

## Impact of Google Classroom on Oversized Mixed-ability Mixed gender Adult Classes Of English for General Purposes

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تأثير تطبيق قوقل كلاسروم على الفصول المكتظة والمختلطة ومستويات في تدريس اللغة الإنجليزية للأغراض العامة

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### Abstract:

This paper investigates the impact of Google Classroom (GC) as a Learning Management System (LMS) on learner achievement in the context of teaching English for General Purposes (EGP) for Oversized Mixed-ability Mixed-gender Adult (OMMA) classes at the Faculty of Information Technology (University of Tripoli, Libya). Three focal lines of inquiry were pursued: (1) the extent to which Google Classroom impacts learner achievement; (2) Students' attitudes towards learning through Google Classroom; (3) obstacles encountered while using Google Classroom for language learning. A quantitative method approach employing a quasi-experimental design incorporated an online questionnaire administered to a convenience sample of second-semester students (n=132). The results reveal that Google Classroom students achieved a significantly higher mean score ( $\text{Sig}=0.028 < 0.05$ ) of 87.8% ( $\text{sd}=9.3$ ) compared with 77.9% ( $\text{sd}= 6.6$ ) in f2f classes ( $\alpha = 0.05$ ). On the whole, student's attitudes towards using Google Classroom were positive and very encouraging. The obstacles faced by the students included difficulty in navigating the system during the initial phase, poor internet connectivity, electric power cuts, and the lack of immediate feedback. The research is significant in ascertaining the value of online learning through Google Classroom particularly in teaching large-size mixed-ability adult classes typically associated with EGP students throughout the University of Tripoli.

**Keywords:** Google Classroom; large oversized classes; learner attitudes; mixed-ability; obstacles; online learning and teaching.

## الملخص

تبحث هذه الورقة البحثية في تأثير نظام إدارة التعلم (LMS) من جوجل كلاس روم (GC) على تحصيل المتعلمين في سياق تدريس اللغة الإنجليزية للأغراض العامة (EGP) لفصول البالغين المختلطة كبيرة الحجم (OMMA) في كلية تكنولوجيا المعلومات (جامعة طرابلس، ليبيا). وقد تم اتباع ثلاثة محاور رئيسية للبحث: (1) مدى تأثير نظام جوجل كلاس روم على تحصيل المتعلمين؛ (2) مواقف الطلاب تجاه التعلم من خلاله؛ (3) العقبات التي تواجههم أثناء استخدام نظام جوجل كلاس روم لتعلم اللغات. وقد استخدم نهج كمي بتصميم شبه تجريبي استنباطاً عبر الإنترنت أجري على عينة ملائمة من طلاب الفصل الدراسي الثاني (ن = 132). تكشف النتائج أن طلاب Google Classroom حققوا متوسط درجات أعلى بكثير ( $\text{Sig} = 0.028 < 0.05$ ) بنسبة 87.8% ( $\text{sd} = 9.3$ ) مقارنة بـ 77.9% ( $\text{sd} = 6.6$ ) في الفصول الدراسية وجهاً لوجه ( $\alpha = 0.05$ ) وبشكل عام، كانت مواقف الطلاب تجاه استخدام Google Classroom إيجابية ومشجعة للغاية. وشملت العقبات التي واجهها الطلاب صعوبة في التنقل في النظام خلال المرحلة الأولية، وضعف الاتصال بالإنترنت، وانقطاع التيار الكهربائي، وعدم وجود ردود فعل فورية. يعد البحث مهماً في التأكد من قيمة التعلم عبر الإنترنت من خلال Google Classroom وخاصة في تدريس فصول البالغين كبيرة الحجم ذات القدرات المختلطة المرتبطة عادةً بطلاب التعليم العام في جميع أنحاء جامعة طرابلس.

**الكلمات الدالة:** جوجل كلاس روم؛ فصول دراسية كبيرة الحجم؛ مواقف المتعلمين؛ القدرات المختلطة؛ العقبات؛ التعلم والتدريس عبر الإنترنت.

## 1 Background

Due to the Corona-virus outbreak in December 2019 and the sharp increase in infection rates that followed, different forms of online education emerged worldwide. While the rest of the world transitioned fairly smoothly to various forms of online learning as the technology was already embedded into their education system, Libyan higher education went into lockdown on 15<sup>th</sup> March 2021. As the lockdown ended three months later, many institutions attempted to embrace online technology as an alternative solution to conventional face-to-face (f2f) teaching in case of pandemic insurgence. Paradoxically, for Oversized Mixed-ability Mixed-gender Adult (OMMA) classes of English for General Purposes (EGP) that are typically found at the university of Tripoli (Libya), such a technological shift has never come at a better time; a blessing in disguise as it were.

What makes this study so special is that when university education was ceased due to the virus pandemic, permission to continue teaching through Google Classroom (GC) was obtained from the Faculty of Information Technology. All the students were delighted with the GC initiative. They received e-mails to join GC and carried on learning from home. The GC sessions were based on New English File series, in addition to Check Your English Vocabulary for Computing and Information Technology. Tests and quizzes of appropriate levels were used to track students' progress.

## 2 Introduction

Teaching mixed-ability groups has always been challenging for language instructors (Chapman & King, 2003). Moreover, oversize classes of mixed ability students “can create boredom, anxiety, and overall lack of interest in English language learning” (Sevy, 2016, p. 91). The sudden transition to online learning during COVID-19 pandemic offered a great opportunity to the researchers to study this issue using GC as an accessible Learning Management System (LMS) widely adopted in higher education across the world.

This study investigated the impact of GC and its influence on the learning achievement of EGP by an OMMA group of 132 students at the Faculty of Information Technology (University of Tripoli). The study took place in the autumn 2019 semester which was exceptionally extended due to the outbreak of the Corona virus and the unforeseen suspension of study that followed.

The significance of the study lies in demonstrating the simplicity and effectiveness of GC in supporting online learning and teaching of English to typically oversized mixed-ability classes

that are typical of EGP at universities across Libya. Problems encountered by the students are investigated so that future online programmes may benefit from this experience and avoid some of the pitfalls encountered. The findings of this research also serve as a useful pilot study for educators and policy makers at Libyan universities concerning the implementation of GC as an alternative online learning platform.

Three research questions guided the course of data collection:

What are the Libyan students' attitudes towards learning English through GC compared with conventional face-to-face (f2f) classes?

To what extent does GC influence the students' participation in online class activities?

What obstacles do the students face in language learning through GC?

### **3 Theoretical framework**

#### **3.1 Oversize classes**

Hornsby, Osman and De Matos-Al (2018, p.1) rightly point out that in f2f conditions large classes are a "reality for many who teach at higher education institutions around the world" and that such environments pose "a potential threat to the quality of the educational...[with] particular ramifications in developing countries". Trang and Duong (2015) emphasise that large classes can lead to a lack of student engagement and promote feelings of alienation, which erodes students' sense of responsibility.

Over-sized classes in EGP at the University of Tripoli can become unbearable for teachers of English. Regardless of whether the COVID-19 pandemic fades away or not, such classes are in urgent need of online technology to assist remote self-paced learning. Moreover, what makes online learning technology specifically attractive is the fact that it is designed to accommodate large numbers of students. MOOCs (Massive Open Online Course), as the name implies, are open online platforms that have become more popular during the pandemic since they are open to high volumes of participants (Baturay, 2015). Educational institutions in under-resourced environments, however, have resorted to alternative technologies available freely on the web. One of these technologies is GC, which is a Web 2.0 platform that offers built-in functions that offer pedagogical, social and technological affordances (Wang, Woo, Quek, and Yang : 2012).

#### **3.2 Mixed ability classes**

Mixed-ability classes refer to classes in which students have a broad range of attainment levels. In EFL contexts, Valentic (2005) describes mixed-ability classes not only in terms of learner competencies, but also with reference to variations in learner preferences, learning styles, knowledge of grammar, fluency and accuracy, vocabulary, and language skills. Mixed-ability language classes are especially challenging for teachers with little experience and skills in using methods and techniques to fit students' needs (Ansari, 2103).

It is well documented in the literature that using technology assists language learning and facilitates increased student engagement (e.g. Northey, Bucic, Chylinski, & Govind, 2015). With mixed-ability classes, online technology can particularly be manipulated to facilitate collaborative learning where students work together to complete a variety of tasks in accordance with their levels of attainment. Flexible open tasks can also be designed to allow mixed-level groups of students to work to their own abilities and preferences.

#### **3.3 Google Classroom**

Launched in 2014 by Google Apps for Education, GC was one open-access web-based application tool that became particularly popular for teachers and students in tertiary education within a short space of time. It also acts as a Learning Management System (LMS), which

renders it ideal for developing countries in low-resourced environments (Abid Azhar & Iqbal, 2018).

In addition to its ease of use, Janzen (2014) emphasises that the potential feature of GC lies in integrating a number of useful applications such as Google Drive, Google Docs, Google Forms, Google Sheets, Google Slides, and Google Mail. Moreover, GC is mobile-friendly and is designed to simplify instruction and interface options used in delivering and tracking assignments; communication with students is made simple through announcements, e-mails, and push notifications.

GC is an online education tool that facilitates the creation, sharing, and evaluation of material or assignments; it is also conveniently manageable and can easily be implemented by novice teachers in any educational context (Khalil, 2018). As Google Support (n.d) assert, Classroom is a productivity tool that is designed to help teachers “save time, keep classes organized, and improve communication with students” (p.1). To sum up the features of GC, a synopsis is provided by Google (2020):

- Provides for a paperless classroom.
- Access to Google products such as Google Docs and Drive.
- Instant collaboration between teachers and students even outside the classroom.
- Simple to set up.
- Saves money.
- For teachers, being able to better track a student's progress (p. 1).

### **3.4 Effectiveness of Google Classroom**

In analysing the effectiveness of students’ activities on GC, Shaharanee, Jamil and Rodzi (2016) found that students’ performance was comparatively above average in “ease of access, perceived usefulness, communication and interaction, instruction delivery and students’ satisfaction (p.1).

Kasula (2016) maintains that GC is effective in facilitating instructional design by allowing students and teachers to “display class objectives, activities, and assignments in an orderly, focused, productive and transparent manner” (p.11).

Due to GC’s built-in features which enable it to function as LMS, Subandoro and Sulindra (2018), stress that GC supports collaborative learning in language classrooms and contributes to increased learner engagement. In terms of participation, Ezekoka (2014) found that this increased as students engaged more and more in online activities.

As Subandoro and Sulindra (2018, p.4) point out, GC’s features such as “editing, giving feedback, reviewing, checking, without the needs of all the classrooms members to be present in the classroom”, facilitates collaborative learning with the full functionality of ordinary classroom; an added advantage is asynchronous communication, irrespective of time or space. The researchers (ibid) applied GC in collaborative writing for business English. According to the students, GC proved useful in enhancing writing through “peer reviewing, peer editing, and giving feedback”, and was the answer to “mobility in learning” which helped to speed up the learning process (p.1; 4).

Ventayen, Estira, De Guzman, Cabaluna, and Espinosa (2018) emphasised that GC was particularly useful for students’ collaborative learning with a weighted mean of 4.24 on a 5-point Likert scale.

### **3.5 Drawbacks in Google Classroom**

Martínez-Monés, Reffay, Torío, and Cristóbal (2017) believe that GC could benefit from integrating learning analytics as these are considered a major limitation of the emerging platform. Kasula (2016) adds that due to its interactive nature through the Web 2.0, GC can get “cluttered

with comments” that hinder forum discussions and that the overuse of participants’ posts renders the platform disorganized (p. 11).

Teachers using GC experienced a lack of user-friendly interactivity, which resulted in perceptions of inefficiency (Abid-Azhar & Iqbal, 2018). Halverson, Spring, Huyett, Henrie and Graham (2017) identified some student challenges regarding privacy, differences between students’ learning goals and those by the institution, in addition to students’ motives which may not match institution goals.

### 3.6 Literature Review

Studies that investigate the effectiveness of using GC in the English language on OMMA classes in Libyan contexts in particular are limited. Therefore, this study fills an essential gap in this context and provides valuable data and information that could be used for similar educational contexts globally.

Google Classroom has become a powerful and efficient [instrument](#) for educators and learners to enhance an efficient English learning process in face-to-face classes and in online environments. Its options such as Stream, Classwork, People, and grading are incredibly and helpfully interact and contact other Google for education applications such as Google Docs, Forms, and Drive which could provide useful and amazing teaching and learning atmosphere. Which provides a perfect opportunity to enhance and facilitate class communication, encourage teamwork and interactions between the educators and students. Students can easily stay on track with their studies because of the controlled access to learning resources, assignments, and feedback, through GC. It helps teachers save time and give different valuable tasks by streamlining resource distribution, grading, and progress tracking. Iftakhar (2016) conducted research on the perceived effectiveness of GC in TEFL by teachers (7) and students (35) in an English department. With data collected through structured interviews and 20 classroom observations of one teacher of English, focus was on users’ views on adopting Google Classroom, and the barriers faced, as well as the impact on organizational, social, personal and technological factors. The results of the teachers’ interviews (four males and three females) show that teachers perceived Google Classroom as very useful. From the students’ perspective (35), it was found that Google Classroom was mostly helpful, but some students felt anxious in fulfilling teacher instructions remotely.

Abid-Azhar and Iqbal (2018) conducted a study on the effectiveness of Google Classroom as perceived by different higher education teachers. The researchers used a qualitative design in which 12 teachers, who used Google Classroom for at least one semester, were interviewed using semi-structured techniques. Nvivo was used to code and categorize the data to extract relevant themes. Findings indicated that the teachers perceived Google Classroom as a tool to facilitate document sharing and class management, and that it does not significantly impact teaching methods.

Google Classroom plays a critical role in modern education by [decreasing](#) the gap between traditional and digital learning environments. Its primary function is to create a centralized hub atmosphere where educators and students can interact [perfectly](#). By integrating with the Google Workspace suite, GC offers a cohesive platform for sharing resources such as videos, articles, and interactive exercises, conducting assessments, and fostering which will help communication that provides different learning styles students benefit from these features and can revisit resources as needed, promoting independent learning environment.

In a study by Sukmawati and Nensia (2019), the researchers investigated the role of GC in ELT contexts at an Indonesian university. Data was collected through interviews with 16 students of English, and GC documents collected during the course. The study concludes that GC facilitated

students' learning by providing easily accessible material through hand-held devices, allowing flexible submission of assignments, and enabling private interaction between teachers and students.

While Google Classroom offers many advantages, there are notable challenges associated with its use, particularly for students learning English in OMMA classes.

Rosytawati (2013) carried out research on the challenges in using GC as a learning tool for students of English at the Islamic University of Indonesia. The research involved a quantitative survey on 126 students. The results show that the students felt that Google Classroom was not very helpful for them in minimizing time and effort in completing assignments.

### **Methodology**

To explore the impact of applying GC on learner attainment of EGP in OMMA classes, a quantitative approach utilizing a post-test quasi-experimental design was designed. The main objective was to assess the impact of GC on OMMA classes compared with traditional f2f teaching. This design was employed because (a) at the beginning of the course (prior to the university shutdown), using GC as an alternative online solution was unforeseen, therefore a post-test was applied and was compared with earlier mid-term results; (b) it was not possible to randomise the sample to artificially create control and experimental groups for the study (Creswell, 2012) as the students were formally enrolled and affiliated to certain courses.

## **3.7 Sample**

A convenient sample of 132 students who were enrolled for EGP (level 2) at the Faculty of Information Technology for autumn 2019 was utilized. Convenience sampling is used when participants are chosen on the basis of their availability to the researcher. Although such a sampling technique is less desirable in quantitative analysis, it could be used to address research questions based on specific characteristics of the research population (Creswell, 2012).

To foster enhanced language learning experiences with fair opportunities for all in what has been dubbed as OMMA (Oversized Mixed-ability Mixed-gender Adults) classes; the student sample was divided according to language ability into three subgroups: lower intermediate, intermediate, and upper intermediate. A Cambridge online placement test for General English learners was utilised for this purpose.

## **3.8 Procedure**

Therefore, while the OMMA students were enrolled in one GC, each subgroup was assigned learning material and tasks suited to its level so that students could progress at their own pace. New English File (pdf) textbooks and workbooks for lower-intermediate, intermediate, and upper intermediate, were used as the basic learning material for the three subgroups consecutively.

This procedure was afforded by the GC online platform as the students accessed only the material appropriate for them and could therefore progress comfortably at their own pace. Such a mixed-ability group tactic would have been almost impossible in conventional classroom conditions.

At the conclusion of the GC intervention, a students' online questionnaire (Appendix A) was administered through Google Forms. The 4-point Likert scale (strongly agree, Agree, disagree, and strongly disagree) was designed to avoid a neutral position as in 5-point scales. Its items sought to determine the students' attitudes towards GC and its ease of usage in learning English, Learner-learner collaboration and Learner-teacher communication. Data obtained from the questionnaire (92% response rate) were analysed using SPSS (Statistical Package for Social Sciences).

## 4 Results and discussion

### 4.1 Test results

At the conclusion of the GC course, the students in each subgroup took a post-test according to their language level (lower intermediate, intermediate, and upper intermediate). The pre-test scores were drawn from the f2f mid-term test prior to the GC intervention. Table 1 shows a cross-tabulation of the student sample (n=132) in terms of gender and the three language levels.

**Table 1: Cross-tabulation of gender by language level**

Level Gender	Lower intermediate	Intermediate	Upper intermediate	Total
Male	15	15	41	71
Female	20	10	31	61
Total	35	25	72	132

In Table 2, a paired sample t-test for the mean scores reveals a significantly higher achievement ( $\alpha \leq 0.05$ ) of 87.8% in GC compared with the f2f pre-test (77.9%).

**Table 2: A paired sample t-test for pre-test and post-test scores**

Level Test	Mean%	n	Std. deviation	t	df	Sig. (2-tailed)
Pre-test (f2f score)	77.9	132	6.6	-5.054	131	.000
Post-test (GC score)	87.8	132	9.3			

Table 3 further reveals a relationship between achievement with respect to the students' language levels and gender. The lower intermediates mean scores improved from 74.3% to 82.7% with an 8.4% increase; the intermediates from 78.7% to 83.6% at a 4.9% increase; the upper intermediates from 79.5% to 91.7% reflecting the highest rate of improvement at 12.2%.

**Table 3: Mean scores of the pre-test and post-test across language level and gender**

Level & Gender Test	Lower intermediate				Intermediate				Upper intermediate			
	M		F		M		F		M		F	
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
Pre-test	68.1	7.0	79	5.7	77.5	6.2	80.6	5.1	78.3	6.7	81	6.7
Post-test	87.5	7.7	79.1	9.5	77.5	13.2	92.8	6.1	89.5	9.2	94.6	6.8

The results in Table 3 also show that the females' lower intermediate scores did not improve through GC (79 and 79.1%), i.e. it was the male lower intermediates who displayed progress. In the intermediate subgroup, the opposite transpired; it was the males who made no progress, whereas the females gained all the success. At the upper intermediate level, progress through GC was made by both genders.

Accordingly, as in Table 4, a one-way ANOVA for the post-test scores shows a significant difference of 0.028 ( $< 0.05$ ) between language levels.

**Table 4: One-way ANOVA for the post-test scores**

		Sum of Squares	df	Mean Square	F	Sig.
Post-test	Between Groups	612.090	2	306.045	3.670	.028
	Within Groups	10757.205	129	83.389		
	Total	11369.295	131			

## 4.2 Questionnaire results

122 students out of 132 responded to the questionnaire giving a response rate of 92%. The male respondents were 53.1% compared with 46.9% females. The questionnaire was divided into four sections and sought to uncover students' attitudes to GC, its ease of use as an online platform for English language learning, learner-learner collaboration, and learner-teacher communication. Open-ended questions were used to obtain answers on the obstacles faced during the GC intervention.

## 4.3 GC learner attitude

As Table 5 illustrates, the mean attitude of the students questionnaire sample (n=122) toward GC, measured by the first section of the questionnaire, reflects a reasonable positive attitude of 2.82 which is at the high end of the Agree subscale (2-2.99). This can be explained by the corresponding Likert-scale values which represent the revised values according to direction of each item from 1 to 4 (positive or negative). The small standard deviation value (0.33) further indicates closeness of opinion across the sample.

The mean GC attitude reflects insignificant difference between students language levels (Table 6) though the upper intermediate attitude level showed a higher 2.84 mean attitude compared with 2.81 for the intermediates and 2.79 for the lower intermediates.

**Table 5: Mean GC learner attitude**

N	Valid	122
	Missing	4
Mean		<b>2.8156</b>
Std. Deviation		.32764

**Table 6: Mean GC learner attitude and language level**

Language level	Mean	N	Std. Deviation
Lower intermediate	2.7969	32	.36841
Intermediate	2.8116	23	.28562
Upper intermediate	2.8433	67	.32937
Total	2.8251	122	.33046

The same was also the case with respect to gender. Male and female students showed indifference with respect to GC attitude.

**Table 7: Mean GC learner attitude and gender**

Student gender	Mean	N	Std. Deviation
Male	2.8060	61	.34181
Female	2.8443	61	.32040
Total	2.8251	122	.33046

## 4.4 GC ease of use

With respect to section two of the questionnaire on the GC perceived ease of use, the mean value is slightly higher at 2.87, also with a small dispersion across the sample (s.d= 0.42).



**Table 8: Mean GC ease of use**

N	Valid	122
	Missing	4
Mean		<b>2.8743</b>
Std. Deviation		.41787

#### 4.5 GC learner-learner collaboration

Similarly, as Table 9 shows, the mean response to GC learner-learner collaboration as viewed by the student sample was calculated at 2.63. Though this figure is to some extent less than that for the GC attitude, it is nonetheless slightly positive.

**Table 9: Mean GC learner-learner collaboration**

N	Valid	122
	Missing	4
Mean		<b>2.6393</b>
Std. Deviation		.41348

#### 4.6

#### 4.7 GC learner-teacher communication

Table 10 reflects the mean score for the perceived learner-teacher communication during the GC intervention. The students here showed a comparatively higher (2.9) positive attitude than in the previous means corresponding to the three other sections of the questionnaire.

**Table 10: Mean GC learner-teacher communication**

N	Valid	122
	Missing	4
Mean		<b>2.8989</b>
Std. Deviation		.39947

In all, as the one-way ANOVA in Table 11 reveals, no significant differences in the mean scores appear between the students' language levels with respect to the four questionnaire themes; GC learner attitude, ease of use, learner-learner collaboration, or learner-teacher communication.

**Table 11: One way ANOVA for GC means regarding language level**

		Sum of Squares	df	Mean Square	F	Sig.
Mean GC learner attitude	Between Groups	.052	2	.026	.234	.791
	Within Groups	13.162	119	.111		
	Total	13.214	121			
Mean GC ease of use by learners	Between Groups	.023	2	.012	.067	.935
	Within Groups	20.663	119	.174		
	Total	20.687	121			
Mean GC learner-learner collaboration	Between Groups	.023	2	.012	.067	.935
	Within Groups	20.663	119	.174		

	Total	20.687	121			
Mean GC learner-teacher communication	Between Groups	.026	2	.013	.080	.924
	Within Groups	19.283	119	.162		
	Total	19.309	121			

A comparable non-significant result is also obtained with respect to gender, i.e. the sample male and female students hold.

**Table 12: One way ANOVA for GC means regarding gender**

		Sum of Squares	df	Mean Square	F	Sig.
Mean GC learner attitude	Between Groups	.045	1	.045	.407	.525
	Within Groups	13.169	120	.110		
	Total	13.214	121			
Mean GC ease of use by learners	Between Groups	.091	1	.091	.531	.468
	Within Groups	20.596	120	.172		
	Total	20.687	121			
Mean GC learner-learner collaboration	Between Groups	.091	1	.091	.531	.468
	Within Groups	20.596	120	.172		
	Total	20.687	121			
Mean GC learner-teacher communication	Between Groups	.263	1	.263	1.658	.200
	Within Groups	19.046	120	.159		
	Total	19.309	121			

## Conclusion

This study examined the impact of Google Classroom (GC) on oversized, mixed-ability, mixed-gender adult classes learning English for General Purposes (EGP) at the University of Tripoli. The findings indicate that GC significantly enhanced student engagement and learning outcomes, as reflected in the improved post-test scores compared to traditional face-to-face instruction. Students' attitudes toward GC were generally positive, appreciating its ease of use, flexibility, and the opportunity for asynchronous learning tailored to their skill levels. However, challenges were noted, including technical issues such as unreliable internet access, power outages, and difficulties with digital literacy, particularly during the initial phase of implementation.

The significance of this research lies in highlighting GC as a suitable tool for addressing the educational needs of large, diverse classes in under-resourced settings. By fostering individualized learning experiences within a collaborative online environment, GC can support improved language acquisition and engagement among adult learners in higher education.

## Limitations and Recommendations for Future Research

While this study provides important insights into the potential benefits of Google Classroom in oversized, mixed-ability EGP classes, several limitations should be noted. First, the study relied primarily on quantitative methods, including statistical comparisons of achievement scores and Likert-scale survey responses. These methods are useful but do not capture the full complexity of

students' attitudes, motivation, or the psychological and social factors influencing their learning experiences. Future research would benefit from incorporating qualitative tools such as interviews, focus groups, or reflective journals to explore learner perspectives more deeply. Additionally, the researchers faced considerable challenges such as the large number of students and mixed level classes also the Corona-virus outbreak therefore, the study used overall achievement scores as the main indicator of success without directly assessing specific language skills such as speaking fluency, grammatical accuracy, or writing proficiency. Employing more targeted skill-based assessments and sample analyses would provide a clearer picture of students' linguistic development and the quality of learning outcomes. These insights suggest that Libyan universities and other similar institutions can benefit from integrating GC or similar LMS platforms to enhance learning outcomes, especially in contexts where in-person instruction is limited. Future studies might further explore long-term impacts, student-teacher interactions, and strategies for overcoming technical barriers to optimize online learning experiences.

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## Appendix A

### Post-intervention students' questionnaire

Dear student,

This questionnaire is anonymous; you do not have to put your name. The questions are about your learning experience and the difficulties you faced while learning English through Google Classroom, and how different this been compared with traditional learning. Please click the response you think best represents your opinion. The response options are Strongly Agree; Agree; Disagree; Strongly Disagree. There are no right or wrong answers; it is your view that matters. Thank you for taking part in the course and the questionnaire.

#### Personal information

Gender: ☐ Male ☐ Female

Language level: ☐ Lower intermediate ☐ Intermediate ☐ Upper intermediate

No.	Item	SA	A	D	SD
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#### Section 1: Learner attitude

1	I like using GC anytime anywhere				
2	I prefer traditional f2f learning				
3	I believe GC is more effective for learning				
4	I prefer to get help from peers f2f				
5	I felt motivated to learn in GC				
6	Remote learning through GC is boring for me				

#### Section 2: Ease of use

7	GC was difficult to use				
8	GC encouraged me to complete the tasks on time				
9	GC gave me more chances to learn				
10	I could always catch up with learning easier on GC				
11	I learnt easier in GC				
12	Following the material on GC was easy				

#### Section 3: Learner-learner collaboration

13	I prefer to talk orally with my classmates				
14	I enjoyed chatting with my classmates better on GC				
15	I couldn't get help from peers when I wanted				
16	I shared ideas with classmates better on GC				
17	It was good to Google Chat with friends to discuss issues				
18	Communicating through text messages on GC was time consuming				

#### Section 4: Learner-teacher communication

19	The teacher's physical presence is more effective				
20	The teacher's GC instructions were clear				
21	I could communicate with the teacher anytime on GC				
22	I couldn't always explain my problem to the teacher on GC				
23	The teacher encouraged us to participate in GC tasks				
24	The teacher was helpful in answering my queries on GC				