers to this question are 81.6% of the sample study have good internet background, while 18.4% of the sample study do not have good internet background as can be seen in Table (3) below

**Table (3):
First question responses**

	Count	%
Yes	40	81.6%
No	9	18.4%
Total	49	100.0%

Q2 Have you used Google Classroom or online learning tools before?

The results illustrate that 81.6% of the sample study have used Google Classroom or online learning tools before, while 18.4% of the sample study haven't used Google Classroom or online learning tools before.

Table (4): second question responses

	Count	%
Yes	40	81.6%
No	9	18.4%
Total	49	100.0%

Part 1: Usefulness of Google classroom

The results clarify, that all the means that measure the level of usefulness of Google Classroom statements ranged from 3.33 to 4.02 which indicates that the level of usefulness of Google Classroom is from moderate to high. The Statement that says "Google Classroom adds to the effectiveness of my teaching" ranked first with a mean of 4.02 and standard deviation of 0.946 which indicates that the level of usefulness of Google Classroom towards this statement is high. However, the statement says "It makes teaching more focused" ranked last with a mean of 3.33 and a standard deviation of 1.251 which shows that the level of usefulness of Google Classroom towards this statement is moderate. In addition, it can be seen that the overall mean is equal to 3.63 with a standard deviation of 0.638 which illustrates that the level of usefulness of Google Classroom statements, in general, is high.

Table (5) responses to the usefulness of google classroom

No	Statement	Mean	Standard Deviation	Level of belief	Rank
1	Google Classroom adds to the effectiveness of my teaching.	4.02	0.946	High	1
2	It gives me more control over the activities and assignments.	3.59	0.977	High	4
3	It increases the level of student-instructor interaction.	3.45	1.001	High	6
4	It makes instructor-student collaboration easier.	3.57	0.890	High	5
5	Google Classroom helps me to be more productive.	3.71	0.866	High	3
6	It makes teaching more focused.	3.33	0.987	Moderate	7
7	Google Classroom helps me save time when I use it.	3.76	1.251	High	2
	All statements	3.63	0.638	High	

Part 2: Satisfaction

Findings show that all the means that measure the level of satisfaction of teachers with Google Classroom statements ranged from 3.37 to 3.90 which indicates that the level of satisfaction of teachers with Google Classroom statements is from moderate to high. The Statement which says "I would use it for future studies" ranked first with a mean of 3.90 and a standard deviation of 0.963 which illustrates that the level of satisfaction of teachers about Google Classroom toward this statement is high. However, the statement that says "It works the way I want it to work" ranked last with 3.37 and 1.112 standard deviations which points out that the level of satisfaction of teachers about Google Classroom toward this statement is moderate. In addition, it can be seen that the overall mean amounts to 3.71 with a standard deviation of 0.823 which indicates that the level of satisfaction with Google Classroom statements is generally high.

Table (6) responses to the second part satisfaction

No	Statement	Mean	Standard Deviation	Level of belief	Rank
1	It works the way I want it to work.	3.37	1.112	Moderate	4
2	I am satisfied with Google classroom.	3.71	1.041	High	3
3	I would recommend it to a friend.	3.86	0.890	High	2
4	I would use it for future studies.	3.90	0.963	High	1
	All statements	3.71	0.823	High	

Part 3: Disadvantages of Google classroom

Results show that all the means that measure the level of disadvantages of Google classroom statements ranged from 2.29 to 3.71 which indicates that the level of disadvantages of Google classroom statements is moderate. The Statement that says “It is very confusing for first time users” ranked first with a mean of 3.71 and a standard deviation of 1.323 which shows that the level of disadvantages of Google classroom toward this statement is high. However, the statement which says “Google classroom account is difficult to manage” ranked last with a mean of 2.29 and a standard deviation of 1.182 that shows that the level of disadvantages of Google classroom toward this statement is weak. In addition, it can be seen that the overall mean is equal to 3.08 with a standard deviation of 0.921 which indicates that the level of disadvantages of Google classroom statements in general is moderate.

Table (7) shows responses to the third part disadvantages

No	Statement	Mean	Standard Deviation	Level of belief	Rank
1	Google classroom account is difficult to manage.	2.29	1.182	Weak	4
2	Google classroom is not updated automatically.	2.90	1.195	Moderate	3
3	It lacks the blended learning environment.	2.94	1.144	Moderate	2
4	It is very confusing for first time users.	3.71	1.323	High	1
	All statements	3.08	0.921	Moderate	

4.2.1 Section Two

Interviews Analysis:

The interviews data were recorded by the researcher throughout the interviews. The participants granted permission that the researcher record the entire interviews. The recorded data first were transcribed manually. The researcher went through the interviews several times. Then the data were divided into codes and labels, to organize the data under the subcategories of Usefulness, Satisfaction, and Disadvantages of google classroom. the final step was interpreting the data correctly, and summarizing the whole interviews.

I. Teachers' experiences and conceptions

Based on the data collected from the teachers' opinions about Google classroom that were recorded, all teachers were engaged with google classroom, though they were not all digital natives. Some of the teachers mentioned that before the pandemic they have not even heard about google classroom or thought about implementing this or any other type of platforms to assist with the teaching process. The only technology they used was presentations through projectors. They mentioned that they were fully satisfied with the way they teach and the students were all satisfied. Before using google classroom some teachers used different social media methods to help with education during the quarantine period such as messenger, what's up, and emails, but they all failed to serve the purpose they were supposed to serve. Participant No.1, (November4, 2021) stated that” the *pandemic started and students had to stay at home, I started at first using Gmail to give assignments and post announcements, but for the lack of communication I had to*

use other social media such as Facebook and what's up but they did not work. Therefore, I was searching and learning from others experiences, that's when I learned about Google classroom". Teachers' experience with google classroom started with the beginning of the pandemic. The idea of implementing google classroom came as a result of the pressing circumstances. Participant No.2 (November7, 2021) mentioned that "When the pandemic started as you know most of the universities and schools were closed one of my colleagues suggested that we use Google classroom to keep in touch with our students so that the school year do not go to waste."

It was not supported by the ministry of education or the government it was all through personal efforts. Teachers stated that the idea of studying through google classroom as a supportive platform did not receive a huge support at the beginning. Members of the teaching staff disapproved the notion because they were not familiar with technology. This disapproval was also the first reaction of some students and their parents showed toward the idea of distance learning. At the same time teachers and students who were familiar and not afraid to use technology liked the idea of studying from home. The reason behind some parents and student's disapproval is that they cannot afford to buy laptops, tablets, or smart phones that they can use. Some teachers in addition to some students did not even know how to use the email or create an email to begin with.

Other teachers, however, claimed that students were very responsive to the process and showed no refusal. Participant No.2. (November7th, 2021) mentioned that *"students were very responsive very active, except for some students who had*

technical issues with their network or phones". In order to overcome this problem and make sure that all students stay on the same track so they stay motivated and not lose interest in the matter. Consequently, teachers who had a very good internet background held small workshops to help familiarize teachers and students with google classroom. Several teachers resorted to YouTube and watched videos and tutorials that helped them to use google classroom. Teachers used google classroom as a sub-platform through which they could make up for the loss time and stay on schedule. Google classroom was mostly used to post announcements, assignments, and materials related to the courses they were teaching, and assignments. Students, at the beginning were reluctant to send assignments online instead of the hand-to-hand traditional way. The reason behind that according to Participant No.1. (November4. 2021) is *"the fear of losing assignments that teachers may not feel responsible or pay enough attention to mark the assignments."*

When asked about their overall experience with google classroom and the students' reaction from their perspective, teachers were satisfied with the way google classroom works and saves time and energy. Furthermore, it also kept them well organized and comfortable. The anticipated reactions from the students were positive as they liked the idea of doing things at the comfort of their homes with the convenience of their times.

2. Usefulness of google classroom:

The teachers' experience with google classroom was measured through three traits. The first one that was investigated is usefulness. Teachers' views were alike about the usefulness of google classroom. According to the data collected through the interviews, participants stated that google classroom was useful in the way it facilitated making announcements, Participant NO.2 clarified that *"I used it pretty much to post assignments, materials, and homework to students"*. It has the ability to attach files with assignments either pdf or videos and getting students feedback and view on the assignments. Google classroom also works as a reminder; when an exam or assignment date is set, it will notify you when the date is close. Participant.No.2. (November7, 2021) also mentioned that *"It facilitates making announcements to students which was one of the features I liked. Another feature is when you give an assignment you are able to attach PDF files and videos as well. You can also get students feedback on assignments. In addition, another feature I liked was when you set a deadline Google classroom will notify you when the due date is close. This was very helpful to me it helped focus because I have a lot of work, so it came in handy"*.

It was very useful for teachers who were very busy and lose focus all the time. It solved a problem that most if not all teachers are suffering from, that is, carrying papers with them home and living in a mess. Google classroom with the feature of docs and drive saved teachers and students as well the hustle of keeping a stationary at home. In addition to being useful as a virtual channel, google has

some features that makes it very convenient for its users. Teachers used most of google features such as google forms, docs and drive.

When participants asked about the employment of these features in their teaching process or using them on personal level their response varied, some used only google forms and the drive will automatically be saving all data. Participant No.1. when asked about the most useful tools that google classroom offers, she declared *“the use of questionnaire to ask for students’ needs, opinions, and the material evaluation. you do not have to have a library at home or carry papers around, all the materials are saved there, even after two years you can still find it there”*.

Others used google meet to give lectures and do meetings. Participant No.3. (November11, 2021) responded to using Google classroom to give virtual lectures. *“With my students no, but we gave classes to all Zawia university first year students, we gave them lectures on google meet”*. They also showed a great amount of relief in conducting researches using google forms and sheets with the service that google provides in terms of storing data and analyzing it without going through the trouble of transferring the data to some other software to do the analysis.

3. Satisfaction:

Teachers had similar opinions and reaction towards google classroom as a virtual channel that helped them and students maintain relation and connection outside the class. Teachers were satisfied with google classroom and the changes were made to the way teaching was. The reason behind that falls back to getting to try new things they were not used to. They say it came in handy as a suitable and easy tool to use for both teachers as well as students. Participant No2 (November7,2021) asserted that *“If there is anything we learned from the whole situation of the CoVid19 and the lockdown, is that we should integrate technology and E-learning more often”*. Participant No3. (Nvember11, 2021) expressed satisfaction by saying *“It was so satisfying to integrate technology side by side with the classical way of teaching. Relying on the classical way alone would not keep students engaged in learning. Diversity in using different teaching techniques will help make them more focused and for them to try a new thing will make them even more productive”*

4. Disadvantages.

On the other side, teachers did not seem to feel the utmost satisfaction about google classroom in terms of comparing it to the face-to-face teaching. They all had the same insight in this regard. Participants were asked about the possibility of using google classroom as a replacement to the face-to-face teaching. Teachers' response was that nothing can substitute the face-to-face teaching. This was in terms of interacting with students and having that connection cannot be replaced, and some teachers called it dry teaching as there is no face-to-face connection. Teachers and

students were not able to see each other, and connect through emotions and facial expressions.

4.3. Summary of the chapter:

The responses to the first part of the questionnaire (Usefulness) were generally high. That is, the majority of participants agreed to the usefulness of google classroom. The second part of the questionnaire (satisfaction) scored a high number of responses as well, while the third part of the questionnaire (disadvantages) scored a moderate number of responses. This indicates that teachers found google classroom useful as well as satisfactory to their needs. On the other hand, teachers' moderate responses to the disadvantages part clarifies that teachers did not find as much disadvantages using google classroom. As any other technological tool there are good sides and bad sides. Teachers were satisfied about google as long as it serves the role of supporter and a way of adding to the conventional teaching process, through the unorthodox way of teaching and learning. Teachers adapted to the use of google as a part of teaching. They began to realize that teaching is not just a board and marker only. Participant No2. (November7, 2021) responded to the question 'did google classroom affect the way you teach? How?' by saying "*Google classroom did not change the way I teach, but it gave me a new insight. It made me discover new aspect about students on personal level. I discovered new talents like when they comment on a video I posted, I get a lot of feed backs and comments from students who tends to be shy in class. Commenting and using google classroom from the comfort of their homes, and having their own space is making them more interactive in terms of participation*". The other

participants had almost the same response to the same question. Participant.No1. (November4, 2021) responded *“It did not change the way I teach, but maybe the way my students learn. They became more responsive and discipline about time and assignments”*. Teachers started impeding visual material in their classes to help keep students engaged in the learning process and never feel bored. This process kept students more interactive with teachers. It also filled the gap of disconnection between the tutors and pupils to some extent.

Google classroom helps reinforce the relationship outside the school too. Through this platform shy and introvert students were able to be creative as well as active. Google classroom offered this advantage of being a mediator and a monitor that some teachers found very convenient in terms of supervising exams.

Another advantage that was seen by teachers was the respect of assignments deadline. Google classroom created a free time that students can use to deliver assignments on time. Another advantage was the ability to watch teachers and maintain control over classes not to mention teachers in terms of the quality of education, preventing any shortage in performance from both teachers and students was also a positive side that google offered. The researcher during the interview asked the interviewees about using Google meet to help see the students and have the closest actual interaction. Teachers had different ideas about that feature. Some said they incorporated this feature to have lectures with, students: others did not use it or were not able to use it because they had some technical issues not knowing how to use it. They also stated that students are suffering from the lack of privacy as well as good internet connection.

Chapter Five

Discussion and Conclusion

5.0 Introduction

This chapter will discuss the findings of the study with relevance to the research questions. Teachers who utilized Google classroom were surveyed and interviewed for their experience with Google classroom. The data was gathered and analyzed to answer the following research questions.

Q1. What are EFL teachers' conceptions towards the implementation of Google classroom in teaching and learning?

Q2. How are these conceptions reflected in their practices?

5.1 Discussion

Technology implementation has been the core subject of many studies in the Libyan context, however during the pandemic the need to use technology and specifically the shift between online and in-class education or a combination of both has become a pressing necessity. Two research instruments were used: a survey and interview. A survey consisted of three parts. It was distributed personally, so the researcher made sure that all participants answered the questionnaire. Responses to the first part (Usefulness) ranged from 3.33 to 4.02 which shows a high level of usefulness. The responses to the second part (satisfaction) also showed high value of 3.37 to 3.90. However, the third part (disadvantages) shows a moderate rate of

responses comparing to the first two parts. The number of the overall mean of measurement was 3.08. By looking at the survey results, participants were satisfied with google classroom as a tool for teaching, as well as, data gathered from the interviews in terms of experience, usefulness, satisfaction, and drawbacks indicated similar findings.

The teachers' overall experience with Google classroom since the beginning of the (COVID19) prevalence in march 2020 was satisfactory. Teachers were pleased with their experiment of google classroom as a supplementary tool to in-class teaching. Teachers approved its effectiveness as a distance platform to establish connection with students during the periods of quarantine. This goes in line with the claims of Lin & Jou (2013) as well as Akcayir (2017) that web-based applications ease connectivity between instructors and students. At the beginning some teachers were against the idea of using google classroom claiming that they do not know how to use it, poor internet connection, lack of electronic gadgets, and the poor internet back ground. The reason that affected their attitudes and made them hesitant. The correlation between these findings and the findings of studies conducted by Machado & Chung (2015), Teo (2008), and Ritzhaupt and Dawson (2018) as they concluded that teachers lack of unwillingness, good internet background, poor network connection, as well as lack of confidence are reflected on instructor's attitudes to use technology, in Google classroom context. However, after the first week of working with google classroom, instructors came to the realization that it was simpler than expected. The interview data showed that all participants utilized google classroom within specific areas such as making

announcements, giving assignments, grading assignments, and posting lectures materials.

Some teachers used it in further areas as in analysis of survey studies, facilitating meetings, debating graduation projects with students. Teachers were encouraged by its ease of use and accessibility. Google classroom served as a way of communication between students and teachers, it allows the teachers to have more contact with their students which increased the chances of building a strong teacher student rapport. These findings align with the study conducted by Azahar (2018) & Almio (2019) that teachers used google classroom to communicate with their student's post announcements and assignments as well. Students were into the idea of working from their comfort zone. Teachers also pointed out that using Google classroom has given students the advantage of being collaborative and able to communicate their ideas. It also created the free time for students to perform tasks with ease. These findings are in harmonization with study conducted by Shinsky (2011) who maintained that web 2.0 applications facilitate multiple participants to collaborate across the internet through portable gadgets without the need to use hard drives.

Most of the teachers' ways of teaching were not affected or changed when using Google classroom. However, some teachers mentioned that google classroom added to their teachings in terms of using more educational content such as videos and different materials related to their courses. Google classroom helped to improve some areas in terms of teaching such as preparing the lesson in advance as well as organizing their time to keep up with the requirements of the course. The fact that

Google classroom is a paperless platform is another feature that encouraged teachers to use it. Teachers do not have to carry papers and have a library at home, every document is being stored and well saved. This is in agreement with Carely's (2014) findings which emphasize that the awareness of the instructors of the importance of going paperless urged them to use google classroom because it does not require papers or printed sheets. In learning, it reflected a noticeable improvement in students' participation and engagement during the course discussions.

The drawbacks as described by the research sample are based on their experience. They refer to google classroom as a dry way of teaching and communication. Students and teachers are not able to make emotional and physical contact they normally have inside the class. The same problems were referred to by Todd (2020) that teachers are complaining about the insufficient speaking practices. Teachers cannot measure the real level of students through google classroom in terms of assignments ingenuity and participation and the misuse of mobile phone. For these reasons teachers preferred the old fashioned way of teaching in some aspects of teaching. These findings showed resemblance to those of a study conducted by Abuzakher (2006) concluding that there is a shared belief that distance e-teaching is more inadequate in quality than the traditional one.

The common link between all the local studies that were conducted in the Libyan context, they were about the attitudes of teachers or students toward the use of computer-based technology such as visual aids and other in class methods. This study tackled technology from slightly different angel. the researcher narrowed a gap in the literature by conducting this study to explore teacher's actual experiences

and views that they formed around the actual use of Google classroom a platform that can be used beyond classroom walls. This is a new stage that takes teaching and learning away from the conventional teaching and learning style. Attitude can be changed based on the experience of something. The sudden change of attitude was clearly indicated in this study. The real issue that actually hinders the use of technology with some aspects of teaching and learning is within one's self. Teachers as well as students need to build more trust to work with technology. The reluctance and hesitation were caused by negative attitude and trust amongst ourselves and the use of technology.

Teachers agreed that the combination of online and class teaching is the best solution for teachers and students to be attached to technology, at the same time not to lose touch with the real class teaching. Therefore, to make the use of google classroom more effective is by involving teachers in the implementation process. Taking in consideration that this study is limited to English language teachers, and teacher's conceptions

Based on the findings of this study Google classroom implementation was unexpectedly successful as a supplementary tool for these reasons:

- The easiness of using google classroom.
- The flexibility in access from mobile phone or laptop.
- The convenience in making announcements, delivering lectures, grading and saving assignments as well as other files.
- From teacher's prospective, students were satisfied with the way Google classroom works in terms of performing and delivering tasks.

5.2. Conclusion of the whole study

To sum up, technology in general is becoming more and more needed in everyday life. It keeps proving its necessity in education. Teachers, students, and institutions need to acknowledge how crucial technology has become. The pandemic situation is the biggest evidence that the use of distance and blended learning solved a huge part of the problem. This study in addition to other studies enabled the researcher to understand that teachers have formed a positive conception towards Google classroom implementation at the university level with the emphasis and support from the administration. Teachers through their experience found that blended learning through google classroom is useful, easy to use, and access. It promotes collaborative learning, saves time and effort, and encourages teachers to be more creative. In spite of some challenges that faced teachers and students as well. It has been confirmed through many studies by other researchers that google classroom is so far the best blended learning platform to bypass traditional teaching and learning. The researcher recommends instructors to utilize google classroom side by side with classroom teaching because it enables and extends learning everywhere. It is not just during the pandemic or only for higher education, but at all times with different educational levels and institutions.

5.2.1 Implications of the study

The study of Libyan EFL teachers' conceptions towards the implementation of google classroom in teaching and learning has some implications on teachers.

Firstly, the study can provide valuable insights into the effectiveness of online learning tools such as google classroom. The results of the study can help teachers and educational institutions making informed decisions regarding the use of such tools in their classrooms.

Secondly, the study can provide the aid to identify and address the barriers or challenges that EFL teachers may face, for example, the lack of the necessary technical skills or training to effectively use the platform. This information can be employed to deliver a targeted training as well as supporting teachers to improve their use of these tools.

Thirdly, the study can contribute to improve the quality of education in Libya by providing insights into how google classroom can be used to enhance learning and teaching outcomes. For example, the study may reveal that certain features of google classroom, such as its collaborative tools, can be particularly effective in improving students' engagement and achievements.

5.2.2 Recommendations of the study

- 1.** Conduct needs analysis, it is important to conduct an analysis to assess the current state of the technological infrastructure and teachers' proficiency in using technology. This will help to identify any potential challenges, in addition to providing insights into the level of support and training necessary for effective implementation.
- 2.** Facilitate training and support: Teachers will need to be trained on how to use google classroom effectively and provide ongoing support opportunities for professional development to help teachers feel confident using the platform. This will also help to ensure that teachers are able to address any issues that may arise during the implementation process.
- 3.** Highlighting the benefits of using google classroom such as increased efficiency, improved communication and collaboration, and enhanced students' engagement. This will provide huge motivation for teachers.
- 4.** Encourage collaboration between teachers, this can be done through online development sessions, online forums, and peer to peer monitoring.

5.2.3 Limitations of the study

This study may have some limitations. First, the study was limited to university English teachers only. It covered Subrata and Zawia universities. Second, the study was limited to Google Classroom web-based technology.

5.2.4 Suggestions for further research

The present study investigated the English teachers' conceptions towards the implementation of google classroom in higher education only. Further studies could be conducted to test student's perception of google classroom and determine the impact or effectiveness of google classroom with specific subjects for instance, writing, reading, and enhancing students' collaborative and communicational skills. Another area that could be more interesting for researchers is the use of google classroom with special need students.

5.3. Summary of the chapter

This chapter tackled the data discussion with relation to the research questions and the relation between this study and the previous studies reviewed in the literature review chapter in addition to the implications of the study on teachers in the teaching and learning process. This chapter also provided several recommendations to be considered during the process of implementation. Moreover, this chapter provided some suggestions for further studies.

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Appendix A

Questionnaire to survey teachers about their conceptions towards the implementation of google classroom

Questionnaire

This questionnaire should take approximately 15 minutes. I would like to thank you for your time and effort. Would you please complete the questionnaire?

There are no right or wrong answers. This questionnaire is an attempt to explore your opinion about the implementation of Google classroom in teaching and learning.

You do not need to give your name. All the information will be dealt with in a strict confidence.

1. please circle the appropriate response (yes) or (No)

1. Do you have good internet background?

Yes No

2. Have you used Google classroom or online learning tools before?

Yes No

The following abbreviations are of the options you are going to use as an answer

SA; Strongly agree

A; Agree

N; Neutral

SD; Strongly disagree

D; Disagree

Put a mark (✓) on the option that best suits your experience in each part

1 Part one usefulness

No	Statements	SA	A	N	SD	D
1	Google classroom adds to the effectiveness of my teaching.					
2	It gives me more control over the activities and assignments.					
3	It increases the level of student-instructor interaction					
4	It makes the instructor-student collaboration easier					
5	Google classroom helps me to be more productive					
6	It makes teaching more focused.					
7	Google classroom helps me save time when I use it.					

Part two Satisfaction

No	Statements	SA	A	N	SD	D
1	It works the way I want it to work					
2	I am satisfied with Google classroom.					
3	I would recommend it to a friend					
4	I would use it for future studies.					

Part three disadvantages

No	Statements	SA	A	N	SD	D
1	Google classroom account is difficult to manage.					
2	Google classroom is not updated automatically.					
3	It lacks the blended learning environment.					
4	It is very confusing for first time users.					

Appendix B

Semi structured interview questions

Instructor interview questions

Participant No: ____

The purpose of this interview is to learn more about what English language instructors feel about using technology when teaching English major Libyan students and the issues teachers may have using Google Classroom. This interview is anonymous, so your name will be known only to me, the researcher. The information you provide will not be shared beyond the scope of this study.

I will read for you a list of questions. Please answer freely and elaborate as much as you can. All the additional information you can provide will be appreciated.

Thank you for your time and help!

- 1.How did you find out about Google classroom?
- 2.How do you feel about using Google Classroom? And why do you feel so?
- 3.What do you use Google Classroom for?
- 4.What do you think are some disadvantages of using Google Classroom?
- 5.Have you encountered any problems setting up a class using Google Classroom for the first time? If yes, what are they? And how did you overcome them?
- 6.What are the advantages of using Google classroom?
- 7.What are the best features of Google classroom?
- 8.What do you do to bring students in and keep them engaged?
- 9.How has technology changed the way you teach?
- 10.What is the difference between E-learning and In-class learning?

11.How important is integrating technology in education?

12.Have you used, or currently using any other leaning/teaching platforms? If yes, mention them. If no, will you try to adopt and use them in the future?

13.Would you recommend Google classroom to others? Why?

That's all! Thank you very much for all of your time and help! I appreciate it!

Appendix C

List of tables of data analysis

Table (1)

	Number of statements	Cronbach Coefficient
Usefulness	7	0.761
Satisfaction	4	0.837
Disadvantages	4	0.714
Survey	15	0.812

Table (2)

Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

Internet back ground

	Count	%
Yes	40	81.6%
No	9	18.4%
Total	49	100.0%

Using google classroom before

	Count	%
Yes	40	81.6%
No	9	18.4%
Total	49	100.0%

Usefulness of Google classroom

No	Statement	Mean	Standard Deviation	Level of belief	Rank
1	Google classroom adds to the effectiveness of my teaching.	4.02	0.946	High	1
2	It gives me more control over the activities and assignments.	3.59	0.977	High	4
3	It increases the level of student-instructor interaction.	3.45	1.001	High	6
4	It makes the instructor-student collaboration easier.	3.57	0.890	High	5
5	Google classroom helps me to be more productive.	3.71	0.866	High	3
6	It makes teaching more focused.	3.33	0.987	Moderate	7
7	Google classroom helps me save time when I use it.	3.76	1.251	High	2
	All statements	3.63	0.638	High	

Satisfaction of google classroom

No	Statement	Mean	Standard Deviation	Level of belief	Rank
1	It works the way I want it to work.	3.37	1.112	Moderate	4
2	I am satisfied with Google classroom.	3.71	1.041	High	3
3	I would recommend it to a friend.	3.86	0.890	High	2
4	I would use it for future studies.	3.90	0.963	High	1
	All statements	3.71	0.823	High	

disadvantages of Google classroom

No	Statement	Mean	Deviation standards	Level of belief	Rank
1	Google classroom account is difficult to manage.	2.29	1.182	Weak	4
2	Google classroom is not updated automatically.	2.90	1.195	Moderate	3
3	It lacks the blended learning environment.	2.94	1.144	Moderate	2
4	It is very confusing for first time users.	3.71	1.323	High	1
	All statements	3.08	0.921	Moderate	

Appendix D

Epitome of participant interviews

Participant No.1.

We used face book, what's app, and in some point we incorporated G mail as a channel of communication. However, they did not work as expected. In Subrata we started using Google classroom ever since the pandemic started, before the pandemic I did not know about Google classroom. Most of the students were digital natives, so the operation went smoothly except for some students and teachers who were not completely on board with the whole idea of Google classroom. They were not as digital natives. To tackle such a problem for both teachers and students, I alongside some teachers with the sufficient background held a workshop for one day to teach them how to use Google classroom. Student were still reluctant to use the platform in terms of studying lectures and delivering their assignments online, fearing that teachers may neglect or do not pay much attention to the assignments. In addition to some other factors such as poor internet connection, insufficiency of a proper background, and the lack of personal space. As we kept on going the less obstacles and complaints by students, they accustomed to the newly adopted system. I found google class room very useful and easy to use. It saves a lot of time besides providing the teacher with a complete system of work. As a teacher I don't have to carry papers with me all the time, google drive took care of all that for me. I personally used it to prepare questionnaire and to analyze data. Everything is stored on google drive, I can access it anytime with a click of a button. Students were

getting too comfortable using the internet, this made it a little challenging for teachers to determine ingenuity and credibility of students' work. In order to decrease but not to eliminate cheating or just copying the work of other students, we had to alter the way of assignments from questions answered by learning the material or sheet that is given by the teacher to more analytical, critical thinking, open ended type of questions. I personally found google classroom good and helpful as a tool. However, it cannot replace the traditional way of teaching. It did not change the way I teach, although it may have changed the way students learn in terms of discipline, enthusiasm, and time regard.

Participant NO.2

The first time I came across google classroom is through one of my coworkers. When the pandemic started an all schools are closed, so one of my colleagues suggested that we use google classroom to stay in touch with our students so the academic year do not go to waste. this was last year, what we did was using blended approach. We gave lectures to students using google classroom. we divided the tasks between the conventional way of teaching and google classroom. This was to minimize the contact between students because of the pandemic. The only technology I used was the overhead projector, apart from the e mail I did not use any teaching technology. To my surprise, some students did not have any e mail accounts at all. Thy just used it to open face book accounts, they had a problem submitting their assignments. The rest of students it was pretty easy for them. In order to familiarize students with google classroom, we held a workshop to raise

awareness about google classroom to give them a background about it. They were very responsive and active.

Some students had some technical issues receiving my invitation, other than that it was very smooth. I used to upload materials related to course work and assignments. I did not use it to deliver lectures, because we used blended learning concept. I was meeting with students twice a week so I did not have to deliver online lectures. I find the way it facilitates announcements, and when you give assignment you have the ability to attach videos and files, it also enables us to get students feedback and comments on assignments. Another feature which I found pretty useful was getting notification from google classroom when the assignment due date is on. I relied mostly on uploading movies and videos beforehand so they can watch it and discuss it later, and this is how I kept them engaged. It did not change the way I teach, but it gave me a new insight about the students especially the ones who tend to be shy in class. Timid students are more interactive. E learning through Google classroom and the conventional way have their pros and cons, to avoid any shortage in efficacy thy should be used side by side. Finally, I would definitely use it as the main channel beyond the class.

Participant NO.3

Before I came across Google classroom, I was using other social media sites such as face book as well as e mailing system, and what's app as well. When I first created a class on google a lot of people in and outside the university there will be issues with having good internet connection, even some fathers won't be able to buy phones, tablets, or laptops to their children. Although, after I created the classroom, to my surprise everybody participated there were no issues at all. I have known google classroom before, but because we had that wonderful face to face connection I never had the chance to use it. Let's take for example the reading subject, I divided the tasks along the day. I would give them a pre reading task in the morning so the start thinking and responding to that task. After that we get to the reading task soon as we finish it we move to the post reading task. Therefore, all the day they will be thinking and creating ideas. I used it to deliver posts and assignments. I used almost every feature of Google classroom. I did not have any problems. It was straight forward. To be honest, regarding the tasks I would normally give them 5 to seven minutes to do it in class because I can see them and know who is ready and who is not. Where as in a virtual class students are complaining that time is not enough, thus I cannot really determine they will be all ready at the same time. To be honest, teaching with Google classroom is not easier than face to face teaching just because having all the materials in one place makes it easy, you have to work in advance. Same thing happens in face to face teaching you happen to prepare for 30 minutes and in class you realize that won't cover everything. The good thing about it is that students do the work with ease.

E learning alone without face to face is not enough they should be used all together. Especially during these times when lectures became 1 hour long is not enough to do everything so google classroom comes in handy in this situation. Technology is needed I teaching but even with this persistency some teachers still come up with excuses not to use technology. They say” am doing just fine with face to face no need for technology what so ever”. Another way of looking at it is when you use technology you do not teach students how to use it, they already using it you just need to direct that knowledge in the right direction. In the end, I would really recommend teachers to use technology to support their own teaching.

Participant NO.4

In terms of platforms I have not used any other platforms other than Google classroom. I heard about google classroom at the beginning of the pandemic, because in Zawia university we were in dilemma either we stop or use online teaching. There was a center of online teaching in Zawia and I was one of the members. I used to google classroom to record lectures to post announcement to upload assignments and links to you tube videos. We gave an orientation for three days so they know how to use it. Some students liked the idea of studying through their phones at home the others did not like the idea due to the fact that they do not have good internet connection. I found the most useful tools are the ability of having online quizzes and the ability to post a lecture after wards not necessarily at the same time of recording. We provided students with internet connection in college, we also managed to upload all lectures on CDs. To keep students engaged I try to make my lessons interesting with discussions and comments. I found technology very useful

and it added a lot to my way of teaching. Every way of teaching has its pros and cons, in blended learning there is more censorship and more work for the teacher to prepare a lesson beforehand the head of the department must be added as a coordinator so they can see or observe. In the conventional way It is different teachers may come to class un prepared because they know that they are unwatched. For me as a teacher I was technology literate, but most of the teachers do not know even how to type so it was big deal for them. The reason why teachers are being afraid is because they are being watched. I would really recommend the use of blended learning to keep students more engaged and interactive.