



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

**“TEACHERS AND STUDENTS’ EXPERIENCES ABOUT THE USE OF GOOGLE
CLASSROOM FOCUSED ON ONLINE TEACHING AND LEARNING”**

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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**PUJILÍ - ECUADOR
MARCH 2022**

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "Teachers and students' experiences about the use of Google Classroom focused on online teaching and learning", and researched by Sandoval Carrera Cristian Alejandro 1726749185; Tello Chancusig Alex Paul 0503423808, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022

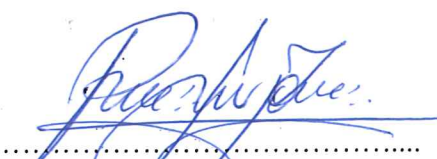


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COMMITTEE APPROVAL

The research report entitled "Teachers and students' experiences about the use of Google Classroom focused on online teaching and learning.", has been revised, approved, and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.


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GRATEFULNESS

We express our deepest gratitude to God for giving us our existence. Also, we thank our families and friends for providing us their unconditional support for the achievement of our goals. And finally, we extend our sincere gratefulness to our teachers for sharing us their knowledge and promoting values throughout our lives.

Cristian Sandoval

Alex Tello

DEDICATION

I dedicate this research to my parents for guiding me with their sage advices that oriented me along the best path throughout my life. to my brothers for supporting me in any way possible to achieve my goals, especially to my sister Geovanna for being my confident and for her accompaniment throughout my youth until today.

Cristian Sandoval

DEDICATION

I appreciate my parents for their love, work and sacrifice during all these years, thanks to you I have been able to get here and become who I am.

My siblings for being always present, accompanying me and for the moral support that they gave me throughout this stage of my life.

Alex Tello

TECHNICAL UNIVERSITY OF COTOPAXI
PUJILÍ CAMPUS
NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

THEME: Teachers and students' experiences about the use of Google Classroom focused on online teaching and learning.

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ABSTRACT.

Google Classroom is a platform created by Google Company for the educational sector. Its purpose is to allow the educational community to manage the online classroom. Its strength is its ease of use. In addition, it is available for any technological device and only requires a Google account. This research project aimed to examine the teachers and students' experiences about the use of Google Classroom in online teaching and learning in the Technical University of Cotopaxi, Major in Pedagogy of National and Foreign Languages (English) at the period April 2021 - February 2022. In this sense, the research problem identified was related to Google Classroom focused on online teaching and learning, connectivity, the lack of technological devices for virtual modality that impede teachers and students to develop their academic activities effectively. The participants were twenty-one students and six teachers of the Technical University of Cotopaxi. The quanti-quali research was conducted with the exploratory, diagnostic and descriptive approaches. The data collected were gathered through semi-structured interviews and surveys. The data analysis was divided into 5 categories from interviews and 20 closed questions from the survey that represent the participants' experiences using Google Classroom. The main results showed agreement among teachers and students regarding this platform as having more advantages than disadvantages. Its contribution is that education was not totally affected by the pandemic because of the implementation of the virtual modality, benefiting students, teachers, and parents. In effect, this helped the economy of families not to decrease significantly in the function of the expenses in the educational field. Therefore, it is evident that Google Classroom is a useful platform for online teaching and learning, only if the user has all the necessary tools and masters them correctly.

Keywords: Google Classroom, Online education, Teaching and Learning.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

TÍTULO: Experiencias de docentes y estudiantes sobre el uso de Google Classroom centrado en la enseñanza y el aprendizaje en línea.

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RESUMEN.

“Google Classroom” es una plataforma creada por la multinacional Google para el sector educativo. Su propósito es permitir a la comunidad educativa gestionar el aula en línea. Su fortaleza es su fácil manejo. Además, está disponible para cualquier dispositivo tecnológico y sólo se requiere tener una cuenta Google. Este proyecto de investigación tuvo como objetivo examinar las experiencias de los docentes y estudiantes acerca del uso de “Google Classroom” en la enseñanza y aprendizaje en línea en la Universidad Técnica de Cotopaxi, carrera de Pedagogía de Idiomas Nacionales y Extranjeros (Inglés) en el periodo Abril 2021 – Febrero 2022. En este sentido, el problema de investigación identificado estuvo relacionado a “Google Classroom” centrado en la enseñanza y aprendizaje en línea, la conectividad, la carencia de dispositivos tecnológicos para la modalidad virtual que impiden a los docentes y estudiantes desarrollar sus actividades académicas de manera efectiva. Los participantes fueron veintiún estudiantes y seis profesores de la Universidad Técnica de Cotopaxi. Se llevó a cabo la investigación cuanti-cualitativa con los enfoques exploratorio, diagnóstico, y descriptivo. Los datos recolectados se obtuvieron a través de entrevistas semiestructuradas y encuestas. El análisis de los datos de la entrevista se dividió en 5 categorías y 20 preguntas cerradas de la encuesta que representan las experiencias de los participantes utilizando “Google Classroom”. Los principales resultados mostraron coincidencia entre maestros y estudiantes en cuanto a que esta plataforma tiene más ventajas que desventajas. Su aporte es que la educación no se vio totalmente afectada por la pandemia debido a la implementación de la modalidad virtual, beneficiando a estudiantes, docentes, y padres de familia. En efecto, esto ayudó a que la economía de las familias no disminuyera significativamente en función de los gastos en el ámbito educativo. Por lo tanto, se evidencia que “Google Classroom” es una plataforma útil para la enseñanza y el aprendizaje en línea, siempre y cuando el usuario cuente con todas las herramientas necesarias y las domine correctamente.

Palabras claves: Educación en línea, Enseñanza y aprendizaje, Google Classroom.

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1. GENERAL INFORMATION

Theme:

Teachers and students' experiences about the use of Google Classroom focused on online teaching and learning.

Starting Date:

March 2021

Ending Date:

March 2022

Place of Research:

Technical University of Cotopaxi Pujilí extension

Sponsoring Faculty:

Pujilí Campus

Sponsoring career:

National and Foreign Language Pedagogy

Linked Research Project (Macro project of the career):

Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the Cotopaxi province.

Research Group:

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Knowledge area:

Education

Research line:

Education, communication and design for human and social development.

Research line of the career:

Innovation in the English language teaching and learning as a foreign language.

Keywords:

Google Classroom, Online education, Teaching and Learning.

2. PROBLEM STATEMENT

The India Today Web Desk (IT, 2021) states when the COVID 19 pandemic appeared for the first time, it caused the suspension of academic activities in the education sector until new instructions, which caused delays in students' learning. So, educational institutions switched to online education to avoid additional delays. In addition, Reimers et al. (2020) add that in various parts of the world, different authorities of public and private institutions have implemented different methods to ensure that educational activities are not interrupted by the pandemic, and work continues in the study centers adapting them to achieve effective work by offering alternative learning methods because a percentage of students do not have access to the Internet or technological devices to continue their studies. In effect, the India Today Web Desk (2021) mentions that initially, many people did not have enough knowledge about the management of technological devices and digital platforms. This forced students to wait for instructions from their teachers and the authorities and governments through the communication media.

The situation of the pandemic has caused a considerable delay in education, so it has been transformed due to the needs of institutions, authorities, teachers, and students worldwide, that is why it has been obtained by online education, implementing virtual classrooms and the use of different digital platforms, teachers, and students around the world that is why it has been obtained by online education implemented virtual classrooms and the use of different digital platforms however not everything has been solved there are still different areas to solve if people want to have a virtual education of excellence among these is the lack of technological devices and internet connection existing instability in most cases that is why certain aspects must be improved for this modality to become a reliable and quality solution. In the beginning, society did not know how to implement the technologies to continue with academic activities. Students depended on their teachers, they depended on the institutional authorities, and they depended on the governments, which caused confusion for students and parents about the use of technological tools and digital platforms.

In the words of the digital publishing platform Harman, M (2021) digital platforms are management systems in a specific field. In education, they are defined as virtual classroom management systems that allow studying without the need to leave home. In addition,

Okmawati, (2020) adds during the course of the pandemic of covid 19 there have been different technological tools that have allowed the interaction between teachers and students, and among them, the use of apps such as Whatsapp used to send information to students, Zoom to teach classes, digital platforms such as Edmodo and Google Classroom, the last one has taken great popularity in relation to online education, so this digital platform has become a tool during this time of the pandemic.

In this sense, it can be argued that digital platforms are complete systems that are part of the transformation of the educational sector. With the arrival of the pandemic, these tools became very useful around the world to continue with academic activities without the need to go to educational institutions.

According to the United Nations Educational, Scientific and Cultural Organization UNESCO, (2021) the pandemic caused more than 1500 million students globally to fall victim to the closure of educational institutions. As a result, online education has grown significantly to enable students to continue their academic activities from home. That is why Google Classroom became famous around the world to help teachers and students to fulfill their respective roles. However, the World Economic Forum WEF, (2020) states that not all students have access to the internet and technological devices to receive their classes online.

So, it can be said that Google Classroom has its fame mainly thanks to the pandemic. However, it also showed that the Internet is more than a necessity, it is a way of life because many students worldwide deserted their academic activities due to the lack of technological devices, as well as internet services.

In the words of the United Nations Children's Fund UNICEF, (2020) One of the limitations of digital platforms such as the Google Classroom in Latin America is the difficulty of access to children and adolescents living in places where there is unstable connectivity, or in vulnerable households without electronic devices or Internet access. In response to this, Latin American regions such as Cuba, Dominican Republic, Haiti, Honduras, Panama, and Venezuela have implemented various strategies such as the use of social networks, in addition to other media such as television and radio. Others, nations such as Brazil and Guatemala, have achieved

massive distribution of printed material with radio and television broadcasting in areas where they do not have internet services.

Also, UNICEF (2020) adds virtual education relies on strategies that do not serve all students equally, as they depend on access to unequally distributed resources for studying at home, such as Internet connection, electronic devices, space, and parental support.

This means that in most countries in Latin America the use of digital platforms such as Google Classroom in the teaching and learning process has had a great reception however, some similar drawbacks are reflected in several countries such as the lack of technological devices, the unstable connectivity in distant places as well as the constant supervision of the teacher in the development of student activities.

In Ecuador, the Consejo de Educación Superior CES (2020) by its acronym in Spanish Council of Higher Education in its art. 4 of the Transitory Regulations for the Development of Academic Activities in Higher Education Institutions, stated that these could change the study modality to continue with the educational process. In the case of majors that could not follow this change, the higher education institutions had to present their own alternatives to fulfill the study plan. Prado et al. (2020) mentioned that public institutions in Ecuador lack educational platforms where school and home activities can be combined, in addition to the barriers faced by teachers in terms of knowledge of the use of technological tools to develop in this context or to carry out distance education. However, Gómez (2020) contrasts there are enough technological devices, but the lack of knowledge of teachers is trouble in obtaining the best benefits from these tools.

Therefore, it can be argued that in Ecuador, the Education Council established different modalities of study according to the needs of each academic institution, solving the different inconveniences that appeared in order to cover and achieve the process of teaching and learning in an effective form, thus achieving the resumption of academic activities in a safe way. However, citizens were not prepared to face the change of educational modality due to the absence of the platforms of the educational institutions, technological devices, and the knowledge of their functioning such as; turning on the camera or microphone, uploading an assignment, finding the material given by the teacher, recording classes, presenting the screen,

setting up the audio and video, etc. In contrast to a certain part of Gómez's statement, it is true in the urban sector, but not in the rural sector because some basic services do not exist.

CES (2020) in its art. 5 of the Transitory Regulations for the Development of Academic Activities in Higher Education Institutions, mentioned that these institutions can adjust the activities of their study plans to the virtual modality by means of technological tools, digital platforms, social networks, media, etc. And they must guarantee that these technological resources are available to all their students. According to the Technical University of Cotopaxi UTC (2020), the pandemic has forced many students and teachers to look for alternatives to continue the teaching and learning process due to the drastic change of modality. In this sense, it has obliged the educational community to learn and become accustomed to using technological tools as soon as possible in order to continue with their academic preparation. One of them is Google Classroom. The Technical University of Cotopaxi mentions:

In order to develop quality online education, it is necessary to have a teaching staff that has digital competencies and skills (...) that allow them to acquire the necessary skills to effectively use Internet resources and apply them in the teaching-learning process.

In this sense, in order to fulfill art. 5 of the CES transitional regulation, UTC signed an agreement with the National Telecommunications Corporation, CNT, to provide internet to students who did not have this service. And for those who did not have technological devices, UTC provided them with computers from its computer labs, thus guaranteeing access to education to all students. In this sense, what conducted the researchers to state the problem, were the testimonies of UTC 8th semester students during the first weeks of using Google Classroom. For this reason, the institution recognizes the lack of knowledge about the functionality of technological tools, as well as digital platforms such as Google Classroom, and highlights the need of its staff to be able to master these technologies in order to guarantee quality education. Faced with this situation, the following research question is formulated.

What is the degree of effectiveness of Google Classroom in online education?

3. OBJECTIVES

General Objective.

To examine the teachers and students' experiences about the use of Google Classroom in online teaching and learning at UTC major in Pedagogy of National and Foreign Languages (English) at the period April 2021- March 2022.

Specific Objectives.

- To determine the theoretical basis for addressing the research topic.
- To diagnose the reality about the teachers and students' criteria in the use of Google Classroom in the online teaching-learning process.
- To establish conclusions and recommendations about the teachers and students' experiences in the use of Google Classroom in the online teaching-learning process.

4. ACTIVITIES AND TASKS SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
To determine the theoretical basis for addressing the research topic.	Doing bibliographical review about the different topics related to this research.	Theoretical framework
To diagnose the reality about the teachers and students' criteria in the use of Google Classroom in the online teaching-learning process.	Gathering data about the teachers and students' criteria about the use of Google Classroom in online teaching.	References Survey Interview Analysis and Discussion of results
To establish conclusions and recommendations about the teachers and students' experiences in the use of Google Classroom in the online teaching-learning process.	Interpreting the results obtained from the different participants.	Conclusions

5. JUSTIFICATION

The pandemic affected several fields in its development. One of them was education because the academic modality was modified. This was unexpected, so teachers and students were not in adequate conditions for online education. Based on that, the Comité de Operaciones de Emergencia COE (2020) by its acronym in Spanish Emergency Operations Committee in its resolution of the date March 15, 2020 subsection 10 ordered the suspension of classes in all educational institutions nationwide, work from home for the entire educational community, and the presentation of plans adapted to online education until new resolutions. In effect, Google Classroom platform appears as an alternative. The contribution of this research project is that students and teachers will know about the use of Google Classroom, as well as its derived apps for better performance in the virtual modality, because the Technical University of Cotopaxi uses this Google platform for academic activities. In this sense, it benefits students, teachers, institutional authorities, and parents because the academic processes were not interrupted in its entirety. Thus, the problems regarding online education are evidenced. In this way, the research is useful because it will be key for the development of another research because the virtual modality will continue working. Therefore, the beneficiaries are students, teachers, institutional authorities, and parents, preventing additional expenses in terms of rent, food, transportation, etc.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

Previous research done by Susetyo, A, and Sumarni (2019) researched the teachers' experiences about Google as a learning media. Seven high school teachers in Tangerang Selatan, Indonesia, had integrated Google Classroom into their teaching during a year. The researchers designed the qualitative research with the interview technique to record the results which showed that teachers use it as a tool for managing student assignments, organization of the virtual classroom, and student interaction. Therefore, they positively concluded that this virtual classroom contributes to the learning processes because it promotes cooperative learning, reduces problems, reorganizes students' documents, and helps to save time.

The next research was carried out by Morquin (2016) It is called Teachers' perceptions regarding the use of Google Classroom and Google Docs and their impact on student engagement to investigate teachers' perceptions in using Google Classroom and Google Docs and the impact on student engagement. The participants were six high school teachers, three men, and three women. A qualitative exploratory study was done, in which an interview was carried out. The main findings showed that there are school districts with information to help them in the decision-making process to implement Google Apps for Education (GAFE) and Google Classroom as a cloud-based learning environment to achieve the ISTE standards. Based on this, they concluded that all advantages and disadvantages collected from teachers' perceptions agree that Google Apps for Education promotes engagement, responsibility, flexibility in the classroom, empowerment via creativity, and time efficiency.

In addition, Islam (2018) administered research titled Bangladeshi university students' perception about Google Classroom for teaching English to look for challenges that students face when using Google Classroom to search for English. Sixty students from Daffodil International University were the participants. A qualitative approach in which an electronic survey was created to collect and compare responses. The results showed some technical problems that could be eradicated by Google to make Google Classroom easier to use. The author concluded that students suggested that adequate instruction on the use of Google Classroom can improve their performance and their visit result is successful learning.

Another research is from Khalil (2018) that is titled EFL Students' Perceptions towards Using Google Docs and Google Classroom as Online Collaborative Tools in Learning Grammar to comprehend the effectiveness of these applications. Six Palestinian English language learners, 4 females and 4 males aged 16-40 years were the participants of this investigation. A quantitative approach was carried out during which pre and post-questionnaires were applied, as well as a semi-structured interview. The most important findings showed that Google applications promote collaborative learning as long as there is feedback and quick access to materials. Therefore, it is concluded that by using Google apps for learning "grammar, students were able to learn and receive feedback on their grammar skills.

To continue, Shampa (2016) carried out research titled Google Classroom: What works and how? in order to inform the global view of Google classroom adopted in the different classes. Teachers and students of Daffodil International University were the participants in this investigation. Its approach is qualitative because non-statistical data were collected through techniques such as observations and interviews. The main findings showed that all teachers use Google Classroom. Among the student participants, 18 agree that Google Classroom is effective and user-friendly. Therefore, the researcher concluded that teachers must be very welcoming of any new technology to ensure the best learning in the classroom.

Finally, Muslimah (2018) carried out research called A survey on the use of Google Classroom in the English language education department of the Islamic University of Indonesia to identify students' responses on the use of Google Classroom in the Department of English Language Teaching at the Islamic University of Indonesia. The participants were 190 students from the Department of English Language Teaching from the promotion 2014, 2015, 2016, and 2017. A quantitative approach was carried out by using a questionnaire as an instrument to collect data. The main results showed that students feel that Google Classroom is useful and they are satisfied with Google Classroom as an online learning tool. Based on that, the author concluded Google Classroom is useful and helpful to students and they are satisfied with Google Classroom.

Most of the findings suggest that Google Classroom is a very effective technological tool that helps teachers as well as students to develop their academic activities in an organized way without the need to leave their homes. (Susetyo and Sumarni, 2019., Morquin 2016., Islam

2018., Khalil 2018., Shampa 2016., Muslimah 2018).

6.2 Theoretical framework

Education

In the words of Naziev (2017) described that education is a social development through a transmission of experiences that goes from generation to generation. In effect Muhammad (2016) argues that the education is a formal and informal process that consists as much of learning as knowledge, because informal education takes place in the families' homes, while formal education occurs in educational institutions.

In this sense, education is a way of life that consists of teaching and learning from experiences through information transmitted among generations. Thus, education is a process in which the human being is in constant learning from childhood to the last years of life because the information he or she receives is transformed into knowledge.

English Teaching

Roters (2004) mentions that one of the main factors why people decide to learn English is because it is the universal language, and therefore they take advantage of a need that is not only covered when working, but when they are on vacation abroad, they know that it is a language that communicates and broadens horizons. Thus, the need to learn English for job placement has always been one of the main reasons why most people have ventured to learn another language. Thus, learning English provides better training and, therefore, access to better jobs or even internal promotion due to greater resources. It also offers an approach to new cultures, totally different lifestyles, and other ways of thinking while providing an opportunity to meet other interesting people and even a point of view that you did not have before, with the repercussions that this entails when facing decisions. Nordquist (2020) agrees that the English language is an international language to the point that all around the world educational institutions teach it as a foreign language, as well as use it in tourism, business, etc.

As it can be noted, English is a global language that has facilitated a lot of activities in several fields, among them education. In this sector, some educational institutions include it as an

optional subject, while most make it a mandatory subject. Thanks to this, many people, companies, and organizations can exchange ideas regardless of their country of origin, additionally progress in science and technology, have more job opportunities than usual, as well as explore different places around the world.

Teaching methods

Grammar-translation method

According to Hago (2020) described the grammatical method is a teaching method focused on the use of different grammatical rules in order to sequence in a logical way to produce formal texts. In addition Kong (2011) adds that the purpose of this method is to learn languages by memorizing their grammar and vocabulary in order to understand the meaning of the target language words and thus develop reading as well as writing skills.

This means that this method focuses on reading and writing skills instead of speaking and listening, which means that it does not matter if the student makes mistakes in pronunciation, the objective is to master the grammar perfectly in order to interpret the target language correctly. Therefore, the grammar-translation method is useful for elementary and middle school students because it helps them to improve their level of grammar.

Direct method

According to Mart (2013) described the direct method focused on using phrases or words from everyday life by formulating different questions and answers aiming at fluent communication between the speakers. Additionally, Batool et al. (2017) mention that the direct method is a way of teaching that consists of connecting directly with the target language without translating, thus associating the meaning of words through communication, action, and demonstration, using words already known by the students.

In this sense, the direct method is partially the opposite of grammar-translation because it focuses on pronunciation and listening instead of reading and writing. In addition, it prohibits translation into the mother tongue. In this case, the teacher must have extensive knowledge about the environment and the reality of his students.

Audio-lingual method

Nurhayati et al. (2016) describes the audio-lingual teaching method as a method focused on constant repetition with the main objective of developing learners towards the target language in an effective way. Suryani (2012) adds that the audiolingual method forces students to use the target language through communicative skills such as listening and speaking, using dialogues based on real situations to first repeat them, then modify them, and later create a new dialogue from a model.

In this sense, it can be said that the audiolingual method also focuses on pronunciation and fluency because it uses dialogues to improve communicative skills through repetition, until the student masters the oral part of the language. With the help of technology, it is easier to obtain audios produced by native speakers of the target language.

Suggestopedia

Bahodirova, K. (2018). describes the suggestopedia method as the one that develops through the acquisition of the target language by relating it to the social environment so that the learners are able to acquire the knowledge. In addition, Lozanov (2005) highlights that the suggestopedia method is a way of teaching that uses suggestion, relaxation, decoration, comfort, and classical music to teach the target language through memorization.

In this sense, the suggestopedia method partially uses psychological aspects such as suggestion which is a form of manipulation to transmit knowledge. In language teaching, suggestopedia forces the student to learn through listening and speaking skills, while in a comfortable, decorated environment, thus achieving relaxation and mastery of the target language.

Total physical Response

Zaharatul (2020) TPR is a teaching method focused on commands and physical movements that avoids anxiety and stimulates learning through action. In addition, Sojuangon (2019) mentions that TPR is the most popular method focusing on developing different skills in students with special emphasis on communication skills through the use of body language and interpretation of linguistic cues.

In this sense, TPR is an effective method for all ages due to the ease of interaction within the teacher-student interaction. This means that the teacher provides the stimulus through the commands and the students provide the response through their body movements. In virtual education, this method has become more popular to reduce stress as well as to keep students active during the whole class.

Study modalities

Face-to-face modality

According to Ananga and Kofi Biney (2017) Face-to-face teaching is one of the most traditional teaching methods in which there are two roles for both the teacher and the student, with the former taking control and creating order within the classroom while the student learns, however, many of them lack fundamental information. In addition, The company Colleague SA (2017) defines the face-to-face modality as a traditional education where teachers and students meet daily in person in a physical classroom to carry out the teaching and learning process in real-time, as well as interactions among classmates.

So, it can be said that face-to-face education focuses on meeting personally with other students and teachers every day to interact in real-time and with several people at the same time. This is beneficial because it does not require the technologies in their entirety, as well as it allows them to coexist with other classmates. This reinforces the relationship of confidence between friends, preventing emotional stress, as well as anxiety.

Virtual modality

In the words of Shirota and Trafford (2011) Virtual modality is a form of distance education because it uses as many technological devices and tools as possible to carry out the teaching and learning process from home. It does not seek to replace face-to-face education, it only aims to provide comfort to both parties in order to avoid delays in education. Additionally, Sadiku et al. (2018) mention that online modality is nowadays very fundamental because it offers different benefits such as saving time and money making this modality useful for both parties offering flexibility and cost-effectiveness.

In this sense, the virtual modality is a digital education because it is provided through technological devices and digital platforms. This means that teachers and students can interact through these technological tools regardless of place or time as long as users have enough technological resources, have connectivity to Internet services, and know how to manage them properly.

Blended learning

Eastman (2015) recognizes blended learning as a combination of face-to-face and virtual modalities, which implies the adaptation of teaching methods and the integration of technological resources to break down barriers such as time, economy, place, and the learning pace of each student. In addition, Hrastinski (2019) defines blended learning as a variety of different methods focused on blended learning through a mix of face-to-face and individual coaching, including technology-related strategies and approaches.

Therefore, it can be argued that blended learning is a mixed education that seeks convenience and flexibility for the academic training of students who cannot fully access the face-to-face modality. This allows the student to prepare in a more adaptable way to their educational needs and gives the teacher more time for other activities either inside or outside the educational environment.

Asynchronous and synchronous virtual education

Asynchronous virtual education

The publishing association EDUCAUSE (2008) mentions that asynchronous virtual education is a sub-modality that takes place at different times and places without the need for a video call or live chat, which allows both parties to fulfill other commitments outside the educational environment and contributes to the working relationships between teachers and students. In addition, Rigo and Mikuš (2021) mention that asynchronous learning is very different because the education is not done in real-time but according to the teacher's schedule, so the material used for this type of education are video recordings and homework to complete, and both parties have access to the material, but must comply with the established deadlines.

In this sense, asynchronous education that can be given at any time without any inconvenience without the need to meet in real-time, this attributes an effective educational environment for people who do not require a lot of time, sometimes using materials such as class recordings or tasks to complete having a versatility accommodating the needs of each one.

Synchronous virtual education

According to EDUCAUSE (2008) synchronous virtual education is another sub-modality, but this time it happens in real-time because it requires videoconferencing and lives chats, which allows both parties to share their ideas to analyze them at that moment and develop activities faster than in the asynchronous sub-modality. In addition, Rigo and Mikuš (2021) state that synchronous virtual education is an education in real-time referring to constant interaction, and at the moment the most frequent methods to carry out this education can be through videoconferencing or teleconferencing the advantage of this education is the constant participation and depth in the topics to be covered.

In this sense, it can be mentioned that synchronous virtual education is a pedagogical process that happens in real-time without interruptions because the teacher and the student need to interact live under previously coordinated schedules. In this way, the teacher can supervise the activities and work of his or her students, as well as test them to evaluate their knowledge acquired during the whole class.

Digital platforms

Decuyper et al. (2021) defines digital platforms as a programmable architecture that allows interaction between users, organizations, companies, public entities, etc. for the collection and processing of data for different purposes.

Watts (2020) mentions that:

Digital platforms take many different forms depending on the business model they employ and the specific purposes they seek to achieve. Examples of successful digital platforms are education platforms such as; EdApp is the most used system within online

education, it stands out for its versatility and it is also free and can be related to any type of private and corporate besides Google Classroom is one of the biggest bets in software development for its usefulness in online learning and also has different components such as Google Docs and Google Slides. On the other hand, Coursera is a platform that provides a worldwide level of capability also offering different degrees of specialization as well as the classes are taught by professors from the best universities. Another platform is Thinkific is in charge of providing help to anyone in their entrepreneurship and online educators. Finally, LinkedIn is a platform focused on technological fields where you can learn different courses as well as create your profile and look for a job related to the career you have studied.

Google Classroom

According to Khalil (2018) Google Classroom is a platform belonging to Google that works as a virtual classroom for online education. Also, Shampa (2016) adds that Google Classroom is one of the best educational platforms for the improvement of the educational process. Besides, Muslimah (2018) summarizes it as a technological tool that facilitates interaction between students and teachers. Therefore, Google Classroom can be highlighted as a school classroom, with the difference that it is virtual, which implies that this web platform can be used by any teacher as well as students wherever they are. The only thing needed is to have a Google account to enjoy the services of this platform. Once created, it facilitates students to develop their virtual activities in a simple and organized way.

Features of Google Classroom

According to Shampa (2016) the features of Google Classroom are; Reuse publications or assignments, publish new material, assignments, or exams, save files in Google Drive, attach links from other websites for educational purposes, and send emails to several or all students at the same time. In addition, Muslimah (2018) mentions this platform allows the student to download the material uploaded by the teacher to finish their homework according to their schedule, watch the recorded classes again to reinforce knowledge, and solve doubts in the comments section as long as the teacher allows it. Besides, Albashtawi and Bataineh (2020) argue that Google Classroom is an efficient and easily accessible platform, but presents new challenges for the education sector.

This means that the main characteristics of Google Classroom would be; Simple interface, synchronization with other Google tools for example Google Docs. Google Classroom allows the upload and download of any file format or URL, as long as it does not exceed 20MB of storage, through the calendar it notifies the student when he/she has pending assignments and the teacher when a student delivers the assignment either on time, late, or simply does not deliver, promotes interaction between teachers and students at any time, prevents plagiarism through the originality reports, etc. To enjoy all the features of this platform, the educational community must familiarize itself with its add-ons.

Add-ons on Google Classroom

These are other applications that also belong to Google, which are integrated and synchronized with Google Classroom as the central platform. Taking into account the educational context, these add-ons are; **Google Drive**, which Sonatta (2016) defines as a sophisticated storage system in which folders, as well as files, can be created and edited regarding their basic information or properties regardless of their format. The next add-on is **Google Meet**, which according to (CITR, n.d.) is a digital meeting room that can be accessed from an email link, or from a calendar event by previous invitation. The next app is **Google Docs**, which Sonatta (2016) defines as a word processor with similar features to Microsoft Word that shows aspects such as; the editing history of a document, editing suggestions, inclusion of tables of contents, font type, and size, etc. The next complement is **Google Sheets** which Sonatta (2016) defines as an app similar to Microsoft Excel where the user can do things like; organize their tasks in tabs, do mathematical operations quickly using equations, create and manage external hyperlinks for quick access to other platforms, etc. The next add-on is **Google Slides** which Sonatta (2016) defines as:

An application similar to Microsoft PowerPoint in which the user can create and edit slides, insert multimedia elements, templates, etc. using the app without the need for the internet. For this, the user must program his presentation by activating the offline mode to finally explain it to an audience.

The next digital tool is **Google Forms** which according to the University of Wisconsin (2020) it focuses on making different forms being very useful to collect information and distribute it

in an effective and simple way. Most people use it to run surveys because the answers can also be obtained in spreadsheets and keep them in the drive.

Gmail which in the words of Sonatta (2016) is:

One of the most used emails for various types of services having a large amount of storage allowing us to download several messages and at the same time synchronize on any technological device with only one condition that each of them must have an internet connection.

According to (BenQ Corporation, n.d.) “**Google Jamboard** is a very versatile application due to its constant collaboration with companies and educational centers. Also, within the latter field, teachers consider it as a very useful application because it has different items such as colored pencils, tables, and charts that are used by them to improve their teaching process. The last one is **Youtube**. According to Wattenhofer et al. (n.d.). It is a platform for the creation and consuming of multimedia content.

Google Classroom add-ons make this platform very versatile but above all makes it very useful either for the teacher or the student with different options such as; Google Docs where you can edit your document in real-time managing to save your process without losing any data a very required option for all is Google Forms with which you can make different surveys regardless of the place offering you an excel document with the results instantly, Google Meet has a facility to make video calls with interesting options such as screen sharing and to interact a very useful option especially for students is Google Slides which allow them to do work for their exhibitions where they can choose different topics and include video or images, another would be Google Jamboard which allows you to teach through a board including topics and solving exercises within this, Gmail with this mail to receive messages and send them you can also add videos file getting benefits. Google Drive allows us to store different types of information synchronizing various folders with different people giving access to any information if you wish. Finally, Youtube is a multimedia app that has a lot of educational information in videos, which allow the user to give feedback on what he/she learned in class, share the links to the videos with classmates or the teacher, create their own educational videos, etc.

7. METHODOLOGY

In order to obtain information that allows to establish conclusions from this research, the quanti-quali research, was implemented. That is why this research takes the exploratory, diagnostic and descriptive approaches due to the data processing technique for the interview. It was the bottom-up approach, which according to Creswell (2012/2012) It consists of qualitative researchers collecting data with previous preparation of instruments, transcribing literally, coding, and finally interpreting them from the researchers' words. While for the survey, descriptive statistics were used. In this sense, Rendón et al. (2016) mention that descriptive statistics is the branch of statistics that formulates recommendations on how to represent the information collected in tables, graphs or figures, etc. In addition, the descriptive method was chosen because the problem of Google Classroom in online education is described. Regarding the population, it was composed of 6 teachers and 21 students of 8th semester of UTC majoring in Pedagogy of National and Foreign Languages (English) at the period April 2021- March 2022. These participants were selected due to their long trajectory in the management of digital platforms such as Google Classroom. The instruments applied were the interview guide with 16 open-ended questions, which correspond to 5 categories, and the questionnaire with 20 closed questions, following the Likert scale.

8. ANALYSIS AND DISCUSSION OF RESULTS

8.1 Analysis and discussion of the surveys applied to 8th-semester students of UTC major in pedagogy of national and foreign languages (English)

Question 1: Students' age

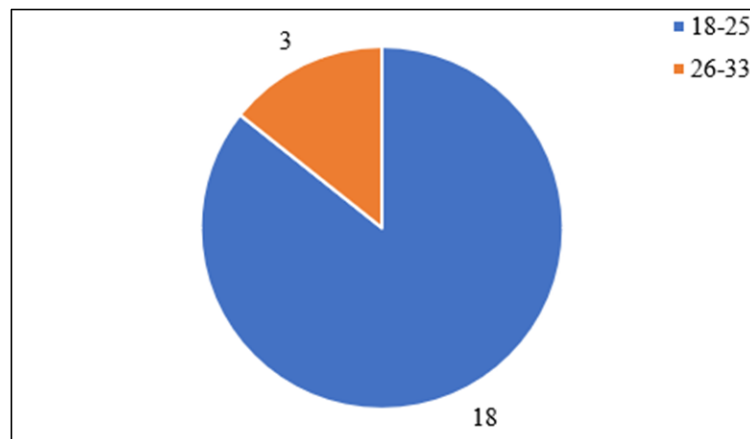
Table 1: Age

Ages	fi	f %
18-25	18	85,7
26-33	3	14,3
Total	21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 1: Age



Source: Surveys applied by the researchers

Analysis and interpretation.

In the 8th semester, 18 students, representing 85,7% of the population are between 18 and 25 years of age, while 3 students, representing 14,3% are between 26 and 33 years of age respectively. It means the majority of them are among 18 to 25 years. On the other hand, older students still have a desire to continue their higher education despite the existence of the pandemic.

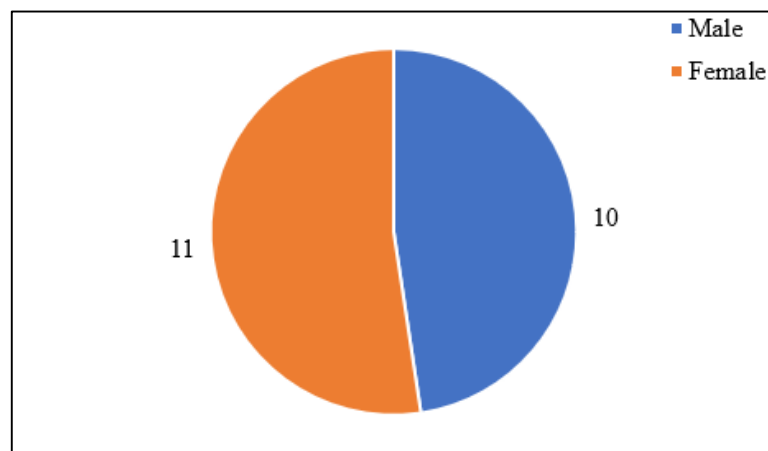
Question 2: Student's gender

Table 2: Gender

Gender	Number of students
Male	10
Female	11
Total	21

Source: Surveys applied by the researchers

Figure 2: Gender



Source: Surveys applied by the researchers

Analysis and interpretation.

Respect of the students' gender, 10 students, representing 48% are male, while 11 students representing 52% are female. So, it can be said there are more women than men. Thus, it is understood that the female gender is dominant in the 8th semester, which shows that as time goes by, women are becoming significantly emancipated.

Question 3: How much did you know about online education before the pandemic?

Table3: Online education before the pandemic

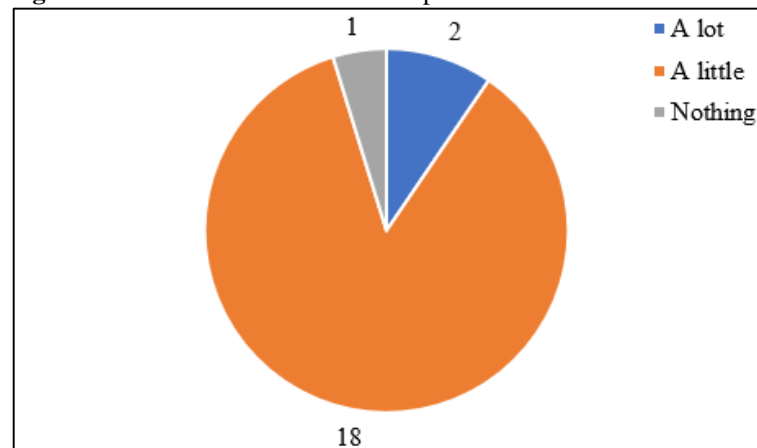
fi	f %
2	9,5
18	85,7
1	4,7
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students

(f%) = percentage

Figure 3: Online education before the pandemic



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding knowledge about online education before the pandemic, 2 students, representing 9,5% of the respondents answered that they knew a lot, 18 students, representing 85,7% replied that they knew a little, while 1 student, representing 4,7% indicated that he or she knew nothing about this modality. This means most of them knew a little about the online education before the pandemic. In this sense, it is confirmed that students commonly have enough basic knowledge to adapt to online education.

Question 4: How much do you know now about online education?

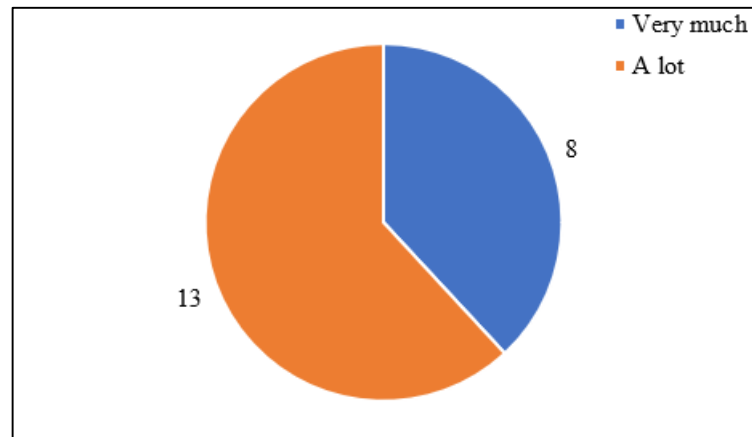
Table 4: Online education during the pandemic

fi	f %
8	38,1
13	61,9
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 4: Online education before the pandemic



Source: Surveys applied by the researchers

Analysis and interpretation.

In terms of knowledge about online education during the pandemic, 8 students, representing 38,1% indicated that they know too much, while 13 respondents, representing 61,9% responded that they know a lot. So, it can be mentioned the majority of them know a lot about online education during the pandemic in contrast to before. In this way, positive effects of the pandemic are evident. Among them, the English language learning through technologies.

Question 5: Which of these problems do you believe caused the most delays in education since the arrival of the pandemic?

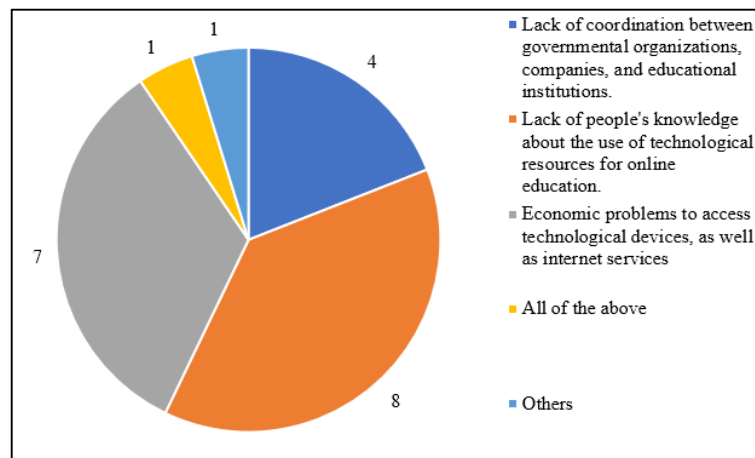
Table 5: Problems since the arrival of the pandemic

fi	f %
4	19
8	38,1
7	33,3
1	4,7
1	4,7
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 5: Problems since the arrival of the pandemic



Source: Surveys applied by the researchers

Analysis and interpretation.

Concerning the problems that have caused the most delays in education since the arrival of the pandemic, 4 students, representing 19%, answered that the lack of coordination between governmental organizations, companies, and educational institutions are the cause of delays. On the other hand, 8 students, representing 38,1%, responded that the cause is people's lack of knowledge about the use of technological resources for online education. On the other hand, 7 students, who represent 33,3% mentioned that it is due to economic problems to access

technological devices, as well as Internet services. While, 1 student, who represents 4,7% indicated that all the above mentioned problems are the causes, and 1 student, who represents 4,7% said that the causes are others. Therefore, it is demonstrated that the pandemic also had negative effects. Among them, the lack of knowledge regarding the use of technologies for online education.

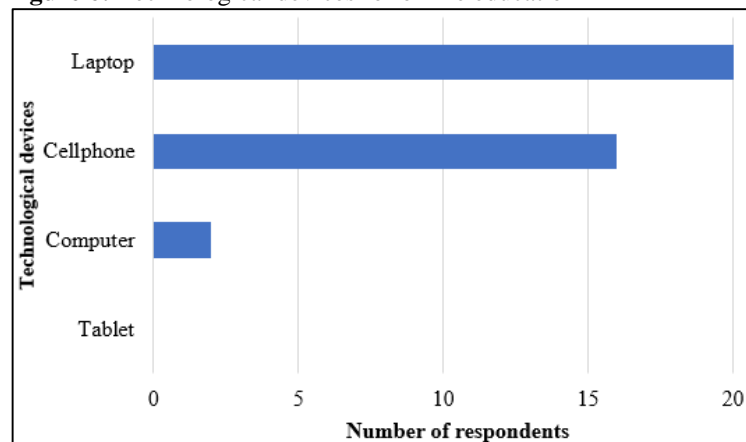
Question 6: Select the technological devices that you use for your academic preparation.

Table 6: Technological devices for online education

Technological devices	Number of students
Laptop	20
Cellphone	16
Computer	2
Total	21

Source: Surveys applied by the researchers

Figure 6: Technological devices for online education



Source: Surveys applied by the researchers

Analysis and interpretation.

Referring to the technological devices used for academic preparation, from the 21 students, 20 respondents answered that they connect from their laptop, 16 of them mentioned that they also connect from their cell phone, and only 2 replied that they connect from their computer. Therefore, it can be said most of the students join to virtual class from their laptops more than their cellphones and computers. This is because laptops have the same functionalities of a

desktop computer for fulfilling complex tasks, adding that they are easy to transport, while mobile phones are very useful when it only involves video calls and basic virtual activities.

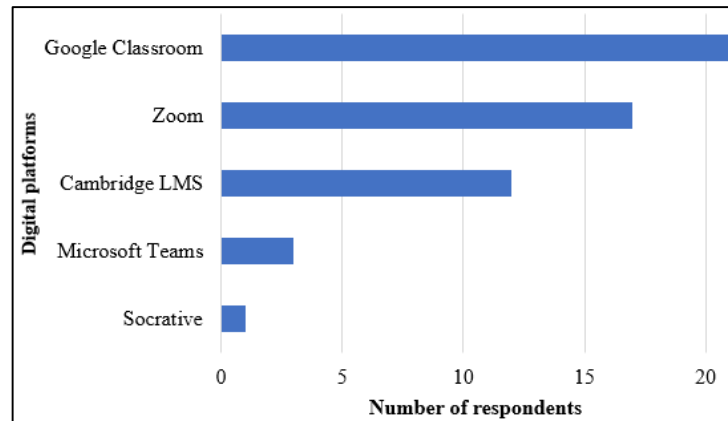
Question 7: Which of these digital platforms have you used most frequently?

Table 7: Digital platforms for online education

Digital platforms	Number of users
Google Classroom	21
Zoom	17
Cambridge LMS	12
Microsoft Teams	3
Socrative	1
Total	21

Source: Surveys applied by the researchers

Figure 7: Digital platforms for online education



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding the most frequent digital platforms, Google Classroom is the leader with 21 users. It is followed by Zoom with 17 users. After that is Cambridge LMS with 12 users. Next is Microsoft Teams with 3 users. And finally appears Socrative with 1 user. So, it can be noticed that Google Classroom is the most used platform for virtual classes. Thus, it is noticed the fame of Google Classroom in the users, this explains their preference towards the platform.

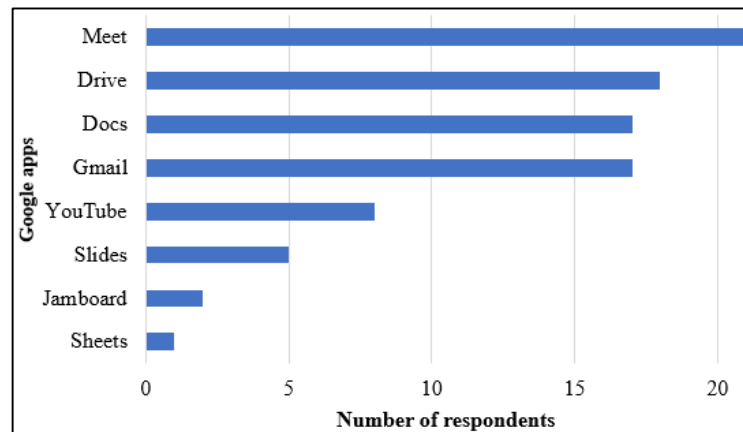
Question 8: Select the applications in Google Classroom that you use most frequently.

Table 8: Google add-ons for online education

Google apps	Number of consumers
Meet	21
Drive	18
Docs	17
Gmail	17
YouTube	8
Slides	5
Jamboard	2
Sheets	1
Total	21

Source: Surveys applied by the researchers

Figure 8: Google add-ons for online education



Source: Surveys applied by the researchers

Analysis and interpretation.

In terms of Add-ons on Google Classroom, the most used by the 21 students is Meet. It is followed by Drive with 18 users. After that are Docs and Gmail with 17 users. Next is YouTube with 8 users. Then Slides appears with 5 users. Jamboard follows with 2 users. And finally Sheets with 1 user. In this way, it is evident that students use meet and drive apps more

frequently. The first one is due to the fact that online classes take place through it, while the second one is useful to save files created throughout the academic period.

Question 9: How important do you consider are digital education platforms in online education?

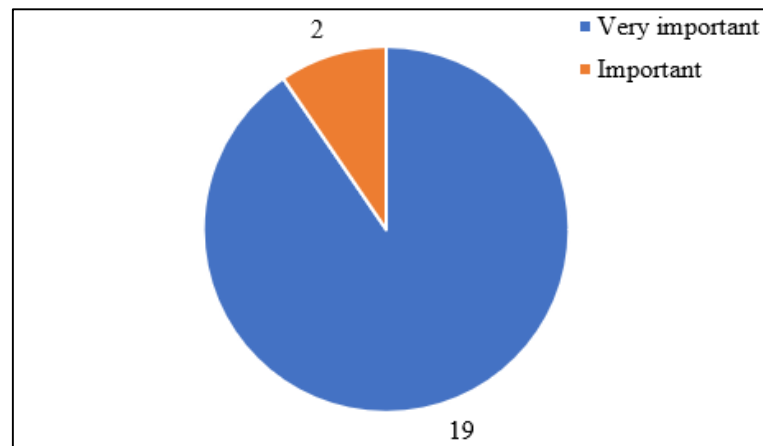
Table 9: Importance of digital platforms

fi	f %
19	90,5
2	9,5
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 9: Importance of digital platforms



Source: Surveys applied by the researchers

Analysis and interpretation.

Concerning the importance of digital educational platforms in online education, 19 students, representing 90.5%, indicated that they are very important, while 2 respondents, representing the 9.5% left, stated that they are important. It means that Google Classroom takes importance for students regarding online education because the platform helps the user to fulfill academic

tasks from home, as well as to obey the Ecuadorian government's resolutions regarding confinement.

Question 10: Why did you start using Google Classroom?

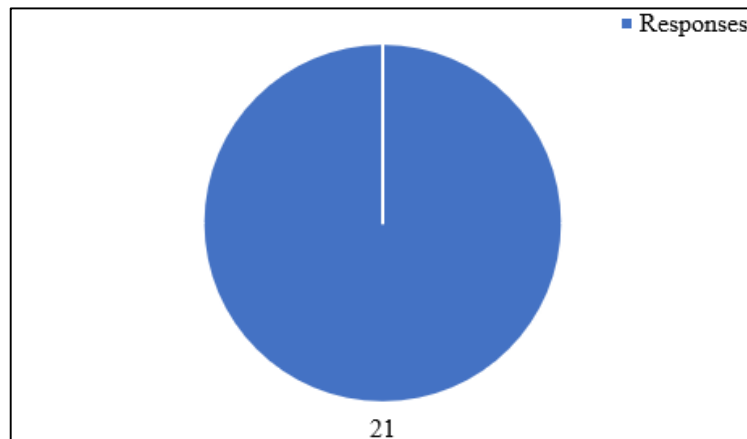
Table 10: Reasons to use Google Classroom

fi	f %
21	100
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 10: Reasons to use Google Classroom



Source: Surveys applied by the researchers

Analysis and interpretation.

As for the reason why students use Google Classroom, all of them agree that it is because of academic dispositions of the authorities. For this reason, Google Classroom became the official platform of the Technical University of Cotopaxi to carry out online classes. This facilitated access to users because teachers and students already have an institutional email via Google.

Question 11: How did you learn to use Google Classroom?

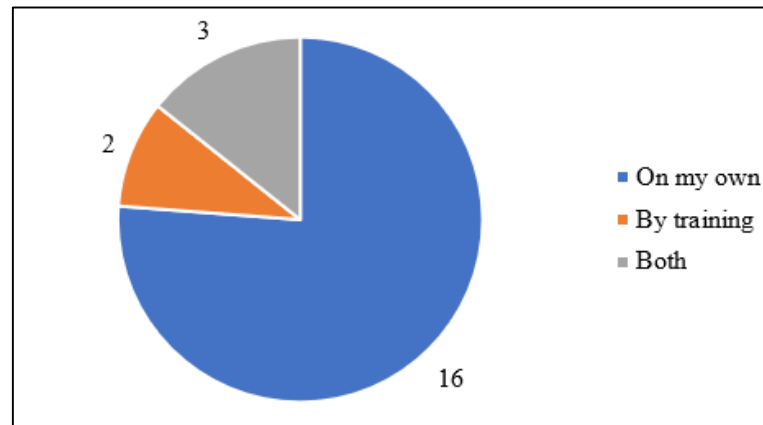
Table 11: Learning to use Google Classroom

fi	f %
16	76,2
2	9,5
3	14,3
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 11: Learning to use Google Classroom



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding the learning mode, 16 respondents, representing 76.2%, indicated that they learned to use this platform on their own, while 2 students, representing 9.5%, mentioned that they learned through training. And finally, 3 of them, representing 14.3%, stated that they learned in both ways. So, it can be mentioned the majority of them learned on their own. This is due to the fact that in certain occasions, the student has doubts regarding the functioning of the platform and its derived apps, but does not want to ask his or her teacher. As an alternative, they seek other sources of information to learn more.

Question 12: Which of these benefits do you consider the most important when using Google Classroom?

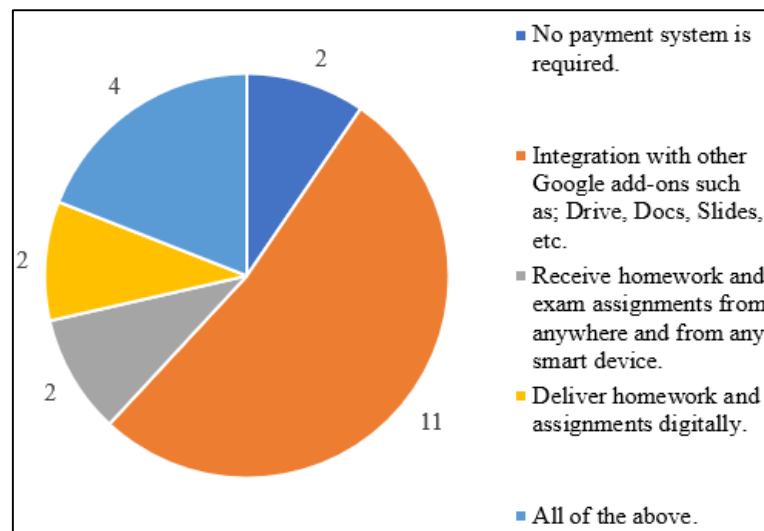
Table 12: Advantages of Google Classroom

fi	f %
2	9,5
11	52,4
2	9,5
2	9,5
4	19
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 12: Advantages of Google Classroom



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding the advantages of Google Classroom, 2 students representing 9.5% answered that no payment system is required. 11 of them, who represent 52.4% agreed in favor of the integration with other Google apps such as; Drive, Docs, Slides, etc. 2 respondents, who represent 9.5%

added that it is beneficial to receive homework and exams from anywhere and from any smart device, while 2 others mentioned that homework and assignments can be submitted digitally. And finally, 4 students who represent 19% stated that all the above-mentioned benefits are the pros of this platform. In this case, user preferences towards the platform are evident due to the ease with which Google Classroom connects with its derived apps. It explains why users can connect to their virtual classes from any smart device freely in synchronous and asynchronous way.

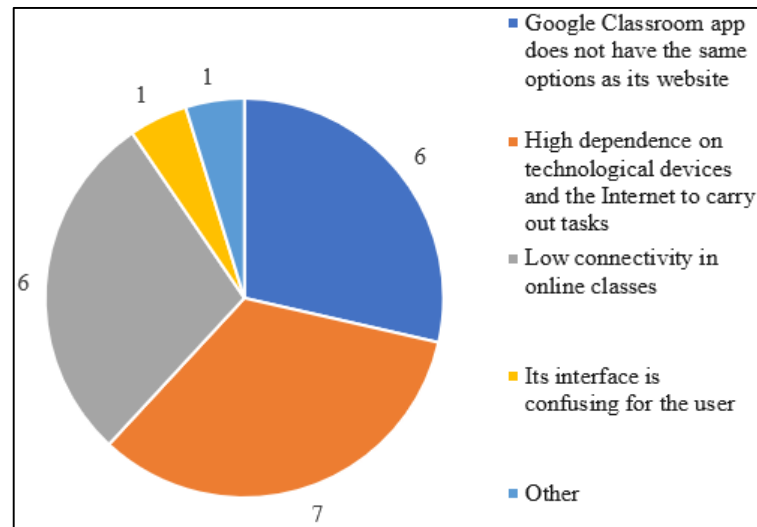
Question 13: Which of these disadvantages of Google Classroom do you think has the most impact on academic activity?

Table 13: Disadvantages of Google Classroom

fi	f %
6	28,6
7	33,3
6	28,6
1	4,8
1	4,8
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 13: Disadvantages of Google Classroom

Source: Surveys applied by the researchers

Analysis and interpretation.

In relation to the most impacting disadvantages of this platform, 6 respondents representing 28.6% stated that the Google Classroom app does not have the same options as its website. Additionally, 7 of them, representing 33.3%, agreed on the high dependence on technological devices and the Internet to perform the tasks. Another 6, representing 28.6%, highlighted the low connectivity in online classes. In addition, 1 student representing 4.8% mentioned that its interface is confusing for the user. And finally, another one of them answered that there are no cons to the platform. It can be argued that it is impossible to avoid using technological tools and digital platforms to get information, but by abusing them, the user becomes highly dependent on technologies to do their homework. In this way, the knowledge acquired is not at the same level as in face-to-face education. Likewise, when the user connects from a phone or tablet, he or she cannot do his or her homework in the same way as from a computer due to the limited options that the mobile versions have. In addition, when classes are conducted online, the low connectivity makes it difficult to understand the content.

Question 14: Select your internet speed range

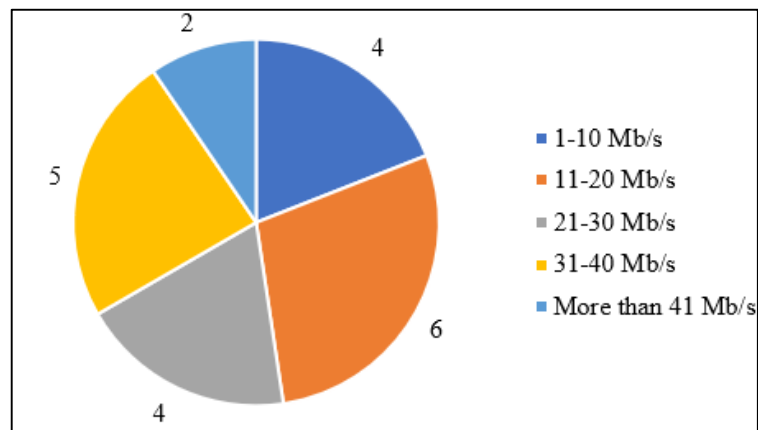
Table 14: Internet speed

fi	f %
4	19
6	28,6
4	19
5	23,8
2	9,5
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 14: Internet speed



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding the internet speed of the respondents, 4 students representing 19% indicated that they have between 1-10 Mb/s. Additionally, 6 respondents representing 28.6% stated that they have among 11-20 Mb/s respectively. Another 4 students representing 19% mentioned that they registered between 21-30 Mb/s. Then 5 respondents representing 23.8% highlighted that they have between 31-40 Mb/s. And finally, 2 students representing 9.5% stated that they have more

than 41 Mb/s. As can be demonstrated, internet speed is key to everything else happening satisfactorily. In this sense, the user must have a speed higher than 20Mb/s to avoid interruptions when being in online classes.

Question 15: How often do you use Google Classroom?

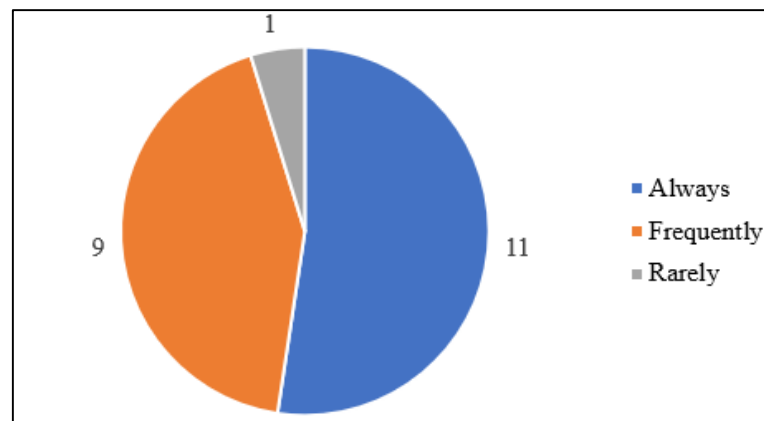
Table 15: Frequency for using Google Classroom

fi	f %
11	52,4
9	42,9
1	4,8
21	100%

Source: Surveys applied by the Researchers

Note: (fi) = number of students
(f%) = percentage

Figure 15: Frequency for using Google Classroom



Source: Surveys applied by the researchers

Analysis and interpretation.

In terms of frequency of using Google Classroom, 11 students representing 52.4% highlighted that they always use this platform. Additionally, 9 respondents representing 42.9% mentioned that they use it frequently. And finally, 1 student representing 4.8% stated that he or she uses it rarely. SO, it can be mentioned that most of them always use Google Classroom for online

learning. Thus, it is evident that users use the platform nearly every day. As a result, the use of Google Classroom in online classes became significantly popular.

Question 16: How useful do you consider Google Classroom for online learning?

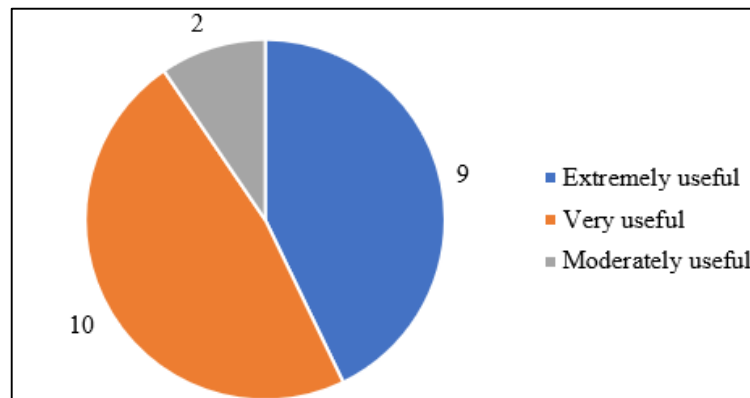
Table 16: Usefulness of Google Classroom

fi	f %
9	42,9
10	47,6
2	9,5
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 16: Usefulness of Google Classroom



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding the usefulness of Google Classroom for online learning, 9 students representing 42.9% stated that it is extremely useful. Another 10 respondents representing 47.6% replied that the platform is very useful. And finally, 2 students representing 9.5% answered that it is moderately useful. It means most of the students agree this platform is useful for virtual classes. In this sense, it is verified that Google Classroom massively helps online education due to it facilitates academic activities and avoids basic expenses in contrast to face-to-face education.

Question 17: How user-friendly do you consider the Google Classroom interface?

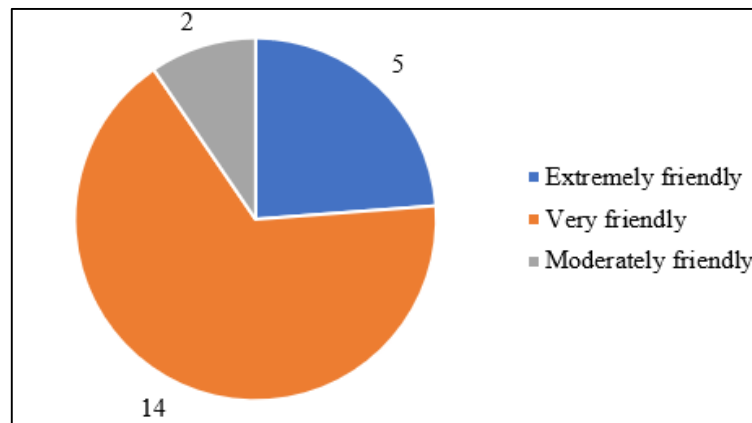
Table 17: Google Classroom interface

fi	f %
5	23,8
14	66,7
2	9,5
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 17: Google Classroom interface



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding the Google Classroom interface, 5 participants representing 23.8% stated that the platform is extremely user-friendly, while 14 students representing 66.7% indicated that it is very user-friendly. And finally, 2 respondents representing 9.5% answered that it is moderately friendly. Therefore, most of them state that Google Classroom is very friendly for the user. Thus, it is shown that the interface is another important aspect to consider when choosing a digital platform for online education. For this reason, Google Classroom is one of the preferred platforms in this area.

Question 18: How much do you think your English level has increased under the virtual modality?

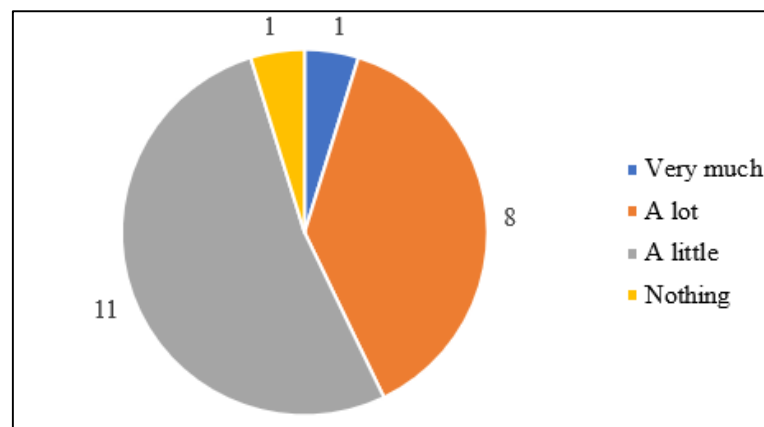
Table 18: English level

fi	f %
1	4,8
8	38,1
11	52,4
1	4,8
21	100%

Source: Surveys applied by the Researchers

Note: (fi) = number of students
(f%) = percentage

Figure 18: English level



Source: Surveys applied by the researchers

Analysis and interpretation.

Referring to the English level, one respondent, representing 4.8%, said that it increased too much. Likewise, 8 of them, representing 38.1%, agreed that their level increased a lot. On the other hand, 11 students (52.4%) said that their level only increased a little, while 1 respondent (4.8%) said that their level did not improve anything. In this case, the majority of respondents recognize their little increase in the level of English through online education, while others

affirm that it has increased a lot. Thus, it is evident that there is much room for improvement in this educational modality.

Question 19: Based on your experience as a student, how satisfied are you with Google Classroom?

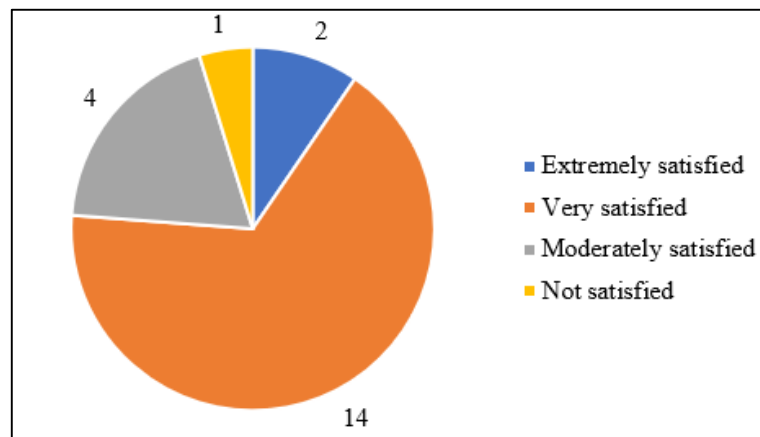
Table 19: Users' conformance

fi	f %
2	9,5
14	66,7
4	19
1	4,8
21	100%

Source: Surveys applied by the researchers

Note: (fi) = number of students
(f%) = percentage

Figure 19: Users' conformance



Source: Surveys applied by the researchers

Analysis and interpretation.

Regarding the level of user satisfaction with this platform, 2 students, representing 9.5%, responded that they are extremely satisfied, while 14 participants, representing 66.7%, stated that they are very satisfied. On the other hand, 4 respondents representing 19% mentioned that

they are moderately satisfied, while 1 student representing 4.8% is not satisfied with Google Classroom. Thus, it is understood that Google Classroom, despite certain inconveniences, has achieved a significant closeness to the user due to most of them giving positive opinions about this platform.

Question 20: Based on your experience as a student, how do you rate Google Classroom for online learning?

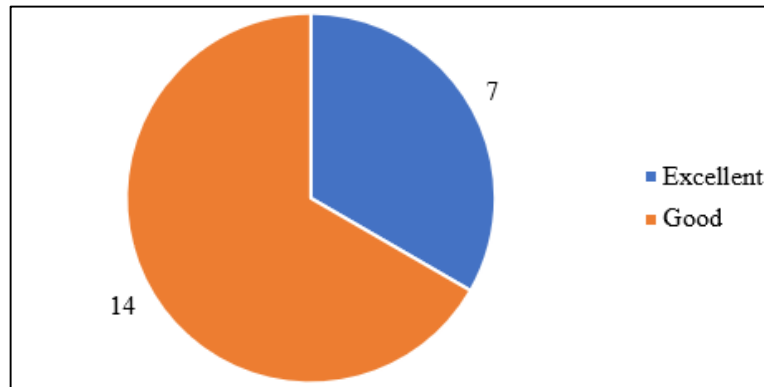
Table 20: Evaluation of Google Classroom

f_i	f %
7	33,3
14	66,7
21	100%

Source: Surveys applied by the researchers

Note: (f_i) = number of students
(f%) = percentage

Figure 20: Evaluation of Google Classroom



Source: Surveys applied by the researchers

Finally, participants evaluated Google Classroom and the results were that 7 students, representing 33.3%, stated that it is excellent, while 14 respondents, representing 66.7% left, agreed that it is good. In this sense, Google Classroom is very effective for the online teaching-learning process as long as the user has a basic knowledge of its functioning because user evaluations demonstrate it.

8.2 Analysis and discussion of the interviews applied to the teachers of UTC major in pedagogy of national and foreign languages (English)

The interview-based on teachers' experiences on the use of Google Classroom for online teaching and learning is based on 5 categories as the table format shows below:

Participant	Code / Acronym	Explanation
<p>TEACHERS:</p> <p>Teachers from UTC major in pedagogy of national and foreign languages (English)</p>	ET_1	English Teacher 1 (Criteria)
	ET_2	English Teacher 2 (Criteria)
	ET_3	English Teacher 3 (Criteria)
	ET_4	English Teacher 4 (Criteria)
	ET_5	English Teacher 5 (Criteria)
	ET_6	English Teacher 6 (Criteria)

This category focuses on evidence of the benefits that the platform can offer to students and teachers in their online modality.

Table 1: Advantages

Category	Code / Acronym	Explanation
Advantages of Google Classroom	ET_1	It is very easy you can do wonders with Google Classroom.
	ET_2	It is asynchronous. I have learning guide number one and from that I am developing unit one.
	ET_3	Upload videos, upload material, upload slides, and even also there is an option where one can verify the plagiarism that students are doing.
	ET_4	Google classroom you can assign tasks very easily and immediately.
	ET_5	Google classroom is very easy to use and offers me many benefits such as using other extensions.

	ET_6	Assignments can be created immediately, offering great versatility to my students.
--	------	--

Source: Interviews applied by the researchers

The teachers stated that has several advantages among them it is easy handling and familiarization for each user, also an important point in which all agreed was its fast and efficient synchronization that allows them to upload different files quickly and safely, most agreed that it is easy to organize the material and divide it by partials which allows the student to easily identify the task to perform or documents to use.

According to Morquin (2016) In his research, he states that Google Classroom and Google Docs maintain an interactive collaboration because it makes students take responsibility for their different tasks and also provides a commitment upon completion, which is why it is very useful in online learning. The use of the educational platform Google Classroom, helps teachers in their online teaching process where several advantages were identified in this platform. The main advantages they mentioned was that this platform has a great facility that generates effective learning and teaching without complication when using it. One teacher mentioned that a great advantage of the platform is that it is asynchronous, which allows using the materials and technological tools in an orderly manner.

This category focuses on detailing the difficulties students have regarding Google Classroom.

Table2: Disadvantages

Category	Code / Acronym	Explanation
Disadvantages of Google Classroom	ET_1	It is a disadvantage that there are not more people, at least there should be at least five hundred.
	ET_2	One day it did not allow me to record the meetings and that creates inconveniences in my activities.
	ET_3	It is not possible to record and it is necessary to make a new link for the recording icon to exist and this is a disadvantage.
	ET_4	The test format has no updates and has a classic mode.

	ET_5	Google Classroom extensions format should be constantly updated.
	ET_6	On many occasions the links usually do not work so you have to create a new one wasting time.

Source: Interviews applied by the researchers

The teachers stated that Google Classroom has several disadvantages among them three teachers agreed that the digital platform has a limit of people, something that becomes uncomfortable when holding meetings or classes with a large number of students. On the other hand, they all agreed that the platform sometimes does not allow them to record the classes, which generates discomfort because they no longer have evidence of the classes taught. One of the teachers mentioned that when creating tests, it is not pleasant to use Google Forms because students are not attracted to this type of form.

Nurhayati et al. (2019) state in their research that Google Classroom is too user-friendly and responsive but it has different aspects that make it complicated to use. In this sense, the use of the educational platform Google Classroom, has certain inconveniences that makes teachers have difficulties in their online teaching process where several disadvantages were identified in this platform. All teachers agreed that Google Classroom does not allow them to interact in a meeting with more than one hundred people. Another disadvantage in which they agreed was that Google Classroom sometimes did not allow them to record the classes to share with their students. One of them mentioned that the meeting links eventually stop working, generating confusion in the students.

This category is based on the opportunities offered by Google classroom in online education.

Table 3: Platform Quality

Category	Code / Acronym	Explanation
	ET_1	It's new learning and remember that everyday learning not every human being knows everything and with that technology thing.
	ET_2	creates usability and awareness to be able to use this platform and in some effective and efficient way in online education.

Platform quality	ET_3	The student can have all the information at hand, which is for fellow teachers and also to be innovating in training and also for fellow students to use it to find.
	ET_4	The platform is an experience to grow in the academic field and above all to have experience in this type of education.
	ET_5	It is a great experience as we can learn to use a platform and how to manage it properly.
	ET_6	The platform has been very essential during the semester, especially because it is user-friendly and easy to use.

Source: Interview applied by the researchers

The teachers stated the following two of them agreed that it is very useful and that great benefits can be obtained, they also mentioned that its quality is recommendable for online education since students do not take long to get used to it. On the other hand, all of them agreed that it is very easy to assign tasks since it allows to place instructions in a clear and concise way, creating the tasks without any inconvenience, which avoids several doubts or confusions in their students. Finally, a teacher stated that there are still missing aspects such as having a relationship with different pages to perform different tasks and having more options.

According to Shampa (2016) In his research at Daffodil International University, Bangladesh, he determined that Google Classroom provides a vital opportunity to promote blended learning and professional development. All teachers agreed that this platform has significant benefits such as ease and simplicity when creating their virtual classroom for the first time. They also mentioned it is great versatility to interact in real-time through the use of different Google tools. One of them mentioned that its quality does not compare with other platforms since it has very useful options within online education. Learning with Google Classroom has the potential to enhance the problem-solving skills of students.

This category contains aspects related to online teaching and learning that highlights the platform.

Table 4: Google Classroom in online education

Category	Code / Acronym	Explanation
Google Classroom in online education	ET_1	It is very important to learn how to use the platforms, especially this one, since it can be used at any time.
	ET_2	It is essential to know this platform, you have multiple options to which you can adapt immediately.
	ET_3	The knowledge we have about the online platform the easier it will be to adapt to this new modality over having experience to have a facility.
	ET_4	The versatility makes it a useful platform for online education, especially for young people.
	ET_5	Online education has been a great technological tool for this teaching process, especially for those of us who lack technological knowledge.
	ET_6	In online education I can say that it is the best technological tool I know to teach young people. It has a great technology process and above all it is very adapted to the students.

Source: Interview applied by the researchers

Teachers stated that Google Classroom in online education allows them to interact with students carrying a continuous learning process as the platform constantly adds different options, so all teachers agreed that it is essential to keep informed and maintain previous trainings, on the other hand, they mentioned that making video calls using the same platform shows the quality it has and how composed the platform is, one of them mentioned that Google Classroom is comfortable because they can find and do everything inside it.

According to Gunawan and Geima, (n.d). in their research also revealed that Google Classroom has been adopted by 88% Indonesian Vocational Schools. Learning with Google Classroom has the potential to enhance the problem-solving skills of students. Google Classroom in online education offers different points of view or agreement of the teachers according to the experiences that each of them have had in the online modality. All teachers agree that using and interacting through this platform is a new way of learning which is very beneficial to teach in

this modality. One of them mentioned that the platform is an innovation in education because today there are different educational tools that help to develop better teaching for each teacher.

This category mentions Google add-ons linked to Google Classroom to provide the best experience for the student and teacher.

Table 5: Google add-ons

Category	Code / Acronym	Explanation
Google add-ons	ET_1	Google Meet is very practical, you can hold meetings at any time of the day and you can even organize recurring meetings.
	ET_2	Google Drive serves a great extension because it has helped us a lot to store and manage all the tasks that are usually sent to students and very important documents for the career.
	ET_3	Google drive is very fundamental because it allows us to have very important information in an organized way.
	ET_4	You can get different benefits such as saving videos material and having a store of them.
	ET_5	PowerPoint also offers us a large number of options to design our material.
	ET_6	Google Word allows you to work in time and is a very useful complement for online education.

Source: Interview applied by the researchers

Teachers mentioned that they use most of the Google Classroom add-ons, but there are two that particularly emphasize, Google Meet and Google Docs, the first they use it to create interaction with their students while the second they use it to assign tasks and do class work. On the other hand, they all agreed that Google Docs is the most essential complement as its versatility and its way of working in real time makes it very useful in education as they monitor their students' work constantly managing to publish comments and corrections so that their students can take their suggestions without interrupting their work. In addition, one teacher stated that Google Drive is equal or better than all its add-ons due to the great amount and organization that can be obtained through it.

According to Muslimah (2018). Google Classroom is useful and helpful for teachers and students and they are satisfied with Google Classroom. In this sense, the use of the educational platform Google Classroom has different complements or options that favor the teacher, which allows the progress of online teaching where several compliments that teachers often use on this platform were identified. All teachers agreed that Google Classroom allows them to upload different materials such as videos, learning guides, and slides, which helps teachers to have their virtual classroom orderly and above all complete. Another complement that they usually use was that Google Classroom allows them to add information according to the needs that students require, such as uploading articles or books without any inconvenience. One of them mentioned that the motivational videos they added to their startup helped to establish an optimal relationship with their student.

9. RESEARCH IMPACTS

9.1 Educational impact

This research will have an impact on the educational field because it challenges teachers and students to carry out the educational process in a different way unlike the traditional one, in this case online education through the application of teaching methods that are more interactive, friendly, updated, and better adapted to the existing technologies. This will avoid additional expenses to the users, thus saving their economy such as transport, physical materials, etc. In this way, the user will master aspects related to the teaching-learning process, combined with the use of Google Classroom that he or she was previously unfamiliar with, which represents a significant transformation in the development of academic activities such as the English teaching-learning from home in order to expand their skills to be able to intervene professionally in the different problems faced by society regarding the foreign languages.

9.2 Social impact

This research will be of great relevance to society because online activities have become part of everyday life. It will allow people to frequently update their knowledge about technological tools and digital platforms such as Google Classroom, as well as protecting from unnecessary expenses and the waste of time as it happened before the pandemic. At the same moment, enhancing their communication skills in a foreign language such as English to improve their way of life, through which a better organization and communication between citizens will be achieved regardless of distance.

10. CONCLUSIONS

- The theoretical bases were determined and consequently, the research topic has been addressed through a theoretical framework in which general aspects related to education, the English language, teaching methods of a second language, study modalities, digital platforms were considered, as well as specific aspects such as Google Classroom, its characteristics and add-ons.
- Reality of the criteria of teachers and students of 8th-semester major in Pedagogy of National and Foreign Languages (English) in the use of Google Classroom in the online teaching-learning process was diagnosed, which demonstrates this platform is the most known and used for the teaching-learning process because access to it is easier than other platforms. Also, it gives the user additional apps and the ease of connect from any smart device for a better experience in academic activities. However, connectivity and lack of knowledge about its functioning are barriers that impede users from taking full advantage of its apps and features.
- In this way, conclusions and recommendations about the teachers and students' experiences in the use of Google Classroom in the online teaching-learning process were established. Therefore, the degree of effectiveness of this platform is high, as long as the user has been previously trained about its operation, as well as its derived apps, and has good connectivity, due to the demonstrations of the surveys and interviews applied to the participants.

11. RECOMMENDATIONS

- It is recommended to take into account the topics addressed in the theoretical framework of this research, as well as other topics that are considered necessary to carry out online English teaching-learning process more effectively. Also, it is necessary to adapt the teaching methods to online modality combined with Google Classroom in order to motivate students to participate in classes as well as to develop their communicative skills in a foreign language.

- It is suggested to promote the use of Google Classroom to more people so that they avoid creating multiple accounts on other platforms because all services can be accessed with only one Google account. Also, more frequent training on Google Classroom and its derivative apps are necessary on both sides, teachers as well as students, in order to achieve higher quality in online education. Additionally, it is important to the user to make sure to have good connectivity before developing any academic activity to avoid interruptions in the educational process.
- It is advised that the user should be pending of each update that the Google company provides according to the smart device regarding Google Classroom, as well as each of its derived apps in order to have excellent results when managing the platform. In addition, the consumer should use its functions as much as possible to carry out the online English language teaching-learning process successfully.

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13. ANNEXES

Annex 1. Questionnaire

STUDENT SURVEY

The purpose of this survey is to find information for research related to the use of Google Classroom focused on online learning. The information you provide will be confidential.

Please, select the option that you consider with an (x), or (✓).

1.-Age:

18-25

26-33

34-41

2.-Gender:

Male

Female

3.-How much did you know about online education before the pandemic?

Very much

A lot

A little

Nothing

4.-How much do you know now about online education?

- Very much
- A lot
- A little
- Nothing

5.-Which of these problems do you believe caused the most delays in education since the arrival of the pandemic?

- Lack of coordination between governmental organizations, companies, and educational institutions.
- Lack of people's knowledge about the use of technological resources for online education.
- Economic problems to access technological devices, as well as internet services
- All of the above
- Other.....

6.-Select the technological devices that you use for your academic preparation.

- Laptop
- Smartphone
- Tablet
- Computer
- Other.....

7.-Which of these digital platforms have you used most frequently?

- Google Classroom

Zoom

Microsoft Teams

Edmodo

Moodle

ProProfs

Socrative

Cambridge LMS

8.-Select the applications in Google Classroom that you use most frequently.

Drive

Meet

Docs

Sheets

Slides

Forms

Gmail

Jamboard

Youtube

9.-How important do you consider are digital education platforms in online education?

Very important

Important

Neutral

Little important

Not important

10.-Why did you start using Google Classroom?

Academic dispositions of the authorities

Curiosity

Recommendations

Other

11.-How did you learn to use Google Classroom?

On my own

By training

Both

12.-Which of these benefits do you consider the most important when using Google Classroom?

No payment system is required.

Integration with other Google add-ons such as; Drive, Docs, Slides, etc.

Receive homework and exam assignments from anywhere and from any smart device.

Deliver homework and assignments digitally.

All of the above.

13.-Which of these disadvantages of Google Classroom do you think has the most impact on academic activity?

Google Classroom app does not have the same options as its website

- High dependence on technological devices and the Internet to carry out tasks
- Low connectivity in online classes
- Its interface is confusing for the user
- Other.....

14.- Select your internet speed range

- 1-10 Mb/s
- 11-20 Mb/s
- 21-30 Mb/s
- 31-40 Mb/s
- More than 41 Mb/s

15.-How often do you use Google Classroom?

- Always
- Frequently
- Occasionally
- Rarely
- Never

16.-How useful do you consider Google Classroom for online learning?

- Extremely useful
- Very useful
- Moderately useful
- Less useful

Not useful

17.-How user-friendly do you consider the Google Classroom interface?

Extremely friendly

Very friendly

Moderately friendly

Unfriendly

Not friendly

18.-How much do you think your English level has increased under the virtual modality?

Very much

A lot

A little

Nothing

19.-Based on your experience as a student, how satisfied are you with Google Classroom?

Extremely satisfied

Very satisfied

Moderately satisfied

Little satisfied

Not satisfied

20.-Based on your experience as a student, how do you rate Google Classroom for online learning?

Excellent

Good

Average

Poor

Annex 2. Interview guide

TEACHER INTERVIEW

The benefit of this research is that both UTC teachers and students of the Pedagogy of National and Foreign Languages (English) career know the degree of effectiveness of the Google Classroom platform for online teaching and learning. In addition, this interview promises absolute confidentiality because at the time of analyzing and discussing the collected data, your name will be replaced by a code.

1.-Personal Information

- How old are you?
 - 26-31
 - 31-40
 - Over 41 years old

2.-Institutional information

- How long do you work at this institution?
- What grades or courses do you work with?
- What subject do you teach?

3.-First impressions of Google Classroom

- How did you learn about Google Classroom?
- Do you know what Google Classroom is?
- What were your first impressions when you accessed this platform?

4.-Usefulness of Google Classroom

- What are the Google Classroom functions/menus that you use the most?
- What do you think are the advantages of using Google Classroom?

- What do you think are the disadvantages of using Google Classroom?
- What suggestions could you provide about using Google Classroom?
- How are the materials organized in Google Classroom?

5.-Online teaching and learning

- Do you know of any platforms similar to Google Classroom?
- How do you think this platform contributes to knowledge development?
- Do you think the educational community should receive constant training regarding the use of Google Classroom?

6.-Experience using Google Classroom

- What are your experiences regarding the use of Google Classroom under the online modality?
- What suggestions could you provide for the improvement of this platform?