



EFL LEARNERS' PERCEPTIONS OF GOOGLE CLASSROOM APPLICATION IN SPEAKING CLASSESⁱ

Bui Ngoc Dieu¹,

Kim Thanh Tuyen²ⁱⁱ

¹MA Candidate,

School of Foreign Languages,

Can Tho University,

Can Tho City, Vietnam

English teacher at VATC Center,

Vietnam

²Lecturer, Dr.,

School of Foreign Languages,

Can Tho University,

Can Tho City, Vietnam

Abstract:

Blended learning is a combination of the face-to-face classroom and the high-tech eLearning with the virtual platform Google Classroom in which students watch instructional videos and do certain comprehension tasks at home prior to in-class lessons. To our knowledge, very few studies have been conducted to explore the impact of blended learning with Google Classroom application classrooms for teaching English speaking skills in the secondary school context. Therefore, the current experimental study aims to investigate (1) EFL learners' perceptions of Google Classroom application in speaking classes; (2) The impacts of Google Classroom application on learners' speaking performance. The sample was 35 eighth-grade students coming from a secondary school in the Mekong Delta. The quasi-experimental research was conducted using both quantitative and qualitative techniques. Quantitative data were collected by using Pre-Test and Post Test, whereas qualitative data were collected through semi-structured interviews. The findings show that students highly perceived the benefits of using Google Classroom in speaking class. However, students encountered some difficulties while using Google Classroom. It is believed that the results of this research will form a basis for future research in terms of practicality and theory.

Keywords: perceptions, Google Classroom, speaking, benefits, difficulties

ⁱ NHẬN THỨC CỦA HỌC SINH VỀ ỨNG DỤNG GOOGLE CLASSROOM TRONG LỚP HỌC KỸ NĂNG NÓI MÔN TIẾNG ANH

ⁱⁱ Correspondence: email kimthanhhtuyen80@yahoo.com.vn

1. Introduction

With the growth of the Internet, learning techniques have expanded to include not only face-to-face instruction but also a diverse range of online classes. Instead of attending classes, learners can immediately access knowledge using technology as a learning tool. They may get information that is broader and more in-depth than what educators can teach. As a result, all educators and teachers should consider incorporating blended learning into their classrooms. Online classes, which allow flexibility and personalized learning to fit students' learning styles, including face-to-face learning, have become more popular as the Internet has grown. Blended learning has been used in classrooms to help students develop 21st-century abilities.

Previous studies have employed high school or higher education. The research can be expanded since there are sections that have not been examined as the different levels of learners in Vietnam, and it is feasible to employ speaking performance more than other skills or not. Teachers and students can have extra time outside of class to practice speaking with an online platform. The investigation gave us a foundational understanding of the issues, recognized research gaps, and indicated the necessity for more research.

The main aim of this study was to investigate and explore students' perceptions and impacts of Google Classroom implementation applications as instructional media in English education. Speaking is the ability chosen to be investigated in order to determine the impact of Google Classroom on teaching implementation.

2. Literature review

2.1 Perception

Perception is described as an opinion, a belief, an image, or what you believe to be true as a result of how you perceive or comprehend it (Oxford Dictionary). Perception, according to Michener et al. (2004), is a process by which individuals choose, organize, and interpret sensory stimuli into meaningful information about their work environment. In other words, perception works with the human senses to produce messages from the environment through seeing, hearing, touching, smelling, and tasting (Ward et al., 2015). These viewpoints agree that perception refers to a person's capacity to recognize and respond to something after evaluating and comprehending it.

Perception in language teaching and learning is most likely a hypothesis, a concept, or an expectation that instructors and students have about themselves and that has grown through time based on their experience. The word "perception" is used in this study to refer to "EFL learners' perceptions of Google Classroom application in speaking classes"

2.2 Google Classroom

Google is a popular Web 2.0 tool that provides a variety of useful services and applications. Because of its unique built-in functionalities that provide pedagogical,

social, and technical affordances, it has the potential for teaching and learning. Google Classroom is a new application that was released in 2014 as part of Google Apps for Education. This classroom allows teachers to easily create and organize assignments, offer feedback, and connect with their classes.

Google Classroom was introduced in 2014 (Nagel, 2014). However, research on Google Classroom perceptions is scarce. Sibuea (2018) studied students' perceptions of using Google Classroom as a Learning Management System (LMS) to enable blended learning. Because of its features, user-friendliness, and suitability in education programs, the results suggested that Google Classroom was a pleasant LMS for blended learning. Google Classroom may be described as a new tool that can be used as supplemental learning.

Google Classroom, according to Kyslova (2014), is an educational interactive tool that enables the creation of an informatively rich educational environment by combining the Google Docs text editor, Google Drive cloud storage, Gmail, and other apps (YouTube, Google Sheets, Google Slides, Google Forms, etc.)

Google Classroom is a web-based E-learning application which was released in 2014 as part of Google Apps for Education (Shaharane, Jamil, & Rodzi, 2016). Google Classroom may publish materials in the form of links from websites, YouTube videos, or Word and Excel files. Furthermore, Google Classroom can let us connect with students in a specific class, post announcements, submit tasks, and take examinations online.

Google Classroom is a free tool that helps students and teachers communicate, collaborate, organize, and create assignments. It makes learning paperless. Google Classroom, as a digital tool, is only available to users who have Google Apps for Education. This is a free collaboration tool package that includes web resources such as Google Docs, Google Drive, Gmail, and others.

These web resources are available to all users who have a Google Apps for Education account. Google Classroom may be utilized at any grade level (basic, post-basic, and tertiary); however, this is dependent on the teachers' and students' abilities (Bell, 2015).

As a result, Google Classroom may be considered a digital tool that allows students to attend online classes. Teachers collaborate with their students without ever face to face. Teachers may use this platform to publish resources for their students, make announcements, and create assignments and quizzes for students to complete, submit, and save online, either in a web browser or on the Google Classroom App. Digital tools emphasize the importance of learners continuing their learning activities using digital tools such as desktop computers, notebook computers, tablet computers, and smartphones (Keane, 2012). These gadgets enable learning to take place without teachers and students directly meeting.

2.2.1 The benefits of Google Classroom

Google Classroom is a free productivity package that includes email, documents, and cloud storage. It was created in collaboration with teachers to help them save time, keep

classrooms organized, and increase communication with students, as well as make it simpler for students and teachers to stay connected at all times.

According to Lynch (2018), the following are the advantages of Google Classroom:

- 1) Accessibility: Google Classroom may be accessed via Google Chrome from any computer or mobile device, regardless of platform.
- 2) Paperless: Teachers and students may complete assignments and assessments directly in Google Classroom, and their work is stored to Drive as well.
- 3) Time Saver: Because Google Classroom is accessible from anywhere, teachers will have more time to do other tasks. Google Classroom may be accessed through a mobile device, and both teachers and students can participate using their phones or tablets.
- 4) Communication: Teachers and students may communicate through sending emails, posting to the stream, sending private comments or assignments, and providing feedback on work. Teachers have total control over their students and posts. They also interact with parents via individual emails or classroom email summaries that contain class announcements and due dates.
- 5) Feedback: Giving relevant feedback to students is an important element of any learning process. Teachers can provide comments on assignments to each student. Furthermore, Google Classroom indirectly educates students to be more disciplined in their studies by using a calendar tool that reminds students of the deadlines for each activity.

According to Afrianti (2018), Google Classroom provides certain benefits such as quick classroom preparation, time and paper savings, ease of organization, improved communication and feedback, and compatibility with programs that we use.

2.2.2 The difficulties of Google Classroom

There are certain difficulties in utilizing Google Classroom during the learning process. According to Papas and Putri (2017), the following are some of Google Classroom's drawbacks:

- 1) Difficulty in managing accounts: Google Classroom does not provide access from numerous domains.
- 2) No automated updates: Because the activity feed does not update automatically, students must refresh mostly to avoid missing relevant announcements.
- 3) Difficulty in student sharing: Students cannot share their work with their peers until they become "owners" of a document, and even then, they must accept sharing choices, which creates chaos if they wish to share a document with their classmates.
- 4) Editing issues: When a teacher creates an assignment and distributes it to students, the teachers become "owners" of the document and have the ability to edit it. That implies they can erase whatever element of the assignment they choose, which might cause problems even if done by chance.
- 5) No automated quizzes and tests: One of the primary reasons Google Classroom cannot yet entirely replace learning management systems is that it does not give

students with automatic quizzes and examinations. In general, Google Classroom is better suited for blended learning than a totally online program.

Google Classroom is one of the popular web-based platforms with the purpose of embracing technology in education. This web-based platform has been conducted in two modes either fully web-based or blended learning. In a fully web-based, the class is fully conducted on the web. While in blended learning, the class is conducted in the integration of traditional and web-based classrooms. Google Classroom offers a multitude of pedagogical and technological features, and it is open to anyone with internet access upon invitation from an educator. This web-based platform provides technology-based instructions and is very convenient for the usage of both educators and learners.

2.3. Speaking

Speaking is one way of verbally communicating ideas and messages, Nunan (Nunan, 1991). It assists students to achieve their communication aim. People need to use the language in real contexts. Speaking, according to (Strohner, 2008), is speech or utterances made with the goal of being recognized by the speaker, and the receiver processes the words to determine their purposes (Iman, 2017). According to Brown and Yule (1983), speaking is dependent on the complexity of the information to be transmitted; nevertheless, the speaker may find it difficult to clarify what they wish to express at times. Speaking is one way to communicate ideas and messages orally (Nunan, 1991). It enables students to deliver their goal of communication. People need to apply the language in real communication. According to Strohner (2008), speaking is speech or utterances to have the intention to be recognized by the speaker, and the receiver processes the statements to identify their purposes (Iman, 2017). Brown and Yule (1983) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say.

Speaking is defined as generating words with a normal voice, uttering words, learning, and using language, expressing oneself in words, and giving a speech (Elmiyati, 2019; Ali, 2018). Graduate English Department, University of Mataram While skill is the capacity to generate a well-product, the writer might assume that speaking is the ability to convey oneself in an ordinary voice using words or a language. In other words, speaking ability is the capacity to use linguistic knowledge in real-world conversation. The ability to function is the ability to verbally convey ideas, feelings, and thoughts. Speaking is an aspect of the language arts that people all around the world use. According to the description above, speaking is an activity in which people interact with others by using words to express their ideas, thoughts, and feelings.

According to Widiastuti in Li Hui (2011), there are five components of speaking skill that is involved with it, the following are common types:

a. Comprehension

Oral communication certainly requires the subject to respond, talk, and start.

b. Grammar

It is required for students to set the correct sentence in a conversation.

c. Vocabulary

If it does not have the correct diction vocabulary used in communication, then one can be said to be unable to effectively communicate or express their ideas in both oral and written forms.

d. Pronunciation

Pronunciation is the way students produce clearer language when they speak. This relates to the phonological process which refers to the component of grammar which consists of elements and principles that determine how sound varies and patterns in a language.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency speaking is the goal of many language learners. Signs of fluency include reasoning speed and only a few pauses and "ums" or "ers".

2.4 Teaching and learning through Google Classroom in English speaking

In this phase, Google users or instructors can browse classroom.google.com. This section will provide the user with instructions for organizing the classroom (Renard, 2017). Ulrike, the user, or the instructor may have some more different classes and sections in the arranged classroom as needed (Stadler-Altman, 2015). If the class has been established, it is now time to enroll students in the speaking class as participants in the Google Classroom program. The students of the speaking course must then sign in using the class code generated by Google. Finally, the user is ready to utilize the Google Classroom program.

The instructor must have appropriate school materials for speaking in this part. Some key materials can be saved, such as the class syllabus, rules, lesson guides, and lesson materials such as films to encourage students to speak up (Lom, 2012). The videos must be conditioned with the topic speaking that was chosen based on the objective learning.

Google Classroom pays close attention to storing the remains of the classroom resources. Students' work, on the other hand, is not saved in a shared folder, thus it is kept separate from the teacher and the student (Wylie, 2019). This storage strategy allows for quick access to grading the student's work, which simply requires a computer and internet connectivity, and takes notes instructions for speaking practice.

The teacher may post announcements via the notification function. If the instructor writes a message in the Google Classroom announcement, the students will be notified through email, which is located at the top of the classroom thread (Wolford, 2015).

Regarding assignments of Speaking, teachers may easily create paperless tasks by choosing "*make an assignment*", and then entering the task's title, description, and due date (Sudhakar, 2017). It is also possible to merge various files, such as images, movies, and documents, into a single file (Wylie, 2019).

2.5 The Conceptual research framework

The conceptual framework proposed in this research is based on the literature gaps in the Google Classroom application in Brown (2004), with the goal of fitting into the needs of

EFL learners, meeting education demands, and solving real issues in research papers writing in EFL contexts, including the context of Vietnam, as mentioned in Chapter 1.

According to the researchers, using the Google Classroom Application in teaching and learning improves students' speaking skills. To remain relevant in the digital era, educators must take advantage of technological advancements (Dwyer, 2016).

The dependent variable (DV) is speaking skill regarding speaking components (i.e., vocabulary, grammar, fluency, comprehension, and pronunciation). Meanwhile, the independent variable (IV) includes Google Classroom proposed in this study. Figure 2.2 illustrates the conceptual framework of this research.

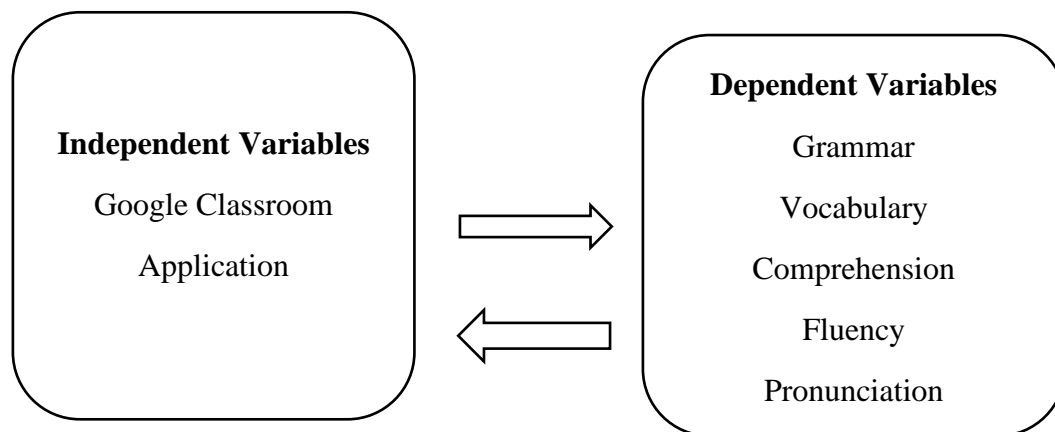


Figure 2.2: Conceptual research framework

3. Research methodology

3.1 Research questions

The study is aimed to investigate EFL learners' perceptions of Google Classroom application in speaking classes and explore the impacts of Google Classroom application on learners' speaking performance. To achieve these two objectives, the research questions that guide this study were

- 1) What are EFL learners' perceptions of Google Classroom application in speaking classes?
- 2) What are the impacts of Google Classroom application on learners' speaking performance?

3.2 Research design

This will be experimental research with a mixed-method approach that included both quantitative and qualitative techniques (Fraenkel et al., 2012). To address the two study questions, a pre-test and post-test from the quantitative approach and a semi-structured interview from the qualitative method were combined.

Table 3.1: The Sequence of Experimental Research (Adapted from Muijs, 2004)

	1. Pre-test	2. Treatment	3. Post-test
Experimental group	X	X	X
Control group	X		X

3.3 Participants

3.3.1 Teachers

Because teenage learners are easy to be influenced by their teachers, the researcher was not in charge of teaching both the control and experimental groups. Instead, an experienced secondary school teacher was invited to be the instructor of both groups. The researcher worked with the teacher to write lesson plans. For giving assessment, another experienced secondary school teacher was invited to be the examiner for both the pre-test and post-test. The researcher and the teacher were assistants who had the responsibility to give opinions for the final score.

3.3.2 Learners

The study was conducted in a secondary school in Can Tho City, Vietnam. The participants of the study were 35 young learners in the 8th Grade of the school. The participants were from two separate classes of the school and were chosen randomly for the experiment. The learners then were divided into two groups. In the control group, there were 20 learners (12 males and 8 females). In the experimental group, there were 15 learners (12 males and 8 females).

3.4 Research instruments

The types of data to be collected in order to answer the research questions were a combination of quantitative and qualitative data. The researchers used both a pre-test and a post-test. The test was delivered before and after teaching by using Google Classroom. Second, face-to-face semi-structured interviews were conducted to determine students' perceptions of the Google Classroom application.

3.4.1 Pretest and posttest

The pre-test and the post-test of this study were both speaking tests based on the IELTS English speaking test format with the adjustment. Both the tests had three parts, including part 1-Personal information, part 2-Describe a photo, part 3-Further discussion. The tests were used to assess EFL learners' English-speaking performance based on five criteria, including grammar, vocabulary, comprehension, fluency and pronunciation.

The post-test of the study had the same structure and topics as the pre-test. It was also tested by the two teachers to check if there were any difficulties in the comparison of the pre-test. It is clear that the pre-test and the post-test have the same academic level.

3.4.2 Semi-structured interviews

Semi-structured interviews were used in this study and were constructed in accordance with the two research questions, which included ten main questions as well as sub-questions aimed at clarifying students' replies to the main ones. Semi-structured interviews, in particular, were conducted to acquire insights into students' opinions of, and issues encountered when utilizing Google Classroom in speaking lessons.

3.5 Data collection procedure

Table 3.5: Research conducting procedure

Time	Activities
Weeks 1-2	Piloting the pre-test Make the lesson plans
Weeks 3	Administering the pre-test Dividing the participants into groups
Weeks 4-12	Administering the intervention
Weeks 13	Administering the post-test Piloting the interviews
Weeks 14-15	Administering the interviews Preliminary analyzing data from the interviews
Week 16	Analyzing data and coding Synthesizing the data
Weeks 17-18	Writing the draft and correction Completing the thesis

3.6 Data analysis

As for the quantitative data, the study used the SPSS software to help the researcher gather and analyze the scores from the pre-test and post-test of the two groups. To find out the impacts of the Google Classroom application on learners' speaking performance, the researchers use General Linear Model for repeated action to compare the score of the pre-test and post-test of the experimental group. In addition to that, the researchers also use independent samples t-test and Paired Sample T-test to see if there was a significant difference between the control and the experiment group.

Regarding the qualitative data, the interviews were used first for analyzing EFL learners' attitudes toward the use of Google Classroom in learning speaking, which then served as a benchmark for comparing, contrasting, and triangulating with evidence found in the pre-test and post-test.

4. Findings and discussions

4.1 The EFL learners' perceptions of Google Classroom application in English-speaking classes

The data from the interviews are presented in the two sub-sections below. These sections also provide the answers to the first research question, focusing on EFL learners' attitudes toward Google Classroom application in speaking classes

4.1.1 The benefits of EFL learners when using Google Classroom application in speaking classes

Concerning the key criteria for grading a speaking performance, the interviewer mainly referred to five main aspects: grammar, vocabulary, comprehension, fluency, and pronunciation, which the learners considered beneficial most after the intervention.

To begin with, all six interviewees claimed that Google Classroom application was easy and convenient to use and that it helped them a lot in learning and reviewing the lesson before and after the face-to-face sessions. In addition to the ease and convenience to use, most of the participants also voiced that Google Classroom application has great features that make the learning process effectively, such as making notifications about the submission time, getting feedback instantly from the teacher, integrating other Google tools for storing and sharing documents

When asked what aspects they improved most when using Google Classroom for learning to speak, most of the participants gave the answers that the application really help them to enhance vocabulary. While only participants who had the highest and average scores in the post-test stated that using Google Classroom help them improve grammar, comprehension, fluency, and pronunciation.

Another benefit that using Google Classroom application in speaking lessons brings is motivation, which was highly agreed upon by all the participants. Most of them stated that because of this application can provide more videos and pictures around the topics, which makes the lessons more exciting than the traditional ones. While the two participants who had the highest scores in the post-test explained that due to the deadline for each assignment, they are motivated to learn. When asked whether the using Google Classroom application in speaking classes can make learners feel more confident than in the traditional classroom, all six participants confirmed that.

4.1.2 The challenges of learners when using Google Classroom application in speaking classes

To begin with, some of the participants commented that fluency and pronunciation are the most difficult aspects to develop when learning through Google Classroom application.

When asked what things make learners dissatisfied with using Google Classroom application in speaking classes, most of them stated that the interface of the application, the missing chat form or discussion forum and the inconvenience in submitting the assignments are the three aspects that are annoying most.

Another difficulty the participants reported are the dependence on the Wi-Fi connection to be able to use this application and the difficulty to communicate with teacher or classmates.

Finally, when asking for some adjustments in the future for this teaching application, most of them emphasized that teachers should create more interactions between learners and teachers, and between learners and learners.

4.2 The impacts of Google Classroom application on learners' speaking performance

For the purpose of this section, the researcher created a table that counted the speaking aspects, including grammar, vocabulary, comprehension, fluency and pronunciation mentioned in the interviews in order to compare with the quantitative data from the quasi-experiment. From the number in Table 4.1, the aspects the participants reported that they improved most when using Google Classroom for learning speaking are presented. It can be seen that among the five aspects, vocabulary is the one that was mentioned the most in the interviews. Then the second aspect is comprehension with 4 times while grammar and fluency are in the third place with only 3 times.

Table 4.1: The number of the speaking aspects learners improved mentioned in the interviews

Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
3	5	4	3	2

Compared to the skills that the learners in the experimental group have increased after the intervention, it is clearly seen that there are some similarities between learners reported and the scores in grammar and vocabulary. However, although learners said that they find their comprehension and fluency increased, the fact that their scores in these aspects have not changed significantly. Another surprise is that even though only two participants reported that their pronunciation has improved after the invention, it can be seen that this is the aspect that has changed most significantly in the speaking test. Similarly, although reporting fluency and pronunciation are the two most difficult aspects to enhance via Google Classroom, the quantitative data shows that only fluency has not changed much after the invention while pronunciation skill has increased dramatically among the learners.

4.4 Discussion

4.4.1 EFL learners' perceptions of Google Classroom application in speaking classes

Through the data collected from the semi-structured interviews, EFL learners showed a positive impact attitude towards Google Classroom application as outside-of-class activities as well as provided the explanations in two parts, including benefits and challenges learners had when learning English speaking through this application and how each aspect, including grammar, vocabulary, comprehension, fluency, and pronunciation has been improved when learning English speaking through Google Classroom.

The benefits the interviewees claimed were the gain of learning interested in taking part in Google Classroom application, the improvement in vocabulary and comprehension in the lessons and the convenience of using this application when studying and reviewing the lessons. The results are consistent with previous studies such as Gilbert (2015), Heggart (2018), Beaumont (2018), Blackmon (2017), Iftakar (2016) and Wahyu et al. (2018). As Gilbert (2015) pointed out that one of Google Classroom application advantages was that it allowed students to work at their own pace. The author stated that since learners were able to manage and entirely focus on assignments

without distractions such as social interactions with classmates or time spent attending physically. This was reported in the interviews as the learners said that Google Classroom application has great features that make the learning process effectively, where they can learn in the time and place that is convenient to them most. Heggart (2018) and Wahyu et al. (2018) also found that the benefits of using Google Classroom were the simplicity of access, the ability to use it at any time, and the learners' ability to express themselves in a way that was comfortable for them. These were mentioned by most of the learners as they stated that Google Classroom application was easy and convenient to use and that it helped them a lot in learning and reviewing the lesson before and after the face-to-face sessions. Another benefit that was mentioned by Beaumont (2018) is that Google Classroom provided chances for collaborative work using other Google tools such as documents, slides, and calendars. This was also told by one of the participants as it integrates other Google tools for storing and sharing documents.

When discussing the drawbacks of using Google Classroom application in learning to speak, the interviewees mentioned that the interface of the application, the missing chat form or discussion forum and the inconvenience in submitting the assignments made them feel dissatisfied most. These disadvantages can also be found in Blackmon (2017) and Iftakar (2016). As Blackmon (2017) states that the learners faced a variety of problems, including the lack of in-person contacts within the class community. The students struggled to solve complex problems and found it unpleasant and difficult to interact on the Google stream. Iftakar (2016) also found that learners' inquiries were not instantly responded to by an educator.

From comparing the results of this study with the previous ones, it can be concluded that learners had positive thoughts about learning English speaking through Google Classroom application. Therefore, it can be inferred that Google Classroom can help the teaching and learning process more enjoyable in some circumstances and reduces the boredom and stress of the learning process.

4.4.2 The impacts of Google Classroom application on learners' speaking performance

The results from this present study generally match with previous studies' findings, such as Gilbert (2015), Heggart (2018) and Beaumont (2018) about the impact of Google Classroom application on learners' speaking performance. By choosing the right teaching approach for teaching English speaking, teachers could improve learners' English-speaking performance and their scores on the English-speaking proficiency test.

The results of using these Google Classroom application in English speaking classes in this study were matched with Gilbert (2015) findings. The author stated that Google Classroom application in education may be viewed as interference to enhance speaking skills, improve learners' interaction with their teachers and enable them to apply their practice in a proficiency test. The study by Beaumont (2018) also investigated the advantages and disadvantages of a web-based Google classroom from the perspective of students, which resulted in positive improvement in learners' active participation, confidence and their fluency in speaking skills. Thus, the significant differences between pre-test and post-test of learners' English-speaking performance in two groups can be

seen as the positive impact of using Google Classroom application on learners' speaking performance. In line with other research findings, it can be confident to say that the use of Google Classroom application is effective to improve learners' speaking ability. Google Classroom can be accompanied by other actions such as using classroom English, applying varied topics, using adequate media, recording videos, and giving feedback.

5. Conclusions

5.1 Summary of main findings

The results of the findings show that after the intervention, the qualitative results from the semi-structured interviews gave an insight into EFL learners' attitudes toward learning English speaking from Google Classroom application. The results indicated that the interviewees had positive attitudes toward this learning tool. In addition to that, the quantitative results from the quasi-experiment showed that the learners' English-speaking performance in the two groups increased. However, their improvement levels were different. The mean score of learners' English-speaking performance in the experimental group was higher than that of the control group. This means that the learners in the experimental group improved English speaking performance more than those in the control group.

5.2 Conclusions

Although the impact of using Google Classroom application on learners' English-speaking performance is not a new subject in teaching English, this present study was carried out to investigate EFL learners' perceptions of Google Classroom application in speaking classes in the Vietnamese learning environment, specifically in secondary school conditions. The findings show that after 8 weeks of the intervention, the learners' English-speaking performance of the experiment group had improved compared to that of the control group. Moreover, after the experimental study, learners also showed a positive attitude toward the use of Google Classroom in the lessons and claimed that learning from this application had helped them to improve their grammar, vocabulary, comprehension, fluency, and pronunciation in doing the test. However, the results noted that even though the learners claimed that their vocabulary and comprehension are the two most improved aspects, the data from the experimental class showed that only vocabulary was actually enhanced along with pronunciation and grammar. Moreover, when implanting Google Classroom application in the Vietnamese teaching context, this teaching method still had some advantages and disadvantages that teachers had to deal with in order to make the teaching efficiently. In particular, the participants praise that Google Classroom application is easy and convenient to use and that this application has great features that make the learning process effectively, such as making notifications about the submission time, getting feedback instantly from the teacher, integrating another Google tools for storing and sharing documents; however, they also complain that the interface of the application, the missing of chat form or discussion forum and the inconvenience in submitting the assignments are the three aspects that are annoying

most. Through the comparison with previous studies, it proved that using Google Classroom application in speaking classes is one of the effective teaching methods for teaching English speaking to EFL learners, but Vietnamese teachers need to use it with a few adjustments

5.3 Limitations

Like other studies, this present study still has some limitations although it has achieved its aim. The first limitation is that the time was limited from only 8 weeks to implantation Google Classroom application in speaking classes. Time limitations made both teachers and learners have pressure in teaching and learning, therefore, impacting the frequency of using Google Classroom in the course. The other limitation is the number of participants in this study was only 35. With these moderate learners, the study could not achieve generalized results for a secondary school learner of English.

5.4 Implications

The findings of the study prove the need for using Google Classroom application in speaking classes. It is suggested that instead of doing the traditional teaching methods, teachers should use this application to make the learning more interesting and improve learners' English-speaking scores on tests.

The results in this present study indicate that learners have positive attitudes toward the use of games, therefore, it is recommended that teachers should consider the difficulties in their teaching by trying to implement Google Classroom application with consideration.

Finally, the findings from the study may become a good confirmation for further investigation on the effects of using this application for teaching English speaking in the Vietnamese learning environment in the future.

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Conflict of Interest Statement

Both authors strongly agreed on the publication of this paper and there was no contention or rivalry during finishing the work. In other words, the authors declare no conflicts of interest in this article. Both authors are fully and equally responsible for the benefits and harms after this article is published. The authors, moreover, declare that the material presented by us in this paper is our original work, and does not contain any materials taken from other copyrighted sources. Wherever such materials have been included, they have been clearly indented or/and identified by quotation marks and due and proper acknowledgements given by citing the source at appropriate places.

About the Authors

Ms. Bui Ngoc Dieu is an English teacher at VATC Center in Vietnam. She recently completed her Master's degree in Principles and Methods of English Language Education at Can Tho University (CTU) in 2022. Her primary areas of interest in research include information literacy, information management, teaching methods, writing techniques, and English literature. She can be reached at dieu.bui@vatc.edu.vn.

Mrs. Kim Thanh Tuyen is currently a lecturer in English at Can Tho University, Vietnam. Her main research interests deal with TEF/TESOL issues, high school English learning and teaching, writing aspects, curriculum design, and testing and evaluation issues. She can be contacted via kimthanhtuyen80@yahoo.com.

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