

Using Google Forms in E-ESL Classrooms During Covid-19 Pandemic: Undergraduates' Perspectives

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ABSTRACT

The use of technology in language learning has become increasingly prevalent in recent years, with many educators integrating various digital tools into their teaching practices. One such tool is Google Forms, which allows for the creation of interactive and engaging lessons. This study highlighted undergraduates' perceptions on using Google Forms as an instructional tool in E-ESL classrooms. It implemented a quantitative approach whereby undergraduates filled in an e-questionnaire which consisted of open and closed-ended questions upon completing six grammar lessons of Integrated Language Skills 1 (ELC121) which was administered with Google Forms. The questionnaire received 97 responses from undergraduates of four first year Diploma programs (two Social Sciences and two Applied Sciences). The purpose of this study was to explore undergraduates' perceptions of using Google Forms as an instructional tool to teach grammar in E-ESL classrooms. It also aimed to analyze their opinions on the positive aspects of the instructional tool and identify their opinions on aspects which needed to be improved. Results showed that undergraduates have positive perceptions on using Google Forms as a grammar teaching tool in E-ESL classrooms. In terms of the positive aspects of Google Forms lessons, most of them found the lessons to be fun (53%) and new to them (23.4%). On the other hand, undergraduates wanted the lessons to be improved by adding in more games (21.4%) and quizzes (17.9%) despite 50% of them finding it to be already good. Findings from this study provide a basis for educators to develop effective teaching tools for English online classrooms in Sarawak, Malaysia.

Keywords: ESL; grammar; Google Forms; online learning; teaching tools; undergraduates

INTRODUCTION

With the advancement of technology, traditional teaching methods have been replaced with digital tools in modern classrooms. Digital technologies have been incorporated into teaching and learning activities to make them more engaging and effective (Lestari, 2018). According to contemporary theories of education, technology is an important component of teaching and learning, as it provides a wide range of resources and materials to support student learning and engagement (Lane & Lyle, 2009). Moreover, technology allows for the development of problem-solving skills, critical thinking, and creativity (Lyle, 2009). In the current era of education, digital technology is a crucial component of language learning, teaching, and practice as it provides both teachers and learners with a range of tools to facilitate language learning (Motteram, 2013). In language classrooms, digital technologies offer opportunities for learners to interact with language in diverse and meaningful ways (Murcia et al., 2014).

The drastic shift from traditional classrooms to online classrooms globally started when the COVID-19 pandemic struck in 2020. This change left a deep footprint in the education history worldwide whereby the ‘new normal’ required all classrooms to be done online; and the term online learning was increasingly familiar and applied in all levels of learning institutions (Mulatsih, 2020). Online learning is defined as a learning process that is usually carried out remotely by reaching many learning resources and it is realized through a browser or application (Hergüner et al., 2020). In Malaysia, starting 18 until 31 March 2020, all institutions of learning including nurseries were ordered to close due to Phase 1 of the Conditional Movement Control Order (CMCO) imposed by the government (Mohd Basar et al., 2021). Owing to the unprecedented situation, all forms of learning had to be conducted online so as not to interrupt students’ education. With that being said, educational institutions are required to use and utilize existing technology to conduct online lessons.

Nevertheless, both students and educators have faced many challenges during online learning. One of the biggest challenges is the lack of physical presence whereby students and educators are at different places while learning takes place; and the only interaction that happens is via the screen. It is reported that online learning gives rise to students’ lack of interaction with one another unlike the more traditional way of learning whereby face to face interactions between educators-students and students-students are ever present (Arkorful & Abaidoo, 2014; Al Rawashdeh et al., 2021). Another criticism made against the execution of online learning includes the fact that it makes both plagiarism and cheating during examinations easy feats (Arkorful & Abaidoo, 2014). Dealing with academic dishonesty posed various challenges to educators especially when administering online examinations.

Besides, online learning also faces the hurdle of computer literacy especially when transitioning from a traditional classroom environment to the use of various online learning applications (Schneider & Council, 2020; Mohd. Basar et al., 2021). This would pose a problem to those who rarely apply the use of technology in their daily practice as they would not know how

to navigate the many digital applications and tools. Hence, both educators and students need to keep abreast of the latest developments in the field of technology. Educators have to be at the forefront, equipping themselves with the latest knowledge and skills needed (Rotas et al., 2020; Verawardina et al., 2020) to further enhance students' abilities and understanding of the lessons taught (Selvanathan et al., 2020; Mohd. Basar et al., 2021). Students, on the other hand, also need to enrich themselves with various technology skills so as to be able to fully attain what is in store for them on the Internet because remote learning will be the new mode of learning (Radha et al., 2020).

In Malaysia, having low internet connectivity is one of the biggest obstacles faced by students when it comes to online learning (Nor Fauziana, 2020; Najib et al., 2017; Ismail et al., 2020; Khair Anwar et al., 2020; Maatuk et al., 2021). Students are not able to attend online lessons due to lack of online learning infrastructures and poor Internet connectivity. This is especially so for students living in remote areas in Malaysia especially in Sabah and Sarawak (Lee, 2020). Online lessons which are conducted with applications such as Google Meet or Zoom require strong internet connectivity as without one, students for example would not be able to meet their teachers face to face albeit virtually. The very same applies when it comes to sitting for online examinations be it written or spoken. At the same time, social applications and online platforms such as WhatsApp, Google Classroom and Google Forms, were favoured by students due to their low bandwidth (Khair Anwar et al., 2020).

As Google Forms is one of the famous digital tools used in online learning for both lessons and assessments, owing to its various features especially low bandwidth, it is the focus of the present study. However, to date, research on the use of Google Forms is mainly on its use as an assessment tool (Alharbi et al., 2021; Dina, 2021; Iqbal et al., 2018; Yunita, 2019). Not much research has been done on the use of Google Forms in conducting online lessons apart from Untari's (n.d.) study on the junior high school's students' perception on the use of Google Forms in conducting reading lessons in Sragen. Untari's study discusses the positive feedback gained from students after using Google Form to teach reading. Research on the use of Google Forms as a tool to teach grammar in a higher learning institution represents a significant gap. Given the scarce representation of studies related to the use of Google Forms as a medium to teach grammar in ESL online classrooms of higher learning institutions in Sarawak, the current research can be among the first to investigate undergraduates' perceptions of its usefulness. The undergraduates' perceptions on the use of Google Forms as a grammar teaching tool is essential as the results will provide some valuable insights to educators.

Hence, the present study aims to answer the following research questions:

1. What are the perceptions of the undergraduates on the Google Forms lessons?
2. What are the aspects of the Google Forms lessons which satisfied them?
3. What are the improvements which need to be made to the Google Forms lessons?

LITERATURE REVIEW

Technology in Classrooms

Web 2.0 technology refers to a system of advancing technologies for interaction, collaboration, networking and entertaining purposes (Tamimi, 2017; Greenhow et al., 2009). They are available in various forms such as web applications (e.g. Google Docs); social networking sites (e.g. Facebook); video sharing tools (e.g. Youtube); wiki engines (e.g. Wikipedia); and online blogs (e.g. Blogger.com). In classrooms, Web 2.0 technologies have been widely used and recognized even by the older digital natives over the past two decades (Loveless, 2003). Using technology in the classrooms does not only refer to the use of computers, interactive smart boards, and other sophisticated hardware, but also the use of the right tools which allow students to create, connect, research, collaborate, contextualize and build skills (Ali, 2018). Over the years, various student response technologies have been developed and used since the 1960s in order to improve student learning, engagement and feedback (Kay & LeSage, 2009; Cubric & Jefferies, 2015).

There is much research on the perceptions of teachers on the use of technology in the classroom. Kay and LeSage (2009) researched the use of Student Response System in university courses; typically Science, Technology, Engineering, and Mathematics courses; and found that it benefits the classroom environment, learning, and assessment. According to them, the classroom environment benefits included improvements in students' attendance, attention, participation and engagement. Meanwhile, the learning benefits identified by Kay and LeSage (2009) included interaction, discussion, contingent teaching, learning performance and quality of learning. On the other hand, the assessment benefits described by them were allowing feedback, formative assessment, and student comparison of responses.

In language classes, a large, growing body of literature has investigated EFL teachers' perceptions on the effectiveness of using different digital formative tools (Dobson, 2008; Ebener 2017; Nguyen & Yukawa, 2019; Sari et al., 2020). For instance, Ebener (2017) studied the use of Google Apps for Education and other Google tools as a way for teachers to improve writing instruction of secondary and college-aged students. She found that the use of technology helped in improving students' writing and engaged the students by enhancing collaboration, giving feedback, editing, revising as well as promoting enjoyment in learning. In a study done by Nor Fauziana (2020), it is suggested that the use of video calls, voice-notes and phone calls available through various messaging applications such as WhatsApp and Telegram can be utilised as a form of communication between educators and students for example to clarify any matters related to the lessons taught. Besides, students can also be asked to do their own revisions by rewatching recordings of previous recorded lessons as well as by watching educational programmes such as Education TV and DidikTV channels available online (Mohd Basar, 2021). All these online materials have made it easy for students, parents and teachers involved.

In addition, Harrison and McTavish (2018) suggested that those from generations Y (millennials) and Z (post-millennials) have little problems when it comes to using technology because technology is part of their everyday lives. When they entered this world, the Internet, IT gadgets like tablets and smartphones were already in use. These digital natives as they are more commonly known as have no problems navigating and interacting on various online platforms. Hence online learning would be the most preferred mode of learning by them.

In short, using technologies in classrooms is essential for facilitating curriculum design, enriching pedagogical material, and enhancing collaborative work among teachers and students; and is beneficial to the teaching and learning activity in the classrooms. It is perceived as positive tools that enhance students' achievement in different ways as it 'offers not only informative content, but also provides fun and interactive activities to improve learners' responses' (Elbasyouny, 2021, p.50).

Benefits of Online Distance Learning in the midst of COVID-19

Online Distance Learning has become a new normal for the education sector due to COVID-19 pandemic. The utilization of digital technology in classrooms provides a versatile opportunity to the learning environment which was lost due to the pandemic (Rahmat et al., 2021). Various literature highlights the benefits of online learning. The first benefit of online learning is its flexibility which allows learning to take place anytime, anywhere due to the lesser amount of administration and cost which enable it to cover larger population, geographical territories and isolated areas (Raju & Harinarayana, 2018). Students will no longer have to travel to their campuses as the use of interactive modes for example video clips will enable them to understand the lesson of the day (Al Rawashdeh et al., 2021). Koc (2005) stated that the use of technology enables students to communicate, share and work collaboratively anywhere and anytime through the use of online teleconference teaching which enables the teaching and learning activities to be initiated simultaneously to a specific discussion. Moreover, the process of sending and receiving worksheets which are done online made it more accessible to the students (Iqbal et al., 2018). This is especially crucial during the pandemic so as to stop the spread of the COVID-19 virus by not crowding a particular venue unnecessarily. With the Movement Control Order (MCO) in place, globally, learning will still take place.

Next, the wide range of materials available on the Internet allows educators to adapt them based on their students' different ability levels and also their learning needs (Songkram et al., 2015). This also saves time as educators need not search hardcopies of materials for their lessons. Adapting these materials is very important because students need to feel motivated to learn. If a reading passage is too difficult for them to comprehend due to their proficiency level, then some would give up. It is a teacher's role to engage their learners during the teaching-learning process.

Moreover, students can further expand their knowledge by assessing various online platforms and digital libraries (Mohd Basar et al., 2021). Students can build new knowledge through accessing, selecting, organizing, and interpreting information and data from various sources, as well as critically assessing the quality of the learning materials (Sánchez & Alemán, 2011). Besides, with online learning, a creative learning environment can be produced as students are provided with more creative solutions to different types of learning inquiries (Jo, 2013). This is especially important when it comes to doing research for their assignments. As cliché as it may sound, everything is available at the click of a button, in the comfort of their homes. Having all these materials available to them teaches them how to evaluate, analyse and synthesize academic texts. For example, in thesis writing, students need to possess these skills if they want to produce good quality research.

Furthermore, online learning promotes self-learning among students (Hasifah, 2020). With self-directed learning, students will be in charge of what they learn and when they learn.

Knowledge acquisition is more accessible with online learning as students can find out materials and seek solutions for their problems in the teaching and learning process (Brush et al., 2008). It also enables them to do remedial work for topics which they are not confident in as the Internet contains various websites which allow them to do just that. For example, if a student is weak in grammar, he can reinforce his knowledge by doing grammar exercises available online. Immediate feedback is available in the form of the answer keys provided. According to Sánchez and Alemán (2011), online learning allows students to use data and information from various resources from the internet and is able to critically assess the quality of the learning materials. Shaharane and Rodzi (2018) mentioned that the use of Google classroom in class can help in transforming teacher-centered lessons to learner-centered lessons which support students' sharing and exchanging of ideas. This will create a very natural, real, communicative and stress free learning environment for the students (Cakiki, 2016).

Within the context of Malaysia, several studies have looked into ODL during the COVID-19 pandemic. Studies have been conducted on the impact of online lesson delivery in increasing students' understanding (Selvanathan et al., 2020); factors behind the success of online learning (Mohd Basar et al., 2021); students' attitudes as determinants in motivating them to learn (Najib et al., 2017; Pasani et al., 2020); students' preferred online platforms in facilitating online learning (Khair Anwar et al., 2020); as well as students' online learning readiness (Lau & Shaikh, 2012). The literature up to recent years proves that indeed online learning offers many benefits to both students and educators and is used by learning institutions around the globe.

Google Forms

Google Forms is a free web-based application from Google which can be used in teaching and learning for a variety of productivity tasks such as lesson planning, professional development planning and assessment forms. The forms can be created in just a few minutes by adding different types of questions such as standard question types, drag-and-drop questions, open or closed-ended questions as well as short or long answered questions. Moreover, users can also customize backgrounds with images and colours. Google Forms is simple, user-friendly and can be shared with respondents via the generated link. In addition, it requires low bandwidth as the form can be browsed from almost any web browser, including mobile and tablet browsers. Responses collected can be viewed and formatted in a spreadsheet.

Google Forms in Classrooms

Since Google Forms was introduced, it is widely used in the classrooms around the world to benefit classroom environment, learning, and assessment due to its free and accurate in-the-moment feedback features. The classroom benefits can be increased by monitoring students in order to gauge their pre-existing knowledge; engaging them in class by collecting in-the moment responses regarding the lesson. This is also done to deepen student learning and engagement and provide in-the-moment feedback to students. Moreover, it allows teachers to collect self-reflections after the lesson to support students' engagement and also the teacher's ability to adapt the lessons to their students' needs (Kay & LeSage, 2009). In addition, Batubara (2016) added several functions of Google Form in education which include providing practical assignments or online exams, collecting other people's opinions, collecting student's or teacher's data, creating school registration forms as well as disseminating questionnaires. Using Google Forms to quickly collect a large amount of data on students' understanding helps educators to modify materials and delivery

methods to meet students' needs (Dobson, 2008). Hence, making it a widely preferred online learning tool in the classrooms.

Educators around the globe utilised Google Forms as an assessment tool in various classrooms due to some of its specific features such as automatic scoring - the detailed results of students' progress, and the variety of question types that support the use of videos, audios, and images, are essential in testing (Sari et al., 2020). Nguyen et al. (2018) proposed the use of Google Forms as a Student Response System in Science, Technology, Engineering and Mathematics courses to engage students in mathematical word and thinking, as a tool for feedback in the form of in-class content assessments, student self-reflection, course feedback, or peer review.

There were several studies conducted on the use of Google Forms as an assessment tool in the classroom, from the perspective of the educators. Radhaswati and Santosa (2022) studied the perception of 45 primary school teachers in using Google Forms as a medium of assessment and found that most respondents agreed that Google Forms is an easy, effective, efficient and paperless media in carrying out online assessments. Similarly, Raju and Harinarayana (2016) and Iqbal et al. (2018) also identified that using Google Forms is cost efficient as it helps in saving paper during online reading tests. Other than saving papers, preparing worksheets through Google Forms also saves time and creates a stimulating and learning environment for the students at the same time (Iqbal et al., 2018). Moreover, students' assignments can also be organized easily (Herlina et al., 2019).

On the other hand, studies were also conducted to obtain the students' perspective on the use of Google Forms in the classrooms. Ali (2018) researched university students desirability to participate in online formative phonology tests or quizzes via Google Forms and found that students were highly motivated and were willing to participate in more similar tests. Similarly, Ferran et al. (2021) conducted a quantitative and qualitative study on 119 senior high school students' attitudes in using digital technology and found that there was a high level of acceptance of Google Forms-based Lesson Playlists in terms of the design of the lessons which further proved that using Google Forms-based Lesson Playlists in a Home-Based Online Distance Learning environment was effective and successful.

Google Forms is still relevant in ESL settings despite the plethora of other platforms for several reasons. Firstly, it is a free and user-friendly platform that allows educators to easily create and customize online surveys, quizzes, and assessments (Harrison, 2021). Secondly, it offers various question types such as multiple choice, short answer, and essay questions that can be automatically graded, saving time and effort for educators (Lam, 2020). Additionally, Google Forms allows for real-time feedback and data analysis, which can be used to modify and improve instruction (Naidu, 2021). Similarly, a study by Lee (2020) showed that using Google Forms for formative assessments improved students' language proficiency and critical thinking skills.

Based on the reviewed studies, it is noticed that the literature has paid significant attention to the effectiveness of the Google Forms as a digital formative assessment tool. Not much studies has been done to address the use of Google Forms as an instructional tool in English as Second Language (ESL) classrooms despite the fact that the use of Google Forms has been shown to improve student engagement, motivation, and learning outcomes in ESL classrooms. For instance,

a study by Ahmed et al. (2021) found that using Google Forms in online language learning improved students' performance and participation compared to traditional methods. Moreover, Untari (n.d.) investigated 32 eighth grade junior high school students' perception on the use of Google Forms in teaching reading. The study concluded that 57% of the students agreed that Google Forms helps in improving reading skills. According to the study, with the use of Google Forms, students are able to complete reading assignments faster as the use of videos motivated them to learn more (Jo, 2013; Cakiki, 2016). It also creates a comfortable and enjoyable learning environment for the students. Moreover, students could also interact with their classmates by discussing, exchanging and sharing ideas which makes the interpretation of information easier (Sánchez & Alemán, 2011). Besides, students are able to access Google Forms easily using student communication devices with any operating system (Herlina et al., 2019). In addition, they can get various reading materials as well as store documents easily (Jo, 2013). Hence, Google Forms is favoured by the students as it is a convenient learning tool.

Overall, Google Forms remains a relevant and effective platform for ESL educators to incorporate into their teaching practices, as it offers various benefits such as ease of use, time-saving features, real-time feedback, and improved learning outcomes. As Google Forms is a widely used teaching tool in the classrooms and research on this aspect, particularly on the students' attitudes is still lacking, more literature is needed to fill this gap, which is what this study aims to do.

METHODOLOGY

Description of Google Forms lesson

The six Google Forms lessons used in the present study contains a collection of tasks and Grammar activities, designed especially for ELC121 Grammar lessons. It is an online teaching tool which is created to further enhance the undergraduates' knowledge on the forms and functions of the grammatical components. There are altogether six lessons on parts of speech and tenses in Google Forms; and they are ready to be used for any grammar lessons done via virtual tutoring. With Google Forms, misconceptions can be easily identified and students can be engaged in the discussion. Lecturers are able to create not only various tasks and activities but also link their notes for students convenience. Moreover, Google Forms also allows lecturers to evaluate and assess their understanding of the grammar items taught as the practices are automatically graded.

Google Forms lessons are created with three main objectives to address problems faced in the E-ESL classrooms during the COVID-19 pandemic. One of the objectives is to create an interesting learning environment for undergraduates to learn grammar. Therefore, the six lessons taught using Google Forms are very carefully structured, taking into account the pre, while and post stages of learning. It contains not only the notes and pre-recorded 'powerpoint' slides, but also language games and links to many 'YouTube' channels which are used to further exemplify the grammatical items taught (refer to Figure 1). Moreover, the grammar exercises given also take into account the varying difficulty levels among the undergraduates.

Besides, Google Forms lessons also promote self-directed learning among undergraduates. In the lessons, there are many grammar exercises which will help them to further understand a

certain grammatical aspect. Once they have completed the exercises, they can check their answers alongside the suggested answers and notes which have been provided (refer to Figure 2). The feedback given is important for them to discuss the responses with their friends, address their own conceptions and study the topic further. Moreover, the types of questions posed in Google Forms are not restricted to multiple-choice questions. Some questions are open ended thus requiring the, to think critically.

Another objective which led to the creation of this innovation is to produce a platform which allows both the lecturers and undergraduates to gain feedback on the success of each grammar lesson. As most of the students are passive during online classes, they may not be willing to inform their lecturers regarding the problems they are facing in class and may also be embarrassed to express their weaknesses in front of their peers. Thus, Google Forms lessons allow the lecturers to assess students' understanding of a certain topic based on the points scored after doing the exercises given. In addition, a summary of all answers can be viewed instantly under the 'responses' tab in Google Forms so lecturers can easily spot the questions which students had difficulty in. Once that is done, lecturers can further reinforce what they have taught in class so that students will be able to understand better. Receiving this feedback is important to the lecturer as it saves their time to mark the students' work and at the same time enables them to respond quickly to their students' confusion. With such feedback, the lecturers may consult students who did not perform well and plan other remedial activities should there be a need to do so.

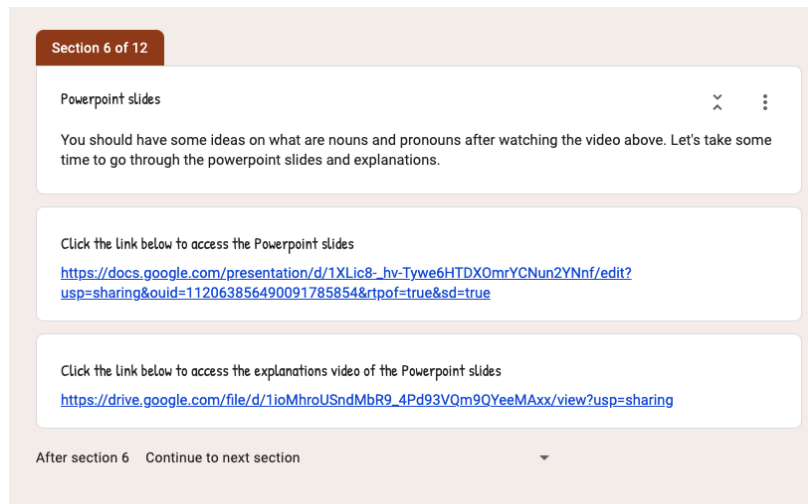


Figure 1. A sample for the notes menu - PowerPoint slides

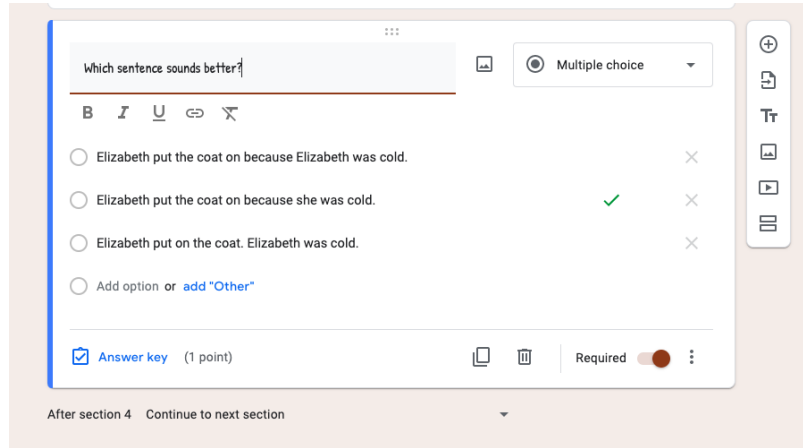


Figure 2. A sample for the exercises menu

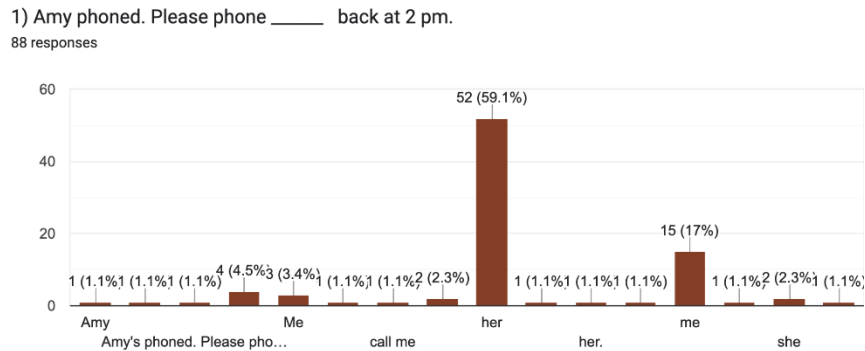


Figure 3. A sample for the feedback on bar chart

Research Design and Instruments

The study applied a quantitative research method. An online questionnaire with two sections (Section A-respondents' profiles, Section B- respondents' perceptions) was employed to gauge the perceptions of undergraduates towards Google Forms lessons. Section A consists of the respondents' profiles (Full Name, Student ID, English Language Group which the Student is in) whereas Section B consists of the ten items (nine closed-ended questions and one open-ended question) relating to the respondents' feedback after going through Google Forms lessons. The responses were based on a five-point Likert scale ranging from "1-strongly disagree" to "5-strongly agree".

Reliability Analysis

Cronbach Alpha was used to quantify the strength of the variable to check the consistency of the evaluation measure item. The outcome of this analysis will assess a survey or questionnaire's internal consistency. Based on the internal reliability analysis, the evaluation measure was found to be highly reliable and consistent at Cronbach's alpha (α) value of 0.875 (more than the cut-off value of $\alpha = 0.700$).

Inter-Item Correlation Analysis of the surveyed items were also performed to check the correlation between the items with one another. According to the SPSS reliability analysis results, all the items correlated well with each other (0.3-0.9) (Hair et al., 2003). Hence, the surveyed questions are trusted and measurable to identify the respondents' evaluation on Google Forms lessons.

Participants

The participants of this study consisted of 97 first year Diploma undergraduates in Universiti Teknologi Mara (UiTM), Samarahan, Sarawak. The sample size of 97 in this study is justified based on both Cochran's (1977) rule of thumb and the use of convenience sampling. According to Crohan, a minimum sample size of 50 is appropriate for a study, and the present study's sample size of 97 is larger than this minimum. This indicates that the sample size is appropriate for the study.

Furthermore, convenience sampling was used to select participants in this study. Convenience sampling is a non-probability sampling technique that involves selecting participants based on their accessibility and willingness to participate in the study (Thompson, 2016). Given that the participants were first year Diploma undergraduates in Universiti Teknologi Mara (UiTM), Samarahan, Sarawak, who were all taking the first level English course-Integrated Language Skills (ELC121), and had undergone six e-ESL lessons that utilised Google Forms, the number of participants who were available and willing to participate in the study at the time of data collection determined the sample size.

The participants in this study were selected using homogeneous sampling, as they shared similar culture, background, age, and learning experiences (Etikan et al., 2016). They were from four different programs of study with two programs in Applied Sciences and Social Sciences respectively. The programs were Diploma in Applied Sciences (Applied Science), Diploma in Accountancy (Social Science), Diploma in Chemical Engineering (Applied Science) as well as Diploma in Administrative Science and Policy Studies (Social Science). All of them learn English as a Second Language (ESL) and agreed to participate in the study by responding to an e-questionnaire.

Research Procedures

Participants were informed regarding the survey prior to Google Form lessons. Their consent to participate in the survey was obtained and they were informed regarding their voluntary participation and that they could withdraw from the study at any time without consequence. The anonymity and confidentiality of the given data were guaranteed for the respondents. A link to the e-questionnaire was sent to the participants upon agreeing to participate. They were asked to fill in the e-questionnaire after the Google Forms lessons from October 2021 to January 2022.

The quantitative data obtained from the respondents were computed using the Statistical Package for the Social Sciences (SPSS) Version 26 to obtain the perceptions of the respondents on the Google Forms lessons. In the data analysis, descriptive statistics (mean (M), standard deviations (SD), and percentages) were analysed. Percentages were used to determine the perceptions of the undergraduates on Google Forms lessons.

RESULT AND DISCUSSION

Results

The data in Figure 4 suggest that participants in general gave positive feedback on Google Form lessons (more than 60% agree and strongly agree for all items). For the item ‘I was interested in the lesson before we started to study it’, 36% were neutral, 41% agreed and 20% strongly agreed on the item. However, the participants changed their perception of their ‘interest in the lesson after having studied it’, with 15% being neutral, 50% agreed and 35% strongly agreed on the item. For Item 3 ‘I think this lesson was interesting and relevant’, participants’ responses were very positive (9% neutral, 56% agree and 35% strongly disagree). The same pattern of findings applied to Item 4 ‘I liked how this lesson was presented’ (12% neutral, 50% agree, 38% strongly agree), Item 7 ‘I enjoyed this lesson’ (12% neutral, 44% agree and 44% strongly agree) and Item 8 ‘I will remember what I learned in this lesson’ (21% neutral, 57% agree and 22% strongly agree). On the other hand, despite having a majority of agreement (47%-item 5, 50%-Item 6) and strongly agreement (34%-Item 5 and 6) on item 5 ‘the use of technology helped me learn’ and Item 6 ‘technology was a useful and important part of this lesson’, there were 1% of strongly disagreement and disagreement on the items respectively. Besides, there were also participants who chose to remain neutral (17%-Item 5, 14% Item 6) on these two items. Finally, Item 9 ‘I want future lessons to be conducted this way’ received 2% strong disagreement, 19% neutral, 44% agreement and 35% strongly agreement from the participants.

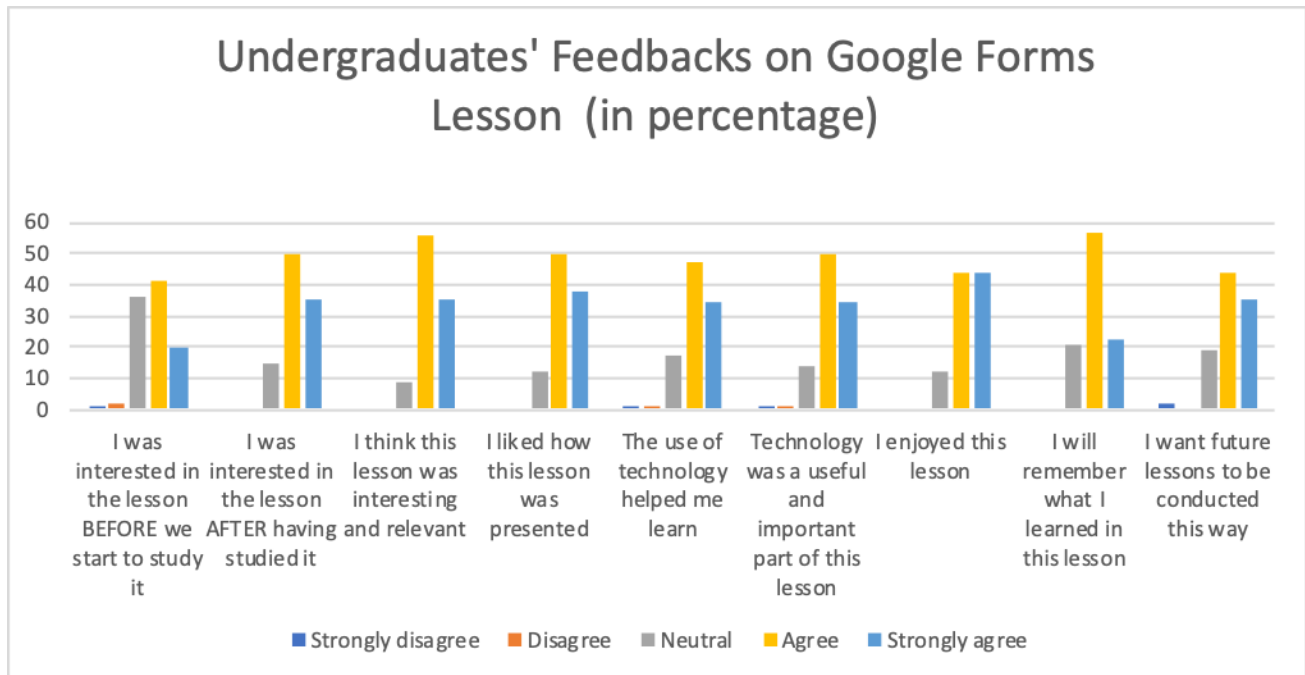


Figure 4. Undergraduates’ feedbacks on Google Form lesson (in percentage)

Figure 5 illustrates the participants’ responses on the aspects of Google Forms lessons which bring satisfaction. The most significant aspect of the lesson was the element of fun (53%). According to one of the participants, ‘The game is so fun, it helps me remember the noun and pronouns’ (Participant 30). Another participant also gave a similar response on the ‘fun’ aspect of

the lesson *'The lesson is so fun and helps me to gain more knowledge'* (Participant 15). This is followed by 23.4% responses on the lesson as a new initiative of learning. One of the participants illustrated the opinion on the lesson *'I love this kind of new learning. Some learning just consists of dull exercise but this grammar learning consists of games and some reading, plus being added by some videos to make sure the students understand. Thus, I love this new way to learn a certain topic.'* (Participant 55). On the other hand, there were also 16.8% of the participants who found the lessons to be helpful. One of them wrote *'For me, this lesson greatly helps the students to better understand this grammar and also benefits the students who are less proficient in this grammar lesson'* (Participant 11). Finally, 6.8% of the participants did not have any comment on the lesson because they feel that *'the lesson is already good'* (Participant 16).

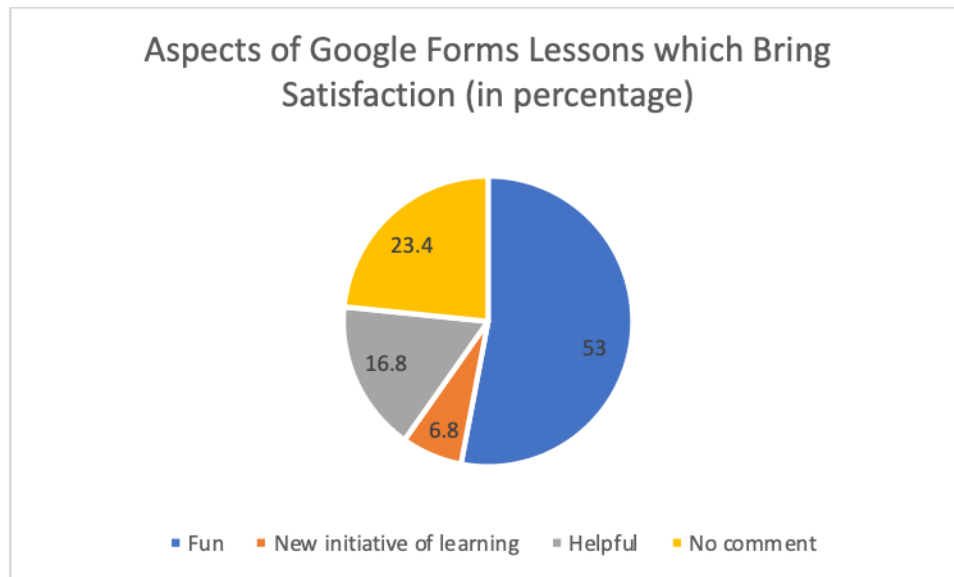


Figure 5. Responses on the aspects of Google Forms lessons which bring satisfaction

Finally, the data on participants' responses on the aspects of Google Forms lessons which need improvement is shown in Figure 6. It is noteworthy to highlight that half of the respondents (50%) did not have any suggestions on the aspects which need to be improved as they found the lessons to be *'already perfect'*. As written by one of the participants, *'I love the lesson. No need to be improved. It is already perfect'* (Participant 32). On the other hand, the other 50% of the participants suggested that the lessons could be improved by including more games (21.4%), more quizzes (17.9%), more videos (7.1%) and music (3.6%). The participants suggested to *'include more game or quiz about the lesson to make it easier to understand'* (Participant 64), to *'...add more exercise, explanatory video or quizzes before the lesson and more importantly the activities are easy to understand and easy to remember'* (Participant 21), to *'add more exercise in this way as it is easier for us to access it'* (Participant 9) as well as to *'listen to music while doing our task in GC during ELC lesson.'* (Participant 14).

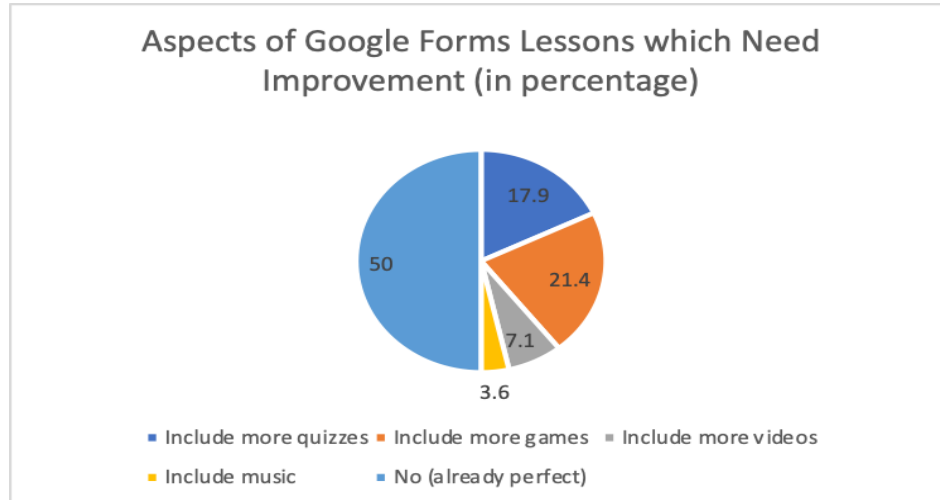


Figure 6. Responses on the aspects of Google Forms lessons which need improvement

Discussion

The current study aimed to investigate the perceptions of first year Diploma ESL undergraduates towards the use of Google Forms as a grammar teaching tool in an ODL context. The first findings of the present study confirms that ESL undergraduates perceive Google Forms as a valuable tool in online grammar lessons. This finding corroborates findings from earlier studies which verified that generally Google Forms is beneficial in teaching and learning (Untari, n.d.). The use of Google Forms as a technology in the lesson did not burden the students and they agreed that besides being useful and important, it actually helped them learn. These findings align with the previous literature whereby Google Forms provides easy access to the learners as they can use any communication devices from any operating system (Herlina et al., 2019). Also, they can get easy access to the materials used (Jo, 2013).

It is also worth noting that undergraduates found Google Forms lessons to be relevant and interesting as they enjoyed the lesson and could easily remember the subjects taught in the Google Forms lesson. These findings are supported by Jo (2013) as well as Sánchez and Alemán (2011) whereby they identified that Google Forms lessons enable learners to interact with their friends easily by discussing, exchanging and sharing ideas which makes the interpretation of information easier. These interactions will enable them to be able to learn and remember the subject matter easily. On top of all the positive perspectives given by the undergraduates on Google Forms grammar lessons, the majority wants future lessons to be conducted with Google Forms. The findings on the high acceptance of Google Forms lessons is in line with the findings by Ebener (2017) that the use of Google Apps for Education and other Google tools promote enjoyment in learning. Moreover, Elbasyouny (2021) also added that these learning tools will enhance learners' achievement by not only providing them informative content but also fun and interactive activities. Thus, online learning would be the most preferred mode of learning by them and in this study, using Google Forms is their preference.

The second finding of this study indicates the aspects of the Google Forms lessons which satisfied them. A majority of them love the fun aspect of the lesson. The finding supports various literature on online learning and the use of Google Apps in Education (Elbasyouny, 2021; Shaharane & Rodzi, 2018; Cakiki, 2016; Ali, 2018; Jo, 2013). It was found that online learning

provides fun and interactive activities to improve learner's responses (Elbasyouny, 2021). Besides, it transforms teacher-centered lessons which enables students to share and exchange their ideas with their peers (Shaharane & Rodzi, 2018). With Google Forms, instructors are able to modify materials and delivery methods to meet students' needs (Dobson, 2008; Kay & LeSage, 2009). Students will be highly motivated and willing to participate in such lessons (Ali, 2018). All these features will create an authentic, communicative and stress free learning environment for students (Cakiki, 2016).

Finally, the present study also elicits feedback from the participants on the aspects of the Google Forms lessons which need further improvement. Half of the participants have no comments on the lessons as some do not encounter any problems with the Google Forms and some found it to be already perfect. This finding is supported by Harrison and McTavish (2018) who suggested that those from generations Y (millennials) and Z (post-millennials) have little problems when it comes to using technology because technology is part of their everyday lives. According to them, these digital natives commonly have no problems navigating and interacting on various online platforms and hence online learning would be the most preferred mode of learning by them. On the other hand, another half of the respondents suggested that more games, videos, music and quizzes should be included into the Google Forms lessons. This is concurrent with previous studies' findings (Jo, 2013; Cakiki, 2016) whereby it was found that students are able to complete the reading assignments faster as the use of videos stimulate the spirit of learning reading and create a comfortable and enjoyable learning environment for the students. Overall, the findings of the present study is in line with the current literature on the topic of the study.

CONCLUSION

This study investigated the undergraduates' perspectives of using Google Forms as a tool for teaching grammar in Sarawak e-ESL classrooms. The main conclusion drawn from this study is that Google Forms is a valuable tool that enhances the teaching and learning in the online grammar classrooms. The findings of the present study contributes to the existing body of literature in three ways. Firstly, the first-year Diploma undergraduates in Sarawak expressed positive attitudes towards the use of Google Forms for the teaching of grammar. Secondly, the majority of the undergraduates found that Google Forms lessons satisfied them due to the element of fun incorporated into each lesson. Besides, they also found them useful because they were able to further reinforce their knowledge as they progressed throughout the semester. They are also motivated to learn when Google Form is used as a learning tool. Thirdly, although half of the undergraduates expressed that the Google Forms lessons were perfect and there were no comments for further improvement, another half of them suggested to include more games, videos, music and quizzes. However, these findings cannot be generalized because the perceptions obtained are only from the first year Diploma undergraduates in a higher learning institution in Sarawak, Malaysia. Future research may expand the study to explore the perspectives of undergraduates in other higher learning institutions in Malaysia. This study provides useful insight to the educators and learners in higher learning institutions on the use of Google Forms as a teaching tool in e-ESL classrooms and raises the awareness on the benefits and challenges of such tools in the classrooms.

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Conflict of Interest

Non declared

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All the three authors contributed equally to the sections in this manuscript. All authors read and approved the final manuscript.

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