

**T.C.  
ISTANBUL AYDIN UNIVERSITY  
INSTITUTE OF GRADUATE STUDIES**



**THE EFFICACY OF GOOGLE CLASSROOM IN ESSAY  
WRITING WITH EFL INTERMEDIATE STUDENTS:  
STUDENTS' PERCEPTIONS**

**MASTER'S THESIS**

**Vicdan HAMADAÖĖLU**

**Department of Foreign Languages Education  
English Language Education Program**

**MARCH, 2024**



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**MARCH, 2024**

**APPROVAL PAGE**

## **DECLARATION**

I confirm that everything included in this thesis has been gathered as well as presented in accordance with ethical and academic standards. Furthermore, I confirm that I have appropriately given the citation and reference of all external sources and studies that have been included in this thesis as per the requirements of these guidelines and ethical conduct.

Vicdan HAMADAOĞLU

## **FOREWORD**

I would like to start by expressing my gratitude and thanks to Allah SWT for all the blessings, health, and opportunities that helped me during my study. Without his assistance, this thesis would not have been completed.

My sincere gratitude goes out to my adviser, Asst. Prof. Dr. AYŞE BETÜL TOPLU, for her great guidance and assistance during the research process. Her feedback and expertise have been very helpful while writing my thesis.

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I would like to thank everyone who has guided, encouraged, and supported me along this process, as well as assisted me with the research and took the time to answer my questions.

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Vicdan HAMADAOĞLU

# **THE EFFICACY OF GOOGLE CLASSROOM IN ESSAY WRITING WITH EFL INTERMEDIATE STUDENTS: STUDENTS' PERCEPTIONS**

## **ABSTRACT**

The purpose of this study is to foster research on the integration of technology in language teaching, specifically focusing on writing instruction. As technology improves and is widely used in education, it is crucial to evaluate the effectiveness of certain tools and digital platforms such as Google Classroom (GC). The purpose of this study was to determine the impact of the Google Classroom platform on the writing performance of intermediate level Turkish English as a Foreign Language (EFL) learners. It also investigated students' views of the effects of Google Classroom. During the intervention, students received instruction on how to write an essay in class, but they were also asked to practice writing along with receiving feedback on their writings via Google Classroom. Participants were asked to write an essay as a pre- and post-test to assess their writing abilities at the beginning and the end of the intervention. In addition, participants completed a survey and were interviewed regarding the impact of Google Classroom on their writing abilities. A Paired-Sample t-test was used to analyze the quantitative data and it showed that participants' writing skills improved greatly after utilizing the platform. Furthermore, the results of the interview and survey showed participants' positive attitude towards the application of Google Classroom, which could be used for developing future essay writing courses and materials for teaching.

**Keywords:** Google Classroom, Writing performance, Perception, EFL

# YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN ÖĞRENCİLERİN YAZMA ÇALIŞMALARINDA GOOGLE CLASSROOM KULLANIMLARININ FAYDALARI

## ÖZET

Bu çalışmanın amacı, özellikle yazma öğretimine odaklanarak, teknolojinin dil öğretimine entegrasyonu üzerine araştırmaları teşvik etmektir. Teknoloji geliştikçe ve eğitimde yaygın olarak kullanıldıkça, Google Classroom (GC) gibi araçların ve dijital platformların etkinliğini değerlendirmek çok önemlidir. Bu çalışmanın amacı, Google Classroom platformunun Türkiye'deki orta seviye Yabancı Dil olarak İngilizce (EFL) öğrencilerinin yazma performansı üzerindeki etkisini belirlemektir. Ayrıca, öğrencilerin Google Classroom'un etkileri hakkındaki görüşleri de araştırılmıştır. Müdahale sırasında, öğrenciler sınıfta bir kompozisyonun nasıl yazılacağı konusunda eğitim almışlardır. Aynı zamanda Google Classroom aracılığıyla yazıları hakkında geri bildirim almanın yanı sıra yazma pratiği yapmaları da istenmiştir. Katılımcılardan, müdahalenin başında ve sonunda yazma becerilerini değerlendirmek için ön ve son test olarak bir kompozisyon yazmaları istenmiştir. Buna ek olarak, katılımcılar birer anket doldurmuşlar ve Google Classroom'un yazma becerileri üzerindeki etkisiyle ilgili olarak kendileriyle görüşülmüştür. Nicel verileri analiz etmek için Eşleştirilmiş Örneklem t-testi kullanılmış ve sonuçlar katılımcıların platformu kullandıktan sonra yazma becerilerinin büyük ölçüde geliştiğini göstermiştir. Ayrıca, mülakat ve anket sonuçları, katılımcıların Google Classroom uygulamasına yönelik olumlu tutumlar sergilediklerini göstermiştir, bu da gelecekteki yazma derslerini ve öğretim materyallerini geliştirmek için kullanılabilir.

**Anahtar Kelimeler:** Google Classroom, Yazma performansı, Algı, EFL



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## **LIST OF ABBREVIATIONS**

**EFL** : English as a foreign language

**GC** : Google classroom

**ICT** : Information and Communication Technology

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## **I. INTRODUCTION**

Various studies have demonstrated that EFL students struggle when developing their writing skills in a foreign language (Ahmed, 2010; Abdul-Kareem, 2013). Writing a thesis statement, using transition words and phrases, topic sentences, supporting details, developing ideas, using appropriate vocabulary, and using proper grammar rules are some of the challenges associated with writing skill. Such difficulties are challenging for learners to overcome in the few hours they spend in the classroom. Since EFL students' time in writing classes is limited, using tools of information and communication technology (ICT) is crucial for enhancing learning and writing skills of learners.

The widespread use of internet technology has had an impact on a number of different fields. Online learning has been a growing part of modern education system lately (Piciano, 2002). Since online education gives EFL students the chance to practice their English in a motivating setting (Isabeli, 2005), it is therefore seen as a significant and advantageous component of teaching and learning languages (Smith, 2003). Pan and Sullivan (2005) assert that utilizing technology in EFL contexts has been increasing in popularity and positively impact the process of learning English, particularly in practicing writing. One of these user-friendly platforms with the appropriate characteristics and features to facilitate the practice of writing is Google Classroom (GC) (Peralta and Fonseca, 2019).

Google designed the platform for educational institutions to make creating, sharing, and grading assignments easier in a paperless way (Iftakhar, 2016). It was developed to make communication easier with students and enhance their learning experiences (Singh et al., 2020). According to Abid Azhar and Iqbal (2018), this free learning tool is appropriate for educators and learners with tight budgets. Teachers and students may use a web browser to access the platform or install it for free on any electronic device. It can facilitate learning and teaching everywhere, at any time, and enhance the connection between educators and students. According to Idoghor and Oluwayimika (2022), GC can help students become learning centers by helping

them organize their assignments and foster critical thinking.

Kasula's (2015) study, which examined Google Classroom to determine its efficacy in the classroom, found that students' engagement in the learning process can be increased by using it as it assists educators create and manage classes, publish different tasks, and exchange materials. Additionally, it is viewed as a basic tool for monitoring student progress, facilitating online document usage, and displaying information fast. Additionally, the author encouraged educators to utilize the platform for its advantages, particularly when instructing writing to EFL students. Instructors on the platform are the ones who can distribute tasks, mark completed work, and offer various forms of helpful feedback. By encouraging learners to write by offering assistance when needed, instructors can foster the interest of learners in writing literacy and inspire them to become better writers (Harmer, 2007).

Several studies have been conducted on how students experience using GC to learn how to write. Practicing writing in English using GC has positive outcomes and a positive impact on EFL students. The platform is eco-friendly for lessons in reading and speaking, to practice listening skills, and to save money, time, and paperwork for the writing learning process (Islam et al., 2019). However, in order for EFL students to improve their experience and lead to effective learning, they must receive the necessary instruction on how to utilize the platform. Students can use the platform to complete different assignments, which will help them have more chances of getting online writing practice (Sartika, 2021). In addition, several studies have been done to find out how beneficial the platform is for practicing writing in EFL classes. Therefore, the purpose of this study is to identify the platform's effectiveness in practicing writing essays and to clarify what students think about this experience in Istanbul, Turkey.

## **A. Background of the Study**

One linguistic skill human beings use to help them convey their ideas and messages is writing. For extended periods of time, people have conveyed their ideas through written communications, which may come in a variety of forms like letters, emails, paragraphs, essays, or even texts. Additionally, writing helps people effectively and clearly express their desired message effectively and clearly. Writing is also a skill that allows pupils to connect words and phrases, construct paragraphs,

and write short passages. Regular practice is necessary for EFL students to acquire proficient writing skills. Effective writing is a journey, and it cannot be acquired effortlessly, unlike other linguistic skills (Gangal, 2011). Writing is not an immediate production skill and requires a lot of patience and practice in generating, developing, and analyzing ideas. Mastering writing is crucial for academic purposes, but it is also one of the most challenging skills to master. For pupils to be excellent writers, there are various components to be mastered. According to Burnett and Kastman (2013), the components that comprise writing help students pay close attention to crucial factors in writing such as audience, purpose, context, and structure, which will boost their writing efficiency.

In recent years, among the most crucial skills, writing has been considered as the most significant. Communication across languages becomes increasingly important as technology advances and it allows individuals with various communication challenges to speak more effectively with one another. Therefore, being able to communicate effectively by speaking or writing in a second language is becoming generally recognized as an essential skill for educational and personal purposes. Many academic papers have investigated the connection between technology and education (Harris et al., 2016; Raja and Subramani, 2018). Due to the widespread attraction to technology, educational institutions are likely to utilize it as an instructional tool (Topkaya, 2010). Furthermore, educational environments are now more adaptable for online learning and more focused on learners rather than teacher-oriented due to the full integration of technology with learning materials (Jabeen and Thomas, 2015). Educational technology has had a huge influence on both learning and teaching, which is why we are seeing a big shift in learning patterns. Several modern terms, such as digital writing, online writing, social networking, etc., have been introduced to the language of writing by technology (Ekmekçi, 2018).

GC is a blended learning platform that was introduced in 2014. (Mostafa, 2018). It is considered a useful platform due to its certain purposes, such as improving learning and cooperation in teacher education, as well as the simplicity of assigning and marking assignments. Students can turn in their work online within the specified period of time to have it graded by their teachers. In a similar vein, teachers are able to see every student's progress in detail and they can write appropriate



feedback in a language that students understand and return their work so they can learn from their mistakes. Based on a study conducted by Joanne (2018), participants acknowledged that using the platform had a good impact on the classroom environment. Due to having access to the materials shared on the platform and being able to focus more on their learning experiences, students found that the learning environment was more relaxed for them. The ability to use the learning tool outside of the classroom at the time they wanted was another benefit that the students liked. Only a few studies (Lim and Tan, 2022; Nor, 2018) focused on GC's function in practicing essay writing skills. Therefore, investigating the perspectives and experiences of intermediate EFL students about using the platform for essay writing is crucial. EFL teachers could consider this research useful in incorporating the platform into their essay writing practice lessons.

## **B. Statement of Significance**

The significance of this study is demonstrated by providing EFL instructors as well as learners with educational and instructional technology. The researcher expects that this research will provide EFL teachers with knowledge of the students' learning experience of writing essays through Google Classroom. The researcher also expects that the study's conclusions will benefit EFL teachers in incorporating the platform Google Classroom into their essay writing sessions and in observing how it might improve students' essay writing skills. For students, this study shows how the platform can boost their motivation, which will help them to improve their learning experience while utilizing educational technology. It can also help other researchers study how using the platform affects other language skills.

## **C. Statement of Purpose & Problem**

The majority of foreign language learners find writing to be their hardest skill since it can be challenging to organize and arrange ideas into a readable text (Rahmatunisa, 2014). The most evident challenge EFL students face when learning the four skills is mastering the writing skill (Alsubaie and Ashuridah, 2017). Therefore, a number of researchers studied the difficulties instructors and students encounter when teaching and learning how to write. Rezaei (2014) demonstrated that for many EFL students from Iran, negative feedback from teachers, poor self-

confidence, and inadequate language proficiency were the main causes of cognitive issues. Ekmekci (2018), in another study involving Turkish EFL undergraduate students, found that psychological and cognitive issues including low motivation, low self-esteem, and a lack of desire to write in English were negatively affecting students' writing abilities. Harmer (2007) additionally described the teacher's function in writing lessons as a motivator and a feedback provider on students' assignments. It was stated that providing feedback on writing assignments needs precise work and that the instructor should provide positive and beneficial feedback on the content of the assignment. Additionally, the author highlighted that when providing feedback, attention needed to be paid to the students' strengths and weaknesses. According to Bilal et al. (2013), instructors' time restrictions in the classroom provide a significant barrier to giving students effective feedback and to going into more detail about their works. For such reasons, writing instruction may receive less emphasis than other language skills when acquiring a foreign language. It is possible that the teacher may not fully assure that students read and understand paper-based traditional feedback as well as some feedback received from the teacher can be difficult and confusing for some EFL students.

To encourage better learning, a variety of educational technology tools can be utilized for writing skills lessons. Integrating digital tools allows teachers to avoid wasting time and to allocate more time to providing appropriate feedback to students at a suitable time without the need to wait to see students in person. GC is a tool that allows students to modify their writing assignments in real time, receive instant online feedback from their teachers, and take advantage of automatic corrections for errors. Therefore, it can be considered that teachers have the ability to view, track, and provide feedback, and that technology can give students chances for quick feedback. In summary, the current study's problem is based on the fact that Turkish EFL learners continue to struggle with writing skills. Their writing skills still require improvement, and in the post-pandemic period, technology seems to be a suitable way to do that. Thus, the objective of this research is to find out how technology integration into essay writing practices might help Turkish EFL intermediate learners improve their essay skills and identify how they perceive the experience.

#### **D. Research Questions**

The study aims to answer the following questions:

- Is Google classroom effective in improving EFL students' writing?
- What perceptions do EFL intermediate students have regarding the implementation of Google Classroom in writing essays?

#### **E. Definition of the Keywords**

EFL: English as a Foreign Language (EFL) refers to speakers who are not natives and learn English as an additional language in environments where English is not an official language.

GC: It is an online platform that enables instructors to run classes virtually, distribute assignments, receive student work, mark assignments, and return completed assignments in a paperless way.

Writing performance: It is a way of assessing how students write by using vocabulary and structures to explain and organize their ideas clearly and effectively.

Perception: It refers to the positive and negative opinions, thoughts, and feelings that students have about a specific topic, particularly in the context of education.

## **II. LITERATURE REVIEW**

### **A. Introduction to Essay Writing Skills**

Mastering the art of essay writing is regarded as a potent instrument for plenty of subjects and for achieving academic success. Writing is a significant productive skill for articulating our thoughts in order to communicate with others, providing knowledge on a range of subjects, and influencing readers (Gabrial, 2016). Harmer (2007) stated that writing is an ongoing process that involves the exploration and expression of the writer's ideas and looking for ways to express them. Writing is beneficial to pupils because it encourages them to process ideas more patiently than when they produce speech. In addition to being necessary for academic purposes, it is a necessary skill to have in many modern working situations such as applying for jobs, professional communication, and general writing. As a result, developing essay writing abilities can help us convey the thoughts and ideas we have in written form, helping us to convey our messages or ideas more effectively.

#### **1. Key Elements of Effective Essays**

Effective essays are the result of a logical and structured writing process that allows writers to develop, and explain their arguments. It teaches students how to critically assess information, choose valuable information, and clearly convey thoughts and outcomes to their intended audience. It is a sophisticated process in which necessary elements join together to finalize the process of production. These key elements are required for the reader to be persuaded or effectively informed. The first and most crucial component is an effective thesis statement, that gives a clear focus to the reader while guiding the direction and arguments of the whole piece of writing. Most academic essays have a thesis statement that summarizes the key ideas of the essay in a straightforward and specific way (Swales and Feak, 2010). It provides direction for the whole writing process and aids in maintaining concentration and direction throughout the essay.

A well-organized structure is the second component. A well-organized essay includes an introduction that sets the tone of the essay, effective body paragraphs, and an insightful conclusion. It is necessary to maintain the flow of the entire essay by having each paragraph concentrate on only one specific idea and transition smoothly into the next. Another essential component is giving supporting details and examples that demonstrate claims. Effective essays are supported by evidence, whether it comes from studies, personally experienced information, or judgments from professionals (Bacha, 2010). This gives the writing greater credibility and effectiveness.

In addition, good essay writing requires the use of precise, clearly stated language (Jones, 2019). Avoiding needless complications makes the essay more understandable to a wider audience and improves the message's clarity. Finally, it is critical to have a solid conclusion that restates the thesis and condenses the important ideas. The conclusion gives the reader a feeling of closure, restates the thesis statement, and summarizes the key ideas of the essay.

## **2. Revision and Editing Techniques**

The thorough review and editing of an essay is one of the things that can indeed make a difference. The aim of the thorough revision and editing is to result in an excellent and well-organized essay. Reviewing its structure and organization is the main goal of the revision. The editing process requires the writer to take time to read over the essay, checking for accuracy in the thesis statement to ensure it is strong and clear, as well as assessing the logical coherence of each body paragraph's ideas. Following revision, the editing process checks spelling, grammar, usage, and punctuation. According to Feris (1999), altering the sentence structure and word choice can considerably increase the ease of understanding the essay.

Essay writing requires significant revising and editing in order to make the essay more effective, leaner, and more rhetorically successful. In essays, sentence structure and word choice are critical since they add significantly to the essay's quality and intelligibility (Prawat and Steffen, 1995). Furthermore, the most important part of the essay's editing process relies on revising the overall structure and organization of the essay.

It is recommended that the writer takes a break after writing the essay before editing in order to look at the work with fresh eyes and revise it effectively. This gap allows the writer to view the essay as an editor rather than a writer, which makes it simpler to see mistakes and ways for improvement. Receiving comments from instructors may also be highly beneficial in recognizing the essay's strengths and weaknesses (Hyland, 2013).

### **3. Teaching and Learning Essay Writing Skills**

Effective essay writing instruction involves a strong emphasis on methods of writing, with teachers having an important impact on how well students write and perform. In addition to linguistic knowledge, they also need to be excellent writers. The reason for this is because teachers provide students guidance on how to write in a language they are unfamiliar with. To encourage the engagement of students in EFL writing sessions, a variety of instructional methods, strategies, or techniques can assist teachers in teaching writing. According to Itemize and Hassan (2020), fostering a comfortable and welcoming learning atmosphere is one key aspect that can encourage students to open up and express what they believe and think, as well as support them in thinking critically and articulating clearly. The ability of students to develop critical ideas, effectively convey what they think, and produce stronger essays can all be enhanced in this kind of environment.

In addition, teachers who provide clear instructions can assist their students in understanding expectations and in expressing ideas more confidently and effectively. To do this, teachers should give priority to crucial elements of successful essays, such as a concise thesis statement, a body paragraph that concentrates on a single main idea, and logical transitions between sentences and paragraphs. To show the practical application of these components, students must study and analyze examples of good model essays to help them become familiar with good writing. Additionally, without sufficient feedback, both learning and teaching writing cannot be successfully implemented since it enables students to recognize where they need to improve and evaluate their own progress (Butler and Winne, 1995). Students who receive feedback can improve the quality of their writing over time. Without this essential guidance and assistance, it is unreasonable to expect that students' academic performances increase on their own (Black, 1999; Hatie, 2007).

Using technology in essay writing instruction may help students become more proficient essay writers by offering them more chances and ways to enhance their writing skills. Digital tools and online writing platforms can facilitate student engagement by promoting personal expression and speeding up the writing process (Spire et al., 2008).

#### **4. Teaching Writing skills for EFL Intermediate Students**

According to Fata and Muridhal (2018), teaching writing efficiently has been seen as a challenging job that needs various kinds of techniques. For this reason, it is one of the biggest challenges students face when learning a foreign language, and it is regarded as a difficult skill to acquire and become proficient at (Bhowmi, 2008). As a result, plenty of techniques and methods have been researched in order to assess and figure out which are the best methods for teaching this skill. According to a study (Mazloomi and Khabiri, 2018), personal assessment could be the first step in assisting EFL undergraduate students in enhancing their writing abilities and their academic level.

Teaching writing to intermediate EFL students presents some challenges for EFL teachers. According to McKay (2002), EFL instructors need to try plenty of instructional strategies and ideas, understand the cultural diversity and linguistic backgrounds of their students, adjust their instructional strategies, and foster inclusivity. EFL teachers must teach writing with a step-by-step approach so that students can grasp every aspect gradually while considering their distinct ways of learning and cultural writing traditions.

To write academic essays well, it is essential that students are taught the fundamental components of language, including grammar and vocabulary (Coxahed, 2012). Including tasks and activities that incorporate vocabulary and grammar helps learners fully understand how the language they are learning is utilized in context and correctly apply grammar structures. Additionally, giving students the chance to practice writing in several genres—such as opinion and problem and solution essays—allows them to find their own voice and style in English.

#### **B. Introduction to Google Classroom**

In recent years, the integration of digital tools into the classroom has resulted

in significant advantages for education and student engagement. GC is a free e-learning management tool that offers features for both online and in-person learning and helps to enhance the educational experience. According to Phoenix (2020), from managing assignments and communicating with students to collaborating on assignments and grading them, GC provides a comprehensive set of features and tools that simplify numerous parts of the educational process.

## **1. Features and Tools of Google Classroom**

A wide range of effective tools and features in GC are intended to increase the effectiveness of educational tasks. The platform's assignment management system streamlines the distribution of tasks by enabling teachers to give precise instructions, establish deadlines, and gather student submissions without any difficulties. The website makes it simple for students to acquire assignments, complete them online, and submit their work. According to Fauzan and Arifin (2019), adopting GC is extremely simple and straightforward for teachers to use to build assignments, monitor learning, and send information to their students effectively.

GC also allows for smooth communication between teachers and students while managing assignments (Shak et al., 2021). Teachers can convey significant developments, give feedback, and answer questions from students using the announcement and messaging page. A dynamic and engaging learning environment is fostered by this real-time communication, encouraging student engagement and participation.

Another feature of GC that stands out is collaborative work. The platform enables real-time group collaboration on projects and assignments for students by integrating smoothly with Google's portfolio of productivity tools, including Google Docs, Sheets, and Slides. This function fosters teamwork, boosts creativity, and cultivates useful digital collaboration abilities that are crucial in the linked world of today.

## **2. Advantages and Benefits of Google Classroom**

GC use in educational contexts provides several advantages and benefits for both instructors and students. According to Janzen (2014), the layout and use of the



platform are very simple since the interface and instructional tools used to deliver and track assignments are purposefully simplified. Furthermore, because it is cloud-based, students and teachers may access their materials and assignments by using any device that has a connection to the internet, which makes it more user-friendly, time-saving, flexible, and accessible.

GC promotes discipline and organization in students. The platform's unified center for assignments, materials, and resources lowers the chance of misplaced documents, ensuring that students have easy access to everything they need. Furthermore, the immediate feedback and connection with professors foster a deeper comprehension of course content and support continued learning engagement.

GC reduces administrative work for teachers, freeing up significant time for instructional activities and individualized student support. The platform's grading and feedback tools allow for faster and more efficient evaluation, allowing professors to provide students with immediate feedback and insights (Choirunnisa and Mandasari, 2021). Moreover, teachers can adjust their educational approach to meet their students' needs and maximize the learning experience for each student based on the assessment results.

### **3. Effectiveness of Google Classroom in Education**

Understanding the efficacy of platforms like GC is critical as digital technology becomes more interwoven into educational processes. Jordan and Duckett (2018) claim that because GC offers a network community environment and as it is a safe, free learning network for educators, it is more efficient than other online learning platforms.

The interface of GC is intended to be simple for those using it and it includes features that help students engage with their course materials and assignments effectively. GC has a great smartphone notification system, students are always informed and do not miss any important topic. This promotes responsibility and helps students stay on track with their studies. Additionally, because it is a digital organizer with immediate access to all learning materials, it motivates students to become actively involved in their studies.

It has been shown that GC is an excellent digital learning tool that enhances student experience and teacher-student engagement. Students like working with GC

due to the way it works, its practical direction and clear instructions, according to Choirunnisa and Mandasari (2021). The study's conclusions demonstrated how the platform improved student learning and inspired students to pay full attention and perform well in their assignments. Furthermore, when students turn in an assignment, teachers could use the feedback remarks and give immediate feedback in real-time. Students, on the other hand, could check their grades and feedback at any time and correct their mistakes received from their instructors' comments in the submitted document.

#### **4. Practical Implementation of Google Classroom**

Although the platform could be utilized productively in different educational contexts, careful management is needed in order to enhance the teaching and studying productivity. If the teachers are fully informed of the platform's useful features and if they know how to utilize them, the implementation of the platform with students can result in satisfactory outcomes. Teachers should also instruct students on how to receive assignments, turn them in, check when they are due, and other related topics. In order to help students turn in their assignments and engage in communication with the instructor as well as the other students in the class stream, teachers must provide them with unambiguous and straightforward instructions. As suggested by Fauzan (2019), teachers have to grade assignments, return completed papers to students, and provide them with immediate, direct feedback by leaving comments on their work. Before utilizing the platform with students, teachers need to get familiar with its fundamental functions, which include modifying, assigning, receiving assignments from students, and providing feedback by leaving comments on students' written work.

Google Classroom has been shown to be beneficial by a number of studies on instructors' usage of it. Izenstak and Leahy (2015) state that GC can definitely be utilized to improve interaction between students and their teachers as well as the exchange of knowledge, activities, and supplementary resources. In a study by Shaharane, Jamil and Rodzi (2016), a hundred pupils answered questions regarding the utilization of the platform. The findings demonstrated that pupils thought Google Classroom was the easiest to use platform and that it offered stronger communication and engagement abilities than any other platforms. One of the reasons for its acceptance, according to the researchers, was because it is a free platform;

nonetheless, assignments that promote collaborative learning were also a very powerful tool for raising student involvement in the learning process.

The platform is innovative, according to Singh and Thurman (2019), as it is mainly intended to facilitate teacher-student interaction and enhance the meaning of the educational process. Sukmawati and Nensia (2019) found out that the ease of use of the platform, together with its ability to be connected to different Google applications, left their participants feeling enthusiastic about using the application. Furthermore, Megawati and Astutik's (2019) main focus was on teachers' and students' perspectives on GC usage. They stated that the platform could assist instructors in their teaching, particularly in subjects that require assessments.

## **5. Case Studies and Examples**

Since previous studies can provide significant findings, it is important to take into consideration how Google Classroom was integrated into various contexts and how students experienced using it as an educational tool. The usefulness of GC across various kinds of educational contexts has been demonstrated in several studies on teachers' usage of the platform. Reading these numerous prior studies is essential since it greatly enhances the researchers' understanding of the subject and helps them select the most suitable methodology for the present research.

Choirunnisa and Mandasari (2021) examined secondary students' perceptions of their experiences with remote learning using GC in an online learning environment during the COVID-19 pandemic. Their study's objective was to see what secondary school students thought about its usefulness and determine whether it could be a good tool for online assessments. The qualitative data collected through interviews and the survey was analyzed. Based on the findings, students thought that GC was an effective platform to study English grammar because it was user-friendly, adaptable, and useful.

Another study (Abazi-Bexheti et al., 2018) studied the use of GC to determine the factors that influence student engagement in learning through the internet. The study highlights how well GC usage may promote student collaboration in the learning process. The authors of the research paper claim that the use of GC could have a favorable effect on student cooperation in primary school, providing opportunities to increase student participation. Another study (Bajpai and Sharda,

2021) on the usage of GC by Indian teachers showed that the majority of the participants who utilized the platform for teaching found it beneficial in terms of accessibility, helpfulness, monitoring progress among students, and facilitating students' experiences and interactions with the teacher.

### **C. Google Classroom Application in EFL Writing Courses**

The platform's simplicity of use for EFL writing gives educators and students a number of benefits that can aid in their learning process and give them a more practical means of learning and practicing (Peralta and Fonseca, 2019). EFL students are able to edit drafts, practice writing whenever it is convenient for them, and turn in work to their teachers. Following that, it becomes simpler for teachers to provide students feedback directly by highlighting their errors and leaving comments on their work. Additionally, it allows teachers to return graded papers to students so they may make any necessary corrections at any time and use their teachers' suggestions in the work they have turned in. Compared to other platforms, the teachers and students thought this experience was more helpful and beneficial (Peralta and Fonseca, 2019). Apart from the advantages of the platform, it gives students the chance to develop their skills with digital technology. An additional investigation evaluated the efficacy of GC with EFL undergraduate English learners in Indonesia. Based on the conclusions by Alim et al. (2019), GC is highly helpful in enhancing every student's skills and abilities. It helps students learn independently with assistance from teachers.

#### **1. EFL Writing and Technology Integration**

Shamsabadi and Mehrdad (2015) conducted a study to determine how using Edmodo affected the writing abilities of EFL students. The findings showed that EFL learners who participated in this study performed better when they used Edmodo for writing. According to other research findings (AlSaid, 2015), the Edmodo learning process may produce engaging, creative, and productive learning activities while also saving time. According to Nilam (2018), the learning experience on Edmodo is enjoyable for writing activities, and it makes it easier for teachers and students to communicate in an educational setting.

Numerous research investigated how students perceive social media as a tool that could be utilized to enhance their writing abilities. In one study, Li et al. (2010) examined the thoughts and opinions of instructors and students toward wiki-based collaborative writing in a school setting in China. The outcomes showed that they had improved their attitudes towards writing after utilizing wikis for collaborative writing.

Likewise, Yunus and Salehi (2012) examined how well students thought Facebook groups worked for writing as a teaching tool. In accordance with the results, Facebook appeared to be an effective educational tool for enhancing students' writing performance. Aghjani and Adloo (2018) examined what the impact of online cooperative learning using the Telegram application on the perceptions of EFL participants and on their writing abilities. The findings showed that students' perceptions toward cooperative learning on Telegram were satisfactory.

## **2. Enhancing Writing Skills through Google Classroom**

It was previously demonstrated that numerous educational situations have been positively impacted by e-learning technologies. Specifically, there has been an increase in the usage of Google applications in EFL writing classes. Recently, an evaluation of using Google Classroom was carried out in Costa Rica. It was chosen as an online platform for EFL undergraduates with the goal of improving their writing skills online. The responses to the survey provided by the participants in the study showed that GC offered a variety of advantages to instructors and students, allowing them to engage in interactive writing practice and learning in a comfortable way at a time that worked well for both (Peralta and Fonseca, 2019). Consequently, the platform has become known as a preferred learning tool for English writing practice since practicing can be done anytime, anywhere.

Al-Ibadi (2022) also investigated how the GC platform affected 60 Iraqi undergraduate students' ability to write. According to the conclusions of his study, the platform has helped participants write with more autonomy and confidence, as well as express themselves more clearly and think more deeply. Another research on the usage of GC for the development of the four language skills was carried out by Nanthini (2020). According to the study's findings, the platform promoted a beneficial, engaging, and student-focused environment and proved to be a successful

alternative to traditional teacher-focused talking and chalking classes.

As writing is considered to be one of the hardest skills for students to become proficient in, Shelvam's (2021) case study examines how Malaysian upper secondary level ESL learners perceive utilizing GC for writing to develop their ability to write. The study's conclusions demonstrated that every student was excited to take part in writing on the platform. Even though they had some trouble adjusting to the new learning platform, the students thought it had helped them write better. Nonetheless, they stated that their desire to get better at writing had increased as a result of the new learning platform.

### **3. Assessment and Providing Feedback in Google Classroom**

Receiving feedback from their teachers on their writing assignments is essential for students to enhance their writing abilities. A lot of options can be used by the teachers on the platform to increase students' satisfaction with the writing practice experience. For instance, teachers have the option to highlight students' mistakes and write comments using the error correction codes (see Appendix 6). Another example is that teachers can provide vocal feedback, which is one of the options available on the platform for teachers to use when providing pupils with beneficial feedback on each writing assignment. It is a useful feature that teachers may utilize to accommodate auditory learners who are more receptive to oral feedback. By using an online voice recorder like Vocaroo, teachers can record their feedback on students' writing assignments and provide them with access to the recording via a link. After getting the link, teachers can paste it into a comment, and students can listen to the feedback, as seen in Figure 5.

Teachers are now able to reach out to their students while they are working on their assignments and help them in their work when they need it, regardless of whether they have the chance to interact with them in person. Another option for giving feedback is that the platform offers a useful feature where teachers can provide private comments to each student individually, as seen in Figure 6. The student will be sent straight to the assignment after receiving an email informing them of the comment left by the teacher. Through private comments, teachers and students may talk about assignments in detail by replying to each other. The ability for teachers to leave comments on student work while they are writing, rather than

just after the student turns in their assignment, is another useful feature of the platform.

Furthermore, teachers can attach their rubric when creating writing assignments, as shown in Figure 7, with a short description for each component, as shown in Figure 8. They can use graded rubrics to provide feedback. When teachers return students' writing assignments with a rubric attached, as seen in Figure 9, the students can see the score for each component to know which ones need more work for the future.

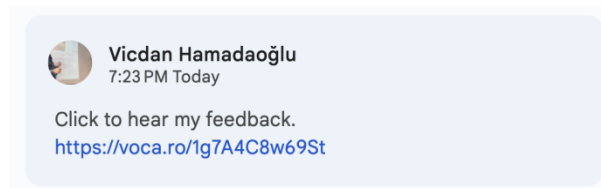


Figure 1 Audio feedback

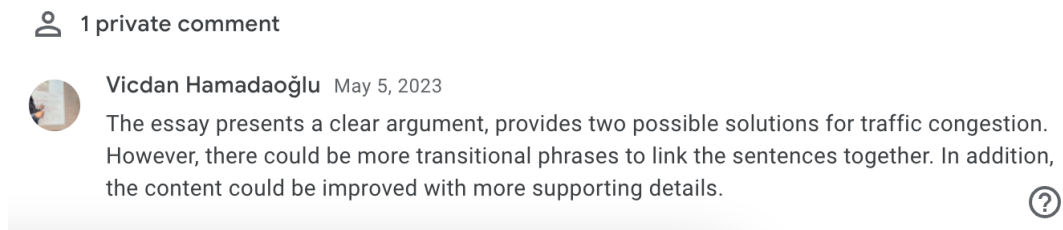


Figure 2 Individual feedback

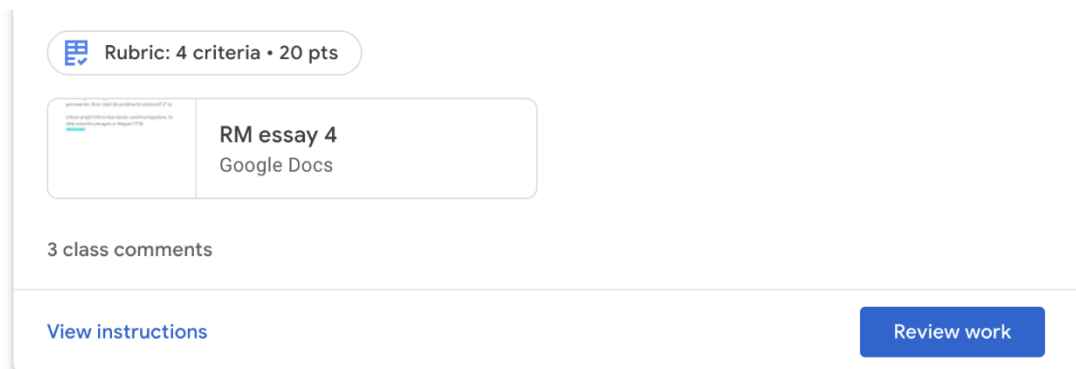




Figure 3 Writing Rubric Attached with Writing Assignments

**Coherence** /5 

*5 pts*

Writing includes appropriate sections and they all fulfill their aims. - Large variety and appropriate use of transition signals. -A smooth transition of ideas from one part of the writing to the next.

Figure 4 A Short Description for the Writing Rubric Components

**Rubric** 16.5/20 








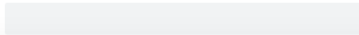

<b>Coherence</b>	5/5 
	
<b>Content</b>	4.5/5 
	
<b>Accuracy</b>	4/5 
	
<b>Lexis</b>	3/5 
	

Figure 5 The Score for Each Component

#### 4. Traditional Versus Google Classrooms Methods

One of GC's most useful features is the ability for teachers to monitor their students' writing assignments and provide feedback or edits as they are being typed. Teachers and students can see each other's comments if they are both looking at the assignment at the same time. As a result, teachers could draw attention to details that students might have forgotten about, and students would have the opportunity to edit their work before turning it in. Each time a student begins typing on a document, the teacher is notified. On the other hand, the traditional method, in which teachers collect their students' writing assignments, take them home for grading, and then return them to class, fails to offer this kind of feature. Since students do not have



time to write what they have missed, feedback at this point is not as beneficial as it would be when they are working on their writing assignments. Research shows that traditional methods, especially those involving time and space restrictions that limit possibilities for teacher-student interaction in writing classes, can have challenges for effective feedback practices (Bower, 2006; Ebadi and Rahim, 2017).

On the platform, students can get comments from their peers in addition to their teacher. Ho Min University of Technology students stated in Mai Tran (2019) research that they were more willing to receive suggestions for improvement from their peers. Students sought to avoid making the same mistakes that were frequently mentioned by their peers on the platform after becoming more conscious of them. Nevertheless, while writing in the traditional way, only the instructor has access to the student's work, indicating that other students may only review their paragraphs, and the teacher is the only one who can provide feedback. According to Bouvier and Duval (2008), it is crucial that the conventional methods of assessment are modified. Providing feedback comes in a variety of forms, each with an objective. They facilitate interactive learning, which depends on the teacher and all students interacting with one another. To put it differently, their emphasis is on increased student-teacher and peer-to-student interaction, along with how crucial it is for students to participate in the educational process.

An additional beneficial feature is that all writing assignments are accessible to the teacher and students on the class work page (see Figure 10). This makes it simpler for students to review previous mistakes and work on correcting them. Furthermore, while the instructor is grading the pupils' assignment, they can quickly take a quick look at the student's previous work to see whether they are still making the same mistakes and provide feedback accordingly. However, doing this in the traditional way is challenging as the teacher has plenty of papers and has already given students their work after giving feedback.

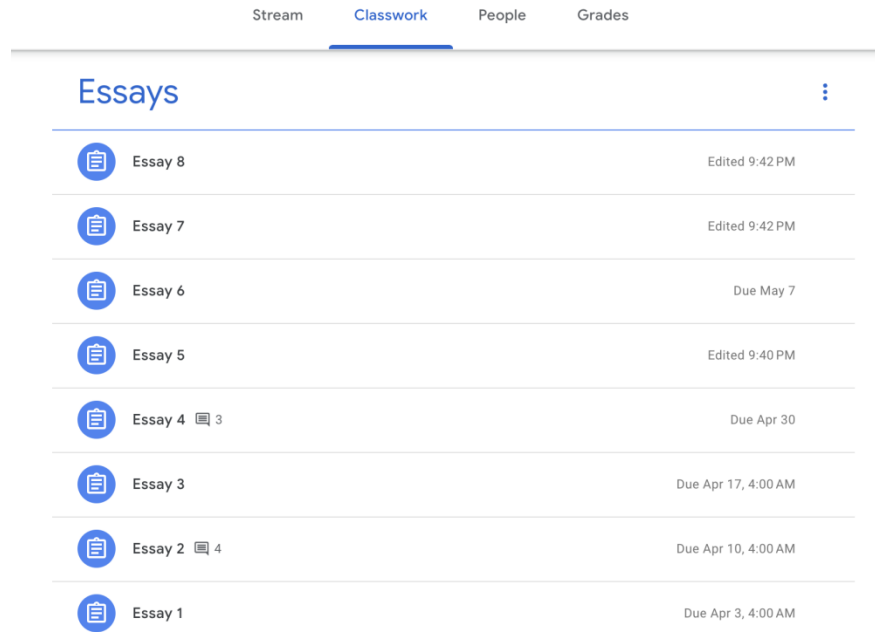


Figure 6 The Access to all Writing Assignments on the classwork page

## 5. Why Google Classroom Should Be Used in Writing Courses

Google Classroom is a platform that helps teachers engage with their students beyond the classroom environment. Previously, pupils had to be present in the classroom in order to ask teachers something. Teachers are able to respond to questions from their pupils whenever they want. Students can also turn in assignments from wherever they are with an internet connection. Teachers can easily add students to the class on the platform, assign writing assignments, and keep in touch with their students, which saves them time and paper. The teacher can easily check the class from their own mobile phone. Paper is not needed for assignments anymore. Since they can check and mark students' work from their mobile phones, teachers do not need to bother with papers. Teachers are informed as soon as the student turns in the writing assignment. Students may monitor class activity via the platform's calendar system.

The deadline for turning in assignments is chosen by the instructor, who will also get notifications whether a student submits their work late, on time, or not at all. Students can understand what they need to do to complete class requirements using this kind of system, which is really helpful. Nursyahrina et al. (2021) claim that utilizing the platform increases the percentage of students who succeed in finishing the course. Due to the fact that every student gets reminders that they have to

complete their homework, work on it, and then turn it in, they feel more motivated to finish their assignments.

### **III. RESEARCH METHOD**

A quasi-experimental methodology was used in this study to collect and analyze data and, a one-group pretest-posttest design was applied. The research was divided into two sections. To collect data, the first part was to provide a writing test to EFL intermediate students before and after the intervention of using Google Classroom. In the second part, participants filled out a survey and were interviewed to gather their opinions and perspectives on what they thought and their experiences of using Google Classroom to write essays, which was done after the intervention.

#### **A. Participants**

The research, which lasted eight weeks, involved fifteen EFL Intermediate students enrolled in the preparatory school at Ibn Haldun University in Istanbul. The native language of the study's participants was Turkish and their age was from 18 to 25. The university gave each participant a laptop to use for the duration of the research to ensure that all of them had fair access to the needed technology.

#### **B. The Instruments of the Study**

1. **Writing Tests:** The writing tests were the primary tools for assessing participants' proficiency in writing before and after platform utilization. The tests included essay prompts that asked students to demonstrate their abilities to write well-organized and cohesive essays (see Appendix 1). The prompts were related to the units' topics in the book. The essays that were submitted by the students were graded based on the writing rubric provided by the university, which incorporates four main criteria (see Appendix 2). The pretest aimed to measure students' writing knowledge, while the posttest aimed to assess the effect of using the platform on students' writing abilities (see Appendix 3).

2. Survey: Following the intervention period, the survey was sent to the learners in order to collect detailed data on the effectiveness of using Google Classroom to further support the collection of data. The responses were collected through Google Form and it was developed to assess students' perceptions toward using Google Classroom to write essays (see Appendix 4). It was created by Albashtawi and Al-Bataineh (2020) and consists of fifteen reflections.

The survey included a total of fifteen statements divided into three domains, which are usefulness, ease of use, and accessibility. Each of the statements contained five options and participants may choose what they believed best reflected their experience with the platform: "Strongly agree," "Agree," "Neutral," "Disagree," or "Strongly Disagree." The responses were beneficial for collecting insights into participants' opinions and perceptions on the platform's effectiveness.

3. Interviews: A semi structured interview was conducted to collect more data to the qualitative research questions of this study. Seyyedrezaie, Ghonsooly, Shahriari and Fatemi (2016) developed the modified interview questions. The interview contained six questions that elicited students' perceptions of the impact of Google Classroom on essay writing (see Appendix 5). The 15 students were interviewed at the end of the intervention for this phase of the study. The interview took place in Istanbul. The researcher did the recording and transcription of all interviews.

### **C. Techniques of Data Collection**

The data collected in this research was collected through both quantitative and qualitative data collection tools. The purpose was to acquire a full view of using Google Classroom as an online learning platform to practice writing essays for intermediate EFL students. The quantitative data was collected through pre- and post-test essays before and after the intervention phase from the 15 EFL intermediate participants to determine if there was a noted improvement. To collect qualitative data and enable participants to express their views about the use of the platform, a

survey and individual interviews were conducted. Everything was done to get a comprehensive understanding and to understand EFL intermediate learners' perspectives on the use of the online platform for EFL essay writing skills.

### **1. Pre-test**

The entire group were given a diagnostic exam as a pre-test before utilizing the platform to assess their writing performance. They were asked to choose one prompt and write an essay or a paragraph on it in order to demonstrate their writing skills such as coherence, lexis, content, and accuracy. The pre-test was administered to participants to see if there was a statistically significant difference between their pre-test and post-test results.

### **2. Treatment**

During the intervention phase of the research, the online platform Google Classroom was utilized for writing different kinds of essays using varied prompts derived from the book's contents. The eight-week treatment period allowed participants to engage with GC and learn about its power / role in the context of essay writing learning. Writing various essays, real-time feedback, and access to writing resources through the platform were all part of the treatment. Throughout this phase, the researcher monitored and documented participants' interactions with GC to ensure that the technology-based intervention was implemented effectively.

### **3. The procedure of the treatment**

Before starting the treatment, all students completed a pre-test in order to determine their current writing skills. The teacher created a class in GC and provided students with a unique class code to join. During the eight-week treatment, the students were taught how to write an essay in a face-to-face class, but at the end of each week, the teacher assigned a writing assignment, and they submitted their essays via GC. Students had four writing sessions each week about different topics in essay writing. Each session lasted for an hour. Throughout the 8-week study period, the students received regular feedback on their writing assignments through GC before starting the following week. All writing materials were posted on the platform for easy access and reference throughout the treatment. The same procedure was repeated over 8 weeks. After giving the treatment for 8 weeks, a post-test was given

to all students in order to assess their writing performance and measure their achievement after the group received treatment. They were asked to write a 250-300 word essay on a topic related to their course curriculum. After the post-test, students were given a survey to the learners' to collect in-depth data about the effectiveness of using GC to support the data collection. The learners were asked at the end of the treatment for their perceptions of the influence of GC on their writing performance in order to collect the qualitative data of the study.

#### **4. Post-test**

Following the treatment period, a post-test was administered to assess the participants' writing skill development following their utilization of Google Classroom. The post-test, like the pre-test, had essay topics that assessed several writing skills. The researcher evaluated the influence of Google Classroom on participants' writing ability by comparing the pre-test and post-test findings. The post-test helped evaluate the intervention's success and provided significant insights into the advantages of utilizing technology in essay writing. The post-test, like the pre-test, was carried out under controlled settings to verify the accuracy and validity of the data gathered. Finally, the survey and individual interviews with participants were done to gather both quantitative and qualitative data about their thoughts, experiences, and feedback on utilizing Google Classroom for essay writing.

#### **5. Data Analysis**

In the current study, descriptive statistics and Paired-Sample T-Test were used as data analysis methods, and it was analyzed using IBM SPSS Statistics 26. The purpose of this test was to see if there were any differences in the results of students' pre-test and post-test, and assess the 8-week GC intervention's efficacy in improving students' writing performance. The survey responses have been collected using Google Forms. The interview and the survey responses were qualitatively analyzed via coding and thematic analysis.

## IV. FINDINGS

### A. Results from Pre-Post Tests

Table 1 shows the findings of the pre-test and post-test, which highlights the participants' performance before and after the intervention. The mean in the pre-test is 13.4000 and the SD is 1.63881. The pre-test results reflect the participants' starting level of proficiency and highlight the need for development. After the intervention, post-test results revealed a significant increase in participants' writing abilities. The mean score rose to 16.8000, with a SD of 1.56753. This significant improvement in post-test scores indicates that the incorporation of Google Classroom improved participants' writing ability positively.

Table 1: Means and standard deviations of the students' pretest and posttest writing test

Test	Mean	N	Standard Deviation
Pre-test	13.4000	15	1.63881
Post-test	16.8000	15	1.56753

Table 2 below presents key statistical conclusions that result from the paired-sample t-test comparison of pre-test and post-test data. The table shows participants' development before and after Google Classroom integration in the EFL essay writing sessions. The mean value of -3.40000 shows the mean difference in the pre-test and post-test scores. With a SD of 0.82808, this result suggests a significant improvement in participants' writing skill following the intervention.

The Standard Error Mean is 0.21381. The "t" and "df" are important components of the paired-sample t-test analysis. The degrees of freedom (df) are 14 and the t-value is -15.902. Most importantly, the "Significance" validates the statistical significance of the outcome with a p-value of 0.000. The results of this table highlight the good impact of utilizing Google Classroom into EFL essay



writing sessions. These quantitative findings support the study's primary goal of assessing the impact of technology in EFL teaching.

Table 2: Paired samples -test results for the students' pretest and posttest writing

Test	Mean	Standard Deviation	Standard error of the mean	t	df	Significance
Pre-test Post-test	-3.40000	.82808	.21381	-15.902	14	.000

**Research question 1: Is Google Classroom effective in improving EFL students' writing?**

The data shown in the tables confirms Google Classroom's effectiveness in improving the writing abilities of EFL students. The table summarizes the pre-test and post-test findings for EFL essay writing session participants who used Google Classroom demonstrates a significant improvement in writing skills. The mean difference of -3.40000 indicates that scores improved on average following the intervention. This improvement indicates that students who used Google Classroom improved their writing skills as compared to their pre-intervention performance. The t-value of -15.902 as well as the p-value of .000 highlight the statistical importance of these findings. The above data confirm that the incorporation of Google Classroom was essential to the observed improvements.

**B. Results of the survey**

**Research question 2: What perceptions do EFL intermediate students have regarding the implementation of Google Classroom in writing essays?**

Figures 11, 12, and 13 show the perceptions of EFL intermediate students toward the implementation of GC in the writing of essays. This was carried out by assessing the responses of students on 15 items across three categories (usefulness, ease of use, and accessibility) following GC implementation. Figure 11 shows the usefulness of the platform in helping students learn to write essays. According to the responses, the majority of participants stated 'strongly agree' in most of the aspects of using the platform for writing, being a helpful and useful tool for writing, improving their writing skills, and that the assignments on the platform were helpful. However, the majority of participants responded 'agree' to utilizing it for writing in

other courses, adding value to learning processes, and recommending it be used for teaching in higher education.

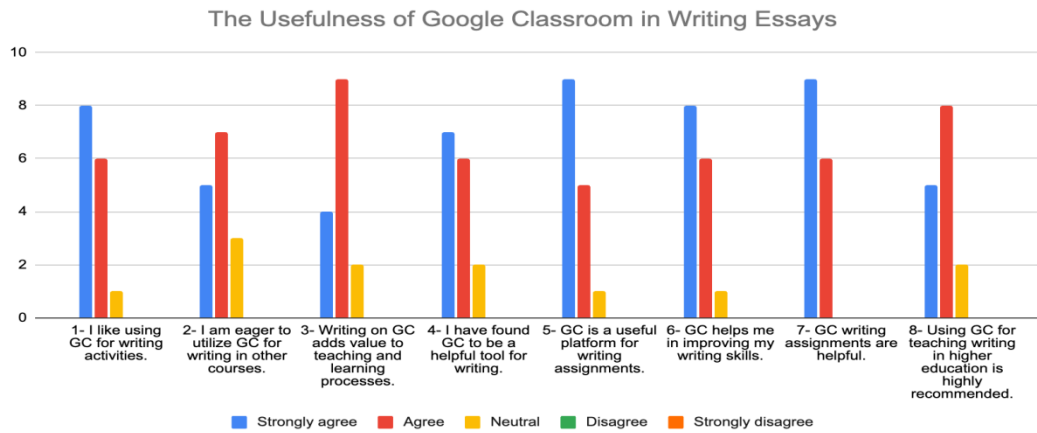


Figure 7. The usefulness of Google Classroom in writing essays.

\* GC = Google Classroom

Figure 12 displays the platform's ease of use. Based on participant responses, most participants stated 'strongly agree' in two aspects: The platform is user-friendly for writing activities, and the instructions for writing on the platform are clear and easy to follow. Nevertheless, most participants agreed when asked if submitting assignments had a positive impact on their motivation and engagement in writing and if accessing the platform on their smartphones provided convenience for writing assignments.

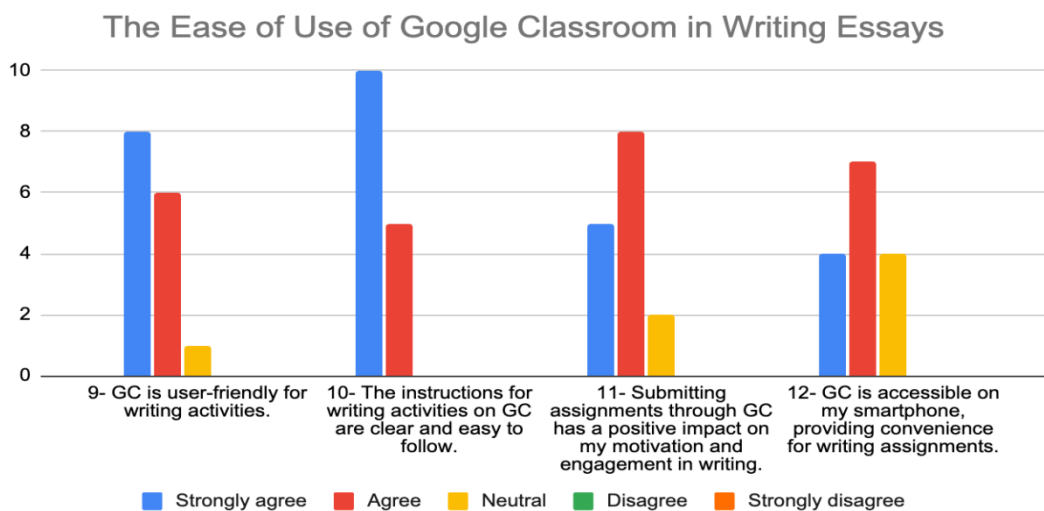


Figure 8. The ease of use of Google Classroom in writing essays.

\* GC = Google Classroom

Figure 13 presents the platform's access. Based on their responses, a large number of participants chose 'strongly agree' in two aspects: using the platform for writing assignments is preferable to traditional-based assignments, and the flexibility of accessing it from any location at any time is advantageous. On the other hand, when asked if they responded as quickly as possible to each writing assignment on the platform, the majority of participants responded "neutral."

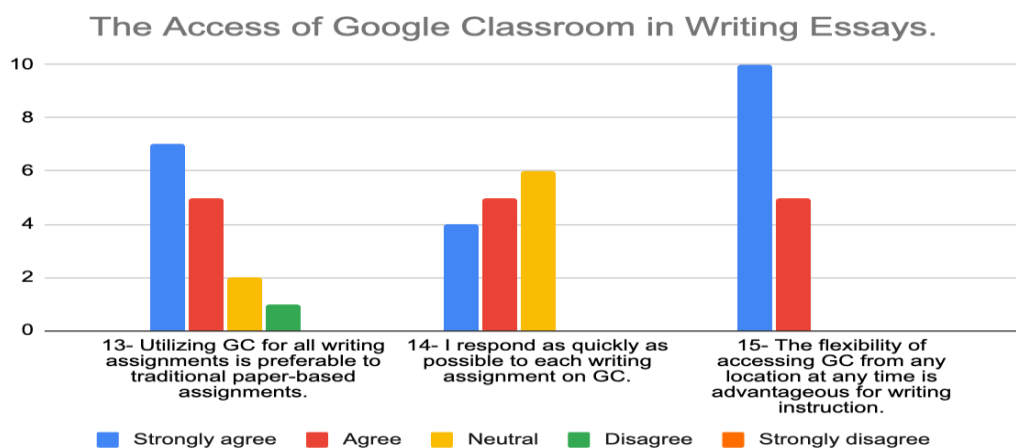


Figure 9. The access of Google Classroom in writing essays.

\* GC = Google Classroom

### C. Results of the interviews

Analyzing the Qualitative Research Questions' Findings:

The second research question of this study investigated EFL intermediate students' perceptions of using GC in essay writing. In order to find the answers to these questions, the researcher carried out a semi-structured interview. At the end of the intervention, the 15 students were interviewed for this purpose.

Describing the Interview Question Results:

The interview consisted of six questions and it was conducted in English. All interviews were properly recorded, transcribed, and analyzed, and the key themes for each question have been extracted and presented in a table.

Question 1: Did you enjoy the writing process on Google Classroom? Why/why not?

**Table 3:** Themes of the first question

Themes	Number of Students	Percentage of the Answers
They found Google Classroom simple to use and enjoyable to practice writing.	9	60%
Real-time feedback from the teacher.	6	40%
The platform's organization and clarity	5	33.33%
Accessibility and writing from anywhere.	3	20%

In answering the first question of the interview, 60% of students had positive opinions, expressing that they found GC easy to use and enjoyable to practice writing in. Many of them noted that the easy design of the platform made it simple to get used to, even for students unfamiliar with technology. They also mentioned that it was enjoyable to practice writing on the platform, demonstrating that the platform not only eased their learning but also made it an enjoyable experience.

*“Yes, I enjoyed using Google Classroom for writing because it is simple to use. I could work on my essays in an enjoyable way. The platform is easy to use and that made it less stressful for me.”*

Interview sample excerpt 1

40% of the students thought that the teacher's immediate feedback was valuable. Students showed positive thoughts towards that because they could request clarification and understand their writing strengths and weaknesses in real-time rather than waiting until the next day.

*“Yes, the simple design of the platform made it easier for me to focus, and I got comments from my teacher, which helped me improve my writing. The teacher provided feedback on my essays, which I really liked because I didn't have to wait until the next day to learn my mistakes.”*

Interview sample excerpt 2

Another group of the students, 33.33%, stated that the platform's organization and clarity were essential factors in their experience. Students liked how everything was presented in a well-organized manner on the classwork page, which helped their engagement with the writing assignments.

*“Yes, it is a helpful platform since it made my writing tasks less confusing. The platform was easy to use, made writing a lot easier, and I could easily access everything I needed to complete the essays. It was good to see how all of my essays*

*were in just one place, which made me feel less worried about losing my work because the entire process was organized well.”*

Interview sample excerpt 3

Concerning the last subject, 20% of students expressed appreciation for being able to access and deliver their writing assignments from wherever, whether at home or elsewhere. Being able to write and share thoughts from many different locations provided freedom and convenience to students.

*“Yes, I liked it. I found the platform easy to use and it is worth mentioning that having the access to writing essays from anyplace, was very helpful as I don't usually stay in the same place. I could access my essay assignments from home or anywhere else.”*

Interview sample excerpt 4

Question 2: How did you find the writing instruction via Google Classroom? Was it helpful or a waste of time? Did it lead to success/improvement in writing performance?

Table 4: Themes of the second question

Themes	Number of Students	Percentage of the Answers
Helpful for writing from the beginning	7	46.67%
Was a waste of time at first, but they eventually found it helpful.	4	26.67%
Prefer traditional learning environments	2	13.33%
Enjoyable tech experience	2	13.33%

Seven of the students (46.67%) stated that it was helpful for them from the beginning. They recognized the good influence of Google Classroom's writing instruction early on, underlining its usefulness and efficacy in helping their writing process.

*“Using the platform to practice writing essays to me was helpful from the beginning. I have not tried to practice writing using technology at all. I was practicing writing on paper all the time. But, I liked it since I saw all my essays and the feedback for them in one place to compare my work.”*

Interview sample excerpt 5

Four students (26.67%) expressed that they did not find the platform's writing instruction beneficial at first. However, as they continued with their essay writing assignments, they started to recognize its helpfulness.

*“I didn't believe practice writing on Google Classroom for writing was a good idea. But as I have seen my writing improving and receiving positive feedback from the teacher, I changed my mind.”*

Interview sample excerpt 6

Two students (13.33%) stated that they like to practice writing in the traditional way. These students expressed unwillingness to use technology to improve their writing skills. Although the students acknowledged the usefulness of the Google Classroom writing instructions, they found the traditional way to be more suitable to their preferences for learning.

*“The writing instructions made the procedure less stressful for us. However, because I do not enjoy learning with technology in general, I would rather learn and practice writing in traditional educational environments.”*

Interview sample excerpt 7

Two students (13.33%) had a good attitude about the use of technology to improve writing. They thought it to be a fun and useful technological experience. They mentioned the benefits of having one place for tracking their progress, getting feedback, and engaging in writing assignments.

*“I enjoy learning through technology. So I had a good time practicing writing on GC. It improved our writing a lot and I could access all my essays and feedback from the teacher all in one place.”*

Interview sample excerpt 8

Question 2.1: If it led to success/improvement, how did Google Classroom assist you in your writing performance?

Table 5: Themes of the second question 2.1

Themes	Number of Students	Percentage of the Answers
Improved communication and real-time feedback from the teacher	9	60%
Progress tracking and self-evaluation	7	46.67%
Access to writing materials	5	33.33%

Nine students (60.00%) mentioned that the real time feedback from the teacher and the easy communication was an important factor in developing their writing on the platform. Students additionally mentioned how, in contrast to the traditional method, they could quickly see their mistakes due to the real-time feedback. They also particularly valued the teacher's different feedback on all types of essays.

*“I believe that communication with the teacher on the platform was much easier and it was helpful to improve my writing. The comment box made it possible for me to seek assistance when necessary, and I appreciated how we could receive feedback and teacher comments at home. The teacher's responses were useful and varied in their comments on the essays based on the type of essay.”*

#### Interview sample excerpt 9

A total of seven students (46.67%), demonstrated that utilizing GC enabled them to follow their progress and evaluate their own essays on the platform. For the reason that the platform contains all of their previous assignments on a single page, these students recognized how useful it was in tracking their writing assignments as they developed over time. As a result, this made it possible for them to review them and avoid making the same kind of errors in the next one.

*“Being able to revise all the essays I have returned in one place has helped me enhance my writing skills. The ability to track the mistakes made to my writings over time has provided me with a good overview of the progression of my writing. It was good to see how my ideas developed and changed right in front of me.”*

#### Interview sample excerpt 10

Since students could access all of the writing materials in the same place, five of the students (33.33%) thought the platform was well-organized and useful for that reason. The responses they provided indicated that Google Classroom was helpful in finding the important writing resources. They highlighted that the problems of losing

the printed writing materials disappeared since everything was in a single place.

*“For many reasons, practicing writing essays on the platform was much better to me than the traditional way. One of the reasons was that the writing materials needed to know how to write every type of essay were uploaded to the platform. So, before I start writing the assignment, I look at the well-written sample and outline provided on the platform. Everything we needed for writing was all in one place. I liked that because I easily lose the hard copies of these materials.”*

Interview sample excerpt 10

Question 3: What features of Google Classroom did you find helpful in your success in writing performance?

Table 6: Themes of the third question

Themes	Number of Students	Percentage of the Answers
Organization of writing assignments and instructional materials	10	66.67%
Rubric access for each essay assignment	8	53.33%
Easy access to previous assignments	7	46.67%
Mobile notification features	5	33.33%
Comments box	2	13.33%

Ten students (66.67%) showed appreciation for the platform's organization of the materials and writing assignments. They agreed that having access to everything they needed on a single page made learning how to write essays convenient and improved their ability to work efficiently.

*“I liked how we could access all of the writing resources we needed on one page, including essay samples, outlines, and presentations used in class by the teacher. That made writing easier because I could immediately find everything anytime I was confused.”*

Interview sample excerpt 11

Eight students (53.33%) mentioned how the rubric automatically included with every writing assignment was a beneficial feature. They noted that it guided their writing process and allowed them to review their essays before submitting them. Additionally, it made it easier for them to write essays that were more focused and met the criteria.



*“The platform's feature of providing access to the rubric with each essay writing assignment was very helpful to my writing. The ability of seeing the rubric with the essay writing assignment allowed me to learn how the teacher rated each criterion as the teacher graded my assignment. Each criterion guided and pointed out not only where I did well but, additionally, what was needed to improve.”*

Interview sample excerpt 12

An important feature in the development of seven students (46.67%) was the platform's simple access to previous assignments, which enabled them to review and track their essay writing progress over time.

*“GC helped my writing improve since I could simply review my prior assignments' errors and read the teacher's feedback. That was very beneficial in not making the same errors again.”*

Interview sample excerpt 13

Five of the students (33.33%) highlighted how crucial the notification feature was. In the responses they provided, they stated how helpful it was to receive immediate notification on their cell phones from the teacher when she assigned any writing assignments or when they had comments or feedback on their essays. This helped them not to miss anything regarding their writing assignments even when they weren't near their laptops.

*“The platform's mobile notification feature was the one I liked. Receiving notification immediately when the teacher started commenting or grading my essays allowed for a quicker process of responding and that ensured me to never miss valuable feedback. If there was anything I didn't understand from the feedback, I simply wrote a comment to the teacher and she responded immediately without needing to wait until I was in school.”*

Interview sample excerpt 14

Two of the students (13.33%) stated that the feature of commenting in the box to write what they were struggling with to the teacher was helpful as it enabled them to ask for help or clarification on the platform by using the comment box. This feature allowed for easy and convenient contact between the teacher and the students, so when they had difficulties with their writing assignments, they could get help

quickly.

*“The platform's comments box feature was a useful tool. It allowed simple contact with the teacher as whenever I had a writing problem, I could write it there and the teacher would answer.”*

Interview sample excerpt 15

Question 4: Have you faced any problems with Google Classroom in the process of writing instruction? If so, what kinds of problems?

**Table 7:** Themes of the fourth question

Themes	Number of Students	Percentage of the Answers
Smooth experience with no significant issues	10	66.67%
Internet connection issues	3	20.00%
Initial difficulty with digital writing	2	13.33%

Ten students (60%) indicated that they were satisfied with the writing process and had no issues with working using GC. Based on responses from students, the platform was simple to use, helpful, and appropriate to their learning experience.

*“I had no problems with the platform; it was really useful for writing and getting feedback from the teacher on it. The procedure went smoothly, and I enjoyed the experience.”*

Interview sample excerpt 16

Three students (20%) had intermittent challenges with the speed of their internet connection when using Google Classroom. Therefore, they had difficulty submitting their writing tasks on the platform. However, those students stated that it was not a serious issue and had no impact on their entire experience.

*“The platform went well most of the time. But I sometimes had an unstable internet connection, and that was the only problem with me. This resulted in taking time to attach my writing assignments quickly. I had to try uploading it several times.”*

Two students (13.33%) found it challenging to explain their ideas digitally at first since they had only practiced writing on paper. However, they had gradually overcome this initial issue, and they got used to typing their opinions on the platform.

*“It was difficult for me to explain what I was thinking digitally. As a result, I used to write my main ideas and points on paper first, then transfer them to the platform. However, after two weeks, I got used to this and I was no longer doing that.”*

Interview sample excerpt 17

Question 5: What are the main factors that contributed to your success or failure in this course, in terms of writing? (Teacher, effort, ability, luck, task difficulty, etc.)

**Table 8:** Themes of the fifth question

Themes	Number of Students	Percentage of the Answers
Regular Practice and Error Review	9	66.67%
Motivational and enjoyable environment	8	53.33%
Teacher's support and guidance	7	46.67%
Interest in writing	4	26.67%
Previous writing experience	1	6.67%

The majority of students (66.67%) stated that frequent practice of writing essays on the platform and error review were essential in enhancing their writing ability. This practice enabled them to recognize and go over their errors in prior assignments. One of the platform's features is that students could easily show previous essays on one single page, which encouraged students to rapidly review their previous essays and learn from them.

*“I believe that my constant essay writing practice during the modules, along with reviewing my previous errors shown by the teacher on the platform, was essential in improving my writing performance.”*

Interview sample excerpt 18

Eight students (53.33%) stated that utilizing the platform was crucial to creating a good and engaging learning experience. It not only encouraged students to work on their assignments, but it also created an educational and enticing environment.

*“I don't like writing in general but using the platform was engaging and that helped me to be always motivated to start writing my essay writing assignments.”*

Interview sample excerpt 19

Seven students (46.67%) stated that the teacher's support and guidance on the platform were vital to their achievement. They stated that the teacher's involvement and continuous feedback on the platform helped them develop their writing abilities.

*“I found writing in English on the platform more engaging than the traditional way. We received feedback from the teacher, and she highlighted the mistakes and left a comment on the essay that was the most important thing in achieving success.”*

Interview sample excerpt 20

Four students (26.67%) mentioned that their passion for writing was a key factor. They believe that their excitement and motivation in the writing process led to their success.

*“I enjoy writing in general, but I wanted to improve my writing in English so I can write in more than one language. I think that motivated me the most to write on a daily basis.”*

Interview sample excerpt 21

Only one student (6.67%) mentioned that he had previous writing experience, which led to his success. This shows that the previous course he had in writing helped him write better essays on the platform.

*“Before starting here, I took a writing course at an institute, and now I feel comfortable writing my essay assignments on the platform. This helped me a lot, and I think it contributed to my success.”*

Interview sample excerpt 22

## **V. DISCUSSION**

The discussion section focuses on the two research questions and aims to discuss the effectiveness of GC in essay writing with intermediate EFL students, as well as their perspectives.

### **A. The effectiveness of Google classroom in improving EFL students' writing**

The present study's findings demonstrated how EFL intermediate students' writing abilities could be enhanced by practicing essay writing in Google Classroom. Improvements of participants' writing quality in punctuation rules, sentence structure and organization indicates that the study's objective of increasing students' essay writing skills was achieved. By using the platform, students were able to think more broadly and reflect more deeply, as well as generate original ideas. This finding is supported by an earlier study on the correlation between using the platform and students' writing abilities, which found significant correlation and demonstrated that the majority of participants had good to very good writing abilities (Rosyada and Sundari, 2021). It is also in agreement with another study, which indicated that using the platform was helpful since students' writing skills improved in the experimental group (Rentiana, 2021). In addition, it is in accordance with the conclusions of Apriyanti et al. (2019), whose research mentioned that the platform's use greatly simplified teaching English business writing classes without the need for papers.

### **B. The perceptions of EFL intermediate students regarding the implementation of Google Classroom in writing essays**

The study's second question focused on the students' attitudes towards using the platform to practice writing essays. Based on the survey results, EFL intermediate students had a positive attitude toward utilizing Google Classroom due to its simplicity of use, usefulness, and accessibility. These findings were aligned with those of Albashtawi and Al Bataineh (2020), Heggart and Yoo (2018), Wijaya (2016), and Ventayen et al. (2018) who confirmed the fact that students had good

and positive attitudes toward the platform. A comparable survey was carried out in the Omani EFL setting by AlEmran and Malik (2016), who obtained data on Google Classroom usage. Their findings showed that both instructors and administrative staff had a positive view of Google Applications. Furthermore, higher education institutes have welcomed Google Applications greatly. AlMarof and AlEmran (2018) investigated how well the platform was received by Omani students. The findings showed that students' perceptions of both utility and simplicity of usage were positive.

Based on the results of the interviews, students' responses to practicing writing essays on the platform were positive. The fact is that the students' responses demonstrated the platform's efficacy in developing essay-writing skills. They considered that the online writing environment was helpful to them and appreciated the platform's utilization in their writing process. The findings of Adas and Bakir (2013) state that students' writing skill development can be enhanced by the internet environment, as well as raising their enthusiasm and engagement. Additionally, the findings of the student interviews align with the research conducted by Rahim and Hosseini (2011) and Airishy (2011), which indicated students generally had a good perception of using internet tools. In short, using the platform for writing practice has positive effects on students' essay-writing performance. Furthermore, Google Classroom facilitates communication about assigning, grading, and giving feedback for writing assignments and sharing materials between instructors and students.

## **VI. CONCLUSION**

The objectives of the current study were to determine whether the platform can help EFL students write better essays and to see what intermediate EFL students thought about using it for essay writing. The study's findings and analysis suggest that there was a notable benefit to EFL undergraduate students' essay writing when they used the Google Classroom platform. The platform has shown an effective response to improving students' learning performance. This indicates that EFL students' writing skills can be improved by the writing assignments in Google Classroom. The use of digital devices and access to the internet are among the causes. The way online learning is now implemented makes it crucial for students to have mobile access to communicating and user-friendly learning experience (Janzen, 2014). Since the platform is accessible via smartphones and internet access, students take an active role in their writing because they may participate at any time and from any location. Due to the paperless nature of the platform, students may complete assignments and essays more rapidly. This is consistent with Sepyanda's (2018) assertion that Google Classroom is an instructional tool designed to facilitate paperless assignments and assessment procedures.

Students' opinions on practicing writing various essays are positively impacted by Google Classroom's user-friendly features. Despite having a lot of features, it is really simple to use. According to Janzen (2014), as stated in Iftakhar (2016), the platform was intentionally developed to simplify the process of assigning, monitoring, and marking different activities. They also emphasized how the instructional interface is simple for communication, making announcements, and receiving notification. Various resources and assignments can be uploaded by the instructor. In addition to tasks that provide practice writing, students receive supplementary, helpful materials to help them expand their understanding.

A study done by Kashkool (2021) concluded that using the GC platform can benefit instructors and students in a number of ways. It has characteristics that make it easier for teachers to run the classroom successfully and efficiently. They found

GC practical and easy to use. The study additionally showed that when instructors include technology and effective teaching methods, teaching EFL students may be interesting. The participants' enjoyment of the course contributed to their improved writing abilities. GC is a useful instructional tool for writing instruction. It can assist instructors in producing more impactful writing sessions. The implementation of GC can encourage students to write better and to become autonomous learners. This process of developing independence during this phase of learning helps students utilize personal ideas and language in their writing. Deiniatur (2021) also affirmed, in the study's conclusion, that the usage of online learning prepares students for independent learning since it needs students' dedication to self-improvement.

Sukmawati and Nensia (2019) assert that GC offers several advantages over traditional classroom instruction since it facilitates student communication and increases productivity. Moreover, learners expressed satisfaction with Google Classroom and thought it was useful for boosting their desire to practice the foreign language. Alkhaldi's (2022) research led to the conclusion that students' proficiency in composing paragraphs increased over time. He stated that one of the best ways to help students write better paragraphs is to make all of the material available online and to encourage them to work in a paperless environment.

Deiniatur (2021) found that utilizing the platform GC is helpful since teachers are allowed to provide students with helpful feedback on their work of writing. Feedback is essential for students to enhance their ability to write (Cahyono and Rosyida, 2016; Saleh, 2018; Dathuma and Singhasri, 2015; Barnawy, 2011). Through the platform, the instructor can instantly send students online comments and feedback on their writing assignments, even while they are working on them.

According to Rosyada and Sundari (2021), EFL students needed additional time to become familiar with the Google Classroom platform. Their study concluded that EFL students become more used to new academic writing processes as they utilize the platform more frequently. Additionally, they stated that in university-level EFL writing courses, using the GC platform was an excellent experience and that the results improved significantly with the period of time EFL students spent using the platform.

The outcomes of the current study indicate that using GC is effective, since students' ability to write essays has improved. Integrating the platform might be an



invaluable tool for both students and teachers because it contains novel methods for improving not just writing but also other abilities. The platform is user-friendly and engaging, which is crucial for the daily educational needs that students have. The EFL writing course has been enhanced by the platform's application by providing easy, straightforward, and notification features that meet the demands of both teachers and students. In university classes, instructors usually have difficulties teaching writing skills to students. This study offers a practical way to help students become better writers. Regarding the use of advanced technology and communication, EFL educational environments are encouraged to use Google Classroom as a way to practice writing. This study can provide insights for all education institutions, particularly for EFL teachers. The study's limitations were inevitable when investigating writing performance in an online learning setting. The participants were limited to a single EFL classroom at one university. As a result, the findings can be used in different settings and contexts. Additional study is recommended to determine whether the Google Classroom platform can assist EFL students in improving their oral skills.

## **VII. LIMITATIONS AND RECOMMENDATIONS**

For students studying English as an EFL, practicing writing and receiving feedback through papers and other traditional methods is no longer sufficient. Instructors need to find a different way of adjusting the learning process. Nowadays, the number of educational platforms is growing to facilitate and strengthen the quality of learning for both educators and learners. GC is one of the most widely used platforms for students to learn online, according to a number of studies. According to the results and conclusions, the researcher encourages EFL teachers to use the Google Classroom platform with their students since it is helpful for developing the learning experience and helping students become better learners. In order to enhance their language skills, students should be actively involved in online learning and encouraged to utilize online learning tools. Researchers can investigate and implement other innovative learning platforms to improve EFL students' writing skills.

There are several limitations to the current research. Findings from this research are unlikely to be widely generalized due to the limited number of participants and the restriction of data collection to one class of EFL students at a single university. As a result, another suggestion would be to use a larger number of participants in future studies conducted in various settings. The results of this research could be more reliable as well as practical if it were conducted with a larger number of EFL students at varied proficiency levels. Finally, additional studies need to take into account instructors' perceptions of using the platform, as the present research solely concentrated on the perspectives of EFL students.

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## **APPENDICES**

APPENDIX 1 Pre-test

APPENDIX 2 Writing Rubric

APPENDIX 3 Post-test

APPENDIX 4 Survey

APPENDIX 5 The Interview Questions

APPENDIX 6 Students' Work

APPENDIX 7 Ethical Approval Form

## APPENDIX 1

### Intermediate level diagnostic writing

In a well-structured paragraph (or essay), write about your ambitions and goals that you want to achieve in this module! Talk about the plans and strategies that will allow you to achieve your aims. (200-250 words)

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## APPENDIX 2

Student Writing Rubric

	Coherence	Content	Accuracy	Lexis
<b>5</b>	-Writing includes <b>appropriate sections</b> and they all fulfill their aims. - <b>Large variety and appropriate use</b> of transition signals. -A <b>smooth transition of ideas</b> from one part of the writing to the next.	-A <b>complete answer</b> to the prompt. -Points are well chosen and explained in <b>detail</b> . - <b>No repetition of ideas</b> across the writing.	-Large <b>variety and accurate use</b> of grammar structures. - Good use of <b>complex sentences</b> . - <b>Correct punctuation</b> . - <b>Correct capitalization</b> . - <b>Correct spelling</b> .	-A large <b>variety of lexis</b> with no repetition of keywords. - <b>Correct use of collocations</b> . - <b>Correct use of different word forms</b> . - <b>Correct use of single words</b> .
<b>4</b>	-Writing includes appropriate sections but some of them do not fulfill their aims. -Variety and most appropriate use of transition signals. -Some transition of ideas from one part of the writing to the next.	-A mostly complete answer to the prompt but some more details could be added. -Points are well chosen but some more examples could be added. -No repetition of ideas across the writing.	-Variety of grammar structures and some incorrect use. -Some complex sentences. -Some punctuation mistakes. -Some capitalization mistakes. -Some spelling mistakes.	-Variety of lexis with some repetition of keywords. -Misuse of some collocations. -Incorrect use of some word forms. -Incorrect use of some single words.
<b>3</b>	-Some sections of the writing are missing. -Some transition signals and mostly accurate use. -Some transition of ideas from one part of the writing to the next.	-Answers the prompt but many details are missing. -Some points are not related to the prompt and more examples are necessary. -Some repetition of ideas across the writing.	-Some variety of grammar structures with quite a few incorrect uses. -Few complex sentences. -Many punctuation mistakes. -Many capitalization mistakes. -Many spelling mistakes.	-Some variety of lexis with repetition of keywords. -Misuse of most collocations. -Incorrect use of most word forms. -Incorrect use of most single words.
<b>2</b>	-Some sections of the writing are missing. -Very limited and incorrect use of transition signals. -No clear transition of ideas from one part of the writing to the next.	-Vaguely answers the prompt. -Few details and examples. -Repetition of ideas across the writing.	-No variety of grammar structures or many incorrect uses. -No complex sentences. -More incorrect than correct punctuation. -More incorrect than correct capitalization. -More incorrect than correct spelling.	-No variety of lexis with a lot of repetition of keywords. -No use of collocations. -Incorrect use of word forms. -Incorrect use of single words.
<b>1</b>	-Many sections of the writing are missing. -No use of transition signals. -Completely disconnected parts of the writing.	-No answer to the prompt. -Not enough details and examples. -Repetition of the same ideas across the writing.	-Very basic grammar structures with many mistakes; hard to understand. -Incomplete sentences. -More incorrect than correct punctuation. -More incorrect than correct capitalization. -More incorrect than correct spelling.	-Use of the same few words throughout the writing. -Use of isolated words. -Incorrect use of word forms. -Incorrect use of single words.
<b>0</b>	Not enough writing to grade.	You didn't write anything, or there wasn't enough writing to grade	You didn't write anything, or there wasn't enough writing to grade	You didn't write anything, or there wasn't enough writing to grade

### APPENDIX 3

Choose one of the following topics and write an essay about it.

Topic 1: Poverty is one of the biggest challenges for people and governments in today's world. What measures could be taken to tackle this problem?

Topic 2: What are the essential characteristics that define an ideal job?

### APPENDIX 4

		Strongly agree	agree	Neutral	disagree	Strongly disagree
	Question	1	2	3	4	5
1	I like using Google Classroom for writing activities.					
2	I am eager to utilize Google Classroom for writing in other courses.					
3	Writing on Google Classroom adds value to teaching and learning processes.					
4	I have found Google Classroom to be a helpful tool for writing.					
5	Google Classroom is a useful platform for writing assignments.					
6	Google Classroom helps me in improving my writing skills.					
7	Google Classroom writing assignments are helpful.					
8	Using Google Classroom for teaching writing in higher education is highly recommended.					
9	The Google Classroom application is user-friendly for writing activities.					
10	The instructions for writing activities on Google Classroom are clear and easy to follow.					
11	Submitting assignments through Google Classroom has a positive impact on my motivation and engagement in writing.					
12	Google Classroom is accessible on my smartphone, providing convenience for writing assignments.					
13	Utilizing Google Classroom for all writing assignments is preferable to traditional paper-based assignments.					
14	I respond as quickly as possible to each writing assignment on Google Classroom.					
15	The flexibility of accessing Google Classroom from any location at any time is advantageous for writing instruction.					

## APPENDIX 5

Question 1: Did you enjoy the writing process on Google Classroom? Why/why not?

Question 2: How did you find the writing instruction via Google Classroom? Was it helpful or a waste of time? Did it lead to success/improvement in writing performance?

Question 2.1: If it led to success/improvement, how did Google Classroom assist you in your writing performance?

Question 3: What features of Google Classroom did you find helpful in your success in writing performance?

Question 4: Have you faced any problems with Google Classroom in the process of writing instruction? If so, what kinds of problems?

Question 5: What are the main factors that contributed to your success or failure in this course, in terms of writing? (Teacher, effort, ability, luck, task difficulty, etc.)

## APPENDIX 6

(300-350 words)

Solution of traffic jam

Traffic congestion is becoming dangerous for major cities. Despite there are several traffic roads, traffic congestion occur due to lots of vehicles in the traffic. Many people are uncomfortable with this situation and want to government to solve the traffic congestion. There are tasks for the state and the public that can solve traffic jams, these are to promote public transport, enforce traffic rules by all and start new roads and infrastructure works.

First, the government should promote people to use public transport. At the same time, the government is supposed to discount public transport because higher fares could lower the average for public transport users. To solve traffic congestion, states raise the price of gasoline, but also to protect oil reserves. Public transport uses much less fuel than private vehicles, so using public transport would be a better choice.

Second, everyone needs to follow the traffic rules for low traffic congestion. We all live in the world and we all need to follow some rules to live. If these rules are not followed, there will be disorder. traffic has its own rules too. The state may impose penalties on those who do not obey the traffic rules and those who endanger human and traffic health.

Third, Building new roads and infrastructure will eliminate traffic congestion. Construction of new roads will reduce the traffic load and bring new alternative routes. In this way, the noise and congestion of the traffic will not affect anyone. From my point of view, reducing traffic congestion can be solved by people making decisions. Reducing traffic congestion will affect us the most.

In conclusion, Three things can solve a traffic jam; these are promoting public transport, obeying traffic rules by all people, and building enough new roads and infrastructure. As I mentioned, all solutions depend on people and sometimes the state needs to find new projects.

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Vicdan Hamadaoğlu  
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1 private comment

Vicdan Hamadaoğlu Apr 30, 2023

The essay is reasonably coherent as it discusses solutions to traffic congestion in major cities. The content is relevant to the topic and presents useful solutions for the issue. However, there are some inaccuracies and word choice errors that could be improved. In addition, I would suggest that for a problem and solution essay, it is better to have two body paragraphs to clearly present the problem and proposed solutions. Moreover, the essay could benefit from more examples to illustrate the solutions proposed. Keep up the good work!



### Studying Individually or Studying in a Group

Some people say "Studying individually is more effective than studying in a group". I think this depends on personality, but usually I disagree. I think studying in a group is more effective than studying individually for two reasons: Studying in a group is faster than studying individually, and if we are studying in a group, we can fix our mistakes.

First of all, studying in a group is faster than studying individually. If we are studying in a group, we divide the work and we can finish it faster. For example, if we have reading homework, and it's two of us, one of us reads half the book, the other reads the remaining half, and we can tell each other the parts we last read. This helps us to finish our homework faster. I think this is the biggest benefit of group work.

The second one, if we are studying in a group, we can fix our mistakes. Everyone has different abilities, and different weaknesses. During group work, we can share our talents and cover each other's weaknesses. We can't do it in individual study. For example, if we had an assignment to organize a survey, we would prepare the questions with the writing feature, go out to the street with the strong communication feature and ask the questions to the people. At the same time, if one of us makes a mistake, the other can warn him.

In conclusion, Group work has many advantages. I have described two of them. These were: assignments got done faster and bugs could be fixed.

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Apr 16, 2023

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Apr 16, 2023


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Vicdan Hamadaoğlu  
Apr 16, 2023

"bugs" is not the most appropriate word. Instead, you could use "errors" or "mistakes".


Vicdan Hamadaoğlu  
Apr 16, 2023

The conclusion is noticeably shorter than the other paragraphs. It's important to have a strong conclusion that summarizes your main points and provides a final thought or suggestion.

 1 private comment



Vicdan Hamadaoğlu Apr 16, 2023

The essay is well-written and coherent. You have provided two reasons to support your opinion that studying in a group is more effective than studying individually. You have also used good examples to illustrate your points. However, there are some errors in grammar, syntax, and vocabulary. 

## APPENDIX 7

Evrak Tarih ve Sayısı: 05.05.2023-85127



T.C.  
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ  
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Sayın Vicdan HAMADOĞLU

Tez çalışmamızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Eğitim Bilimleri Etik Komisyonu'nun 28.04.2023 tarihli ve 2023/04 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr. Öğr. Üyesi Mehmet Sencer GİRGİN  
Müdür Yardımcısı

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-Scheduling

-Lesson planning

-Time management

-Ability to multitask

-Communication skills

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