ASIAN PENDIDIKAN

EFL Teachers' Perception in Utilizing Google Meet as An Online Learning Platform: An In-Depth Qualitative Study

Yani, Muhammad[1], Sholihah, Siti Zurriyatun[2*]

[1]Department of Languages and Communication, Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, Perak, 31400, MALAYSIA

[2]Department of Languages and Communication, Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris, Perak, 31400, MALAYSIA,

*Corresponding Author: muhyani1999@gmail.com

Abstract: The endeavors to create a virtual learning environment supported by appropriate learning resources and platforms has therefore significantly influenced the educational community. Google Meet application (GM) is a virtual learning platform provided by Google; it has been widely used by teachers. Therefore, the implementation of the finest online teaching approach in order to empower students' engagement in language learning remains an issue. This research aims to explore two EFL teachers' perceptions of utilizing GM as online learning media. The researcher used a qualitative case study to get depth intended data from the participants using interview and open-ended questionnaires. The finding of this study highlighted EFL teachers' experience that GM has various advantages for teaching and learning due to its accessible features and easy operation. They also narrated, students become more engaged in learning because this media is costless, and flexible to use. Besides, the tendency in implementing GM by EFL teachers is due to their schools' curriculum and professional development, and berries of GM implementation is also discussed. This research has implications for online learning practices which suggest that GM is suitable for simple learning environments. In addition, this current research suggests for a further scale of investigation on how empowering students' involvement online and leveraging student academic achievement will be worthy to conduct for a better quality in an online learning experience.

Keywords: EFL teachers' perception, google meet, online platform, language learning

1. Introduction

Technology has proven to influence every aspect of current education, meanwhile, the usage of technology devices for language learning can be more adequate for different learning experiences (Leijon et al., 2022; Maria Josephine Arokia Marie, 2021). The adoption of technology in language learning indicates a potential impact to enhance proficiency and learning through technology should be adopted by language teachers to enrich instruction, practice, and assessment. Through the useful fiction of technology, students are able to elaborate with certain skills and activities such as reading, listening, viewing authentic material, engaging, and timely material from the target culture. Moreover, students obtain practice additional abilities by interacting with their computer or mobile phone via video, audio, or text in real-time with another student during their activity in mastering the language skills (Greenhow et al., 2022)

The rapid interest among EFL teachers and learners in technology-based learning has the implication of the combination of traditional classrooms with the wide utilization of computerized learning and teaching methods, such as blended learning, synchronous learning, and flipped classrooms (Lee et al., 2020; Simonova, 2019). The endeavor to create a virtual learning environment supported by appropriate learning resources and platforms has therefore been heavily influenced by schools and colleges (Karim et al., 2020). Teachers and institutions work hard to make a specific set of learning approaches that are fitted with today's education where digital tools are widely used. Certain technologies such as computers, mobile phones, social media, and learning platforms have been significantly used over the years. In a

traditional classroom, a teacher may even be able to impart knowledge more efficiently without the aid of technology. But, now students, who have grown up with the development and pervasiveness of precise technology, demand meaningful and pertinent learning experiences (Delos Reyes et al., 2022). Therefore, the implementation of the finest online and face-to-face teaching approaches to empower students' engagement in learning is a significant issue in the area of foreign language education.

In this avenue, the declaration of movement by the government around the globe to transform learning digitally is widely accommodated. This policy in the end forces instructors to create a method or technique where they can combine their digital proficiency and professional development. In particular, many teachers and institutions adopted a number of learning management systems to enable the home learning scenario. In order to enrich students with language skills, foster self-reflection, increase exposure, and improve the number of extensive practical applications, some multimedia technologies have been recently established in education. One of many digital tools utilized by teachers and institutions for the online learning environment is named Google Meet application (Aiman et al., 2022).

2. Literature review

Google Meet application is a virtual learning platform provided by Google, it has free access and is easy to operate. GM is an application launched in 2017 by replacing Google Hangouts which has been developed by Google. This application was launched as a concept video conferencing at first. Due to the spread of the Covid-19 pandemic, Google has taken the opportunity to develop another GM with an additional 30 advantages factor which is quite satisfactory. The use of GM developed throughout the Covid-19 pandemic due to some advantages that are not found in other applications. For example, GM can be integrated with other Google applications such as Google Classroom, Google Docs, and others (Magesvaran & Zamri Mahamod, 2021). The unified will immediately benefit for the teacher to establish online classes persuasively and productively. Diaz-Núñez et al., (2021) narrated that GM has evolved into an appropriate platform for teaching and learning in higher education, with features such as the ability to have more than 100 people in a class session and the strength to record the class session for the future viewing and teachers all over the world adopted the GM platform for use in their classrooms.

Using GM promotes student willingness to participate in online learning due to ease, usefulness, enjoyment, and restlessness (Aiman et al., 2022). Google Meet has emerged as an appropriate platform for teaching and learning in education due to features such as the ability to have more than 100 people in a class session as well as the ability to record the class session for foreboding. Furthermore, the security features give educators, as meeting hosts, greater control over their online classes, as they can choose to admit or deny participants, as well as mute or delete participants. Many teachers around the world had already adopted the GM platform for use in teaching and learning (Diaz-Núñez et al., 2021). Language teachers should use GM to structure, post, and save lectures on the platforms. Effective planning fosters effective execution and creates opportunities for ultimate class objects.

Various studies suggest that the suitable use of many online platforms or resources increases students' motivation and engagement in learning. In exploring the implementation of GM in education, several previous studies were conducted by several experts. Souheyla, (2022) conducts research on teachers' perceptions and attitudes toward using GM as online learning media in their classrooms. A case study is used and the participants are 20 EFL teachers of the English Language Department at Oran University in Algerian Context. An online questionnaire was used to obtain the data from the participants to reveal their thought and perceptions about the implementation of GM in their online classroom. The questionnaires were divided into several categories; characteristics of GM, positive and negative perceptions of GM, the obstacles in implementing GM, and the recommendation for using GM optimally. The result of the study indicated that the implementation of GM has a significant effect on their online learning classroom, GM proved to be an advantageous and compelling digital tool and the data significantly show that EFL teachers have a positive perception about the implementation of GM EFL context. On the other hand, the finding of the study also shows a number of limitations, teachers' lack of professional training, ICT skills, negative attitudes, and computer dysfunctions were also significant obstacles that made the teacher refuse the benefits of GM. Teachers were recommended to attain sufficient professional development and assuring technical care training that enables them to successfully integrate with GM.

Al-Maroof et al., (2020) examine the effect of implementing GM during the Covid-19 pandemic. In order to achieve that, 450 students were chosen by purposive sampling approach and survey, and a 5-point Likert Scale was used to measure the variables in the study. This study aimed to identify learners' perceptions of accepting GM as an online learning platform. The study revealed findings indicated that peers' and instructors' attitudes and availability may promote GM as a tool for learning during the pandemic period, as they are more willing to perceive it as useful, effortless, and enjoyable. Similarly, research established by (Aiman et al., 2022) aims to investigate students' perspectives of GM as an online learning platform in higher education by using the UTAUT model. Quantitative research of 108 students was obtained using purposive sampling. The study discovered that most of the students felt that they use GM due to its ease of use and effort of expectancy in classroom technology. Teachers were suggested to integrate the usage of GM with another digital application to enhance the success of learning.

These findings resulted mainly in consistent results which confirmed feedback from instructors and students that showed a significant impact on teachers' and students' perceptions of the technology's effectiveness. However, according to Hwang et al., (2021), participants had overall positive perceptions of online learning as an urgent need both during and

after the lockdown situation. Nonetheless, some research showed such deficiencies, for instance, the need for online teaching infrastructure and teachers' poor online teaching experience at home (Werner et al., 2022). Mulyono & Saskia (2021) discovered that online education necessitates more time and effort. As it is still in its early stages of implementation, distance education may encounter some difficulties while developing and integrating novel educational approaches. Although some of the drawbacks of technology adoption were also discussed in some previous research, they lacked insightful investigation of actual views on how the implementation of GM in language learning and focused mostly on the positive and negative aspects of the GM app. This is because GM is a recent application, and limited studies focused on EFL teachers' perceptions of using GM as an online learning platform.

Therefore, the need for technology for today's education and understanding of technology acceptance in teaching and learning remains topical (Greenhow et al., 2022). Thus, it is essential to investigate the perspective of EFL teachers about their willingness in implementing GM in their online classrooms. Besides, in understanding the research scenario, Figure 1. Adapted from Jiang (2022) demonstrates the conceptual framework used in this study.
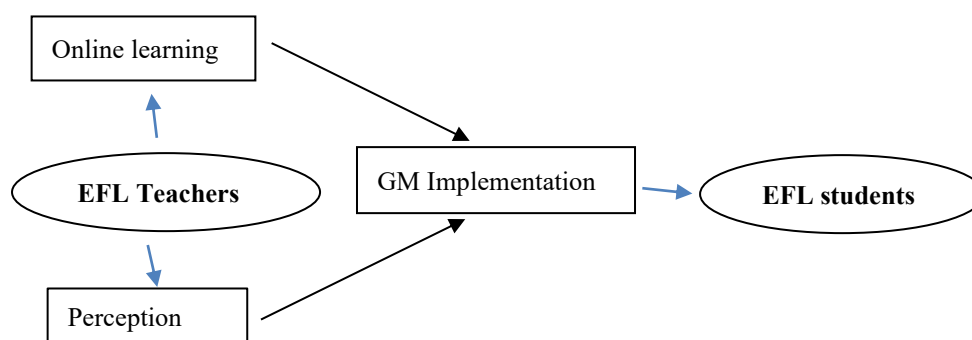

Fig.1. Conceptual framework of the study

This conceptual framework focuses on EFL teacher perception of GM in online learning strategies, the idea is to examine the fundamental perspectives on why EFL teachers prefer to implement GM as an online learning tool that cultivates student's participation in learning. Besides, this framework also helps to reveal EFL teachers' positive and negative perceptions, challenge encounters, and recommendations for the success of using GM for the online learning process.

However, due to the limitation of expanded understanding, setting, and previous studies. It is important for further research to examine teachers' perceptions of the implementation of GM as an online learning platform. This raises questions about EFL teachers' perception and how the implementation of GM in language learning. The following research questions are constructed to meet the aim of this study.

1. What is EFL teachers' perception of using Google Meet as an online learning platform in language learning?
2. How do EFL teachers implement Google Meet as an online learning platform in language learning?

3. Research Method

The expectation of this study extends to the uniqueness of individuals and a qualitative case study is used (Fraenkel et al., 2012). The aim is to find out teachers' perceptions of using GM as a learning platform in a state senior school, in Lombok, Indonesia. The participants are two English teachers chosen by purposive sampling to get depth insight into the menace. A purposive sample is a non-randomly chosen and usually smaller subset of the population that is intended to represent it logically. This can be accomplished by first understanding the population's background and then selecting a sample that reflects those variations (Gronmo, 2020). These respondents are chosen by some criteria such as teaching experience, conducting online learning, and being professional teachers. Semi-structured interviews are conducted to convince the researcher in gaining specific inquiry and detailed information about the participants of the study. Informed consent was given to the EFL teachers before answering the instruments.

Table 1. Two EFL teacher's demographic information

Teacher	Year of age	Gender	Teaching experience	Position
T1	28	Male	8 years	Permanent teacher
T2	29	Male	11 years	Permanent teacher

3.1 Data collection procedures and analysis

The instrument is employed to answer the first research question on EFL teachers' perception of utilizing GM as a learning platform. There are five proposed questions that will be asked to the teachers and the researcher may add additional questions to get the depth intended data (Fraenkel et al., 2012). Meanwhile, in an open-ended questionnaire,

the researcher utilizes Google Forms as an online form to obtain respondent answers. The thematic analysis method is used to examine the data in an ordered manner in order to address both research questions. To find any repeating themes or patterns in the data. The data retrieved from the transcriptions of the recorded interviews and questionnaires are meticulously reviewed in this technique. The researcher makes codes, patterns, categories, and examples in delivering the data (Gronmo, 2020). For trustworthiness, this study employs triangulation, this form of triangulation involves the use of multiple methodologies and allows the participants to check the data from multiple instruments to make sure the accuracy of the information and enhance the quality of the data.

4. Finding and Discussion

This section is to discuss the two research questions proposed in this study. The findings of this study will explain the result of the collected data through interviews and questionnaires. The first finding is data for research question 1 and data for research question 2 is the second finding.

4.1 Finding for RQ1

In this part, data collected through interviews intend to describe teachers' perceptions of utilizing GM as an online learning platform. The data (table 1) collected from the interview section revealed that both teachers felt that Google Meet is a useful learning platform that benefits online teaching and learning. This is also due to the applications' features that are accessible and easy to operate rather than other digital tools such as online learning platforms. Moreover, this application is cost less for teachers, students, and institutions for conducting online learning for a long period of time and as alternative learning media instead of face-to-face learning in particular situations. In addition, as an online digital tool, teachers are also familiar with this application due to their previous experience and training.

Table 1. Data collected from interview

Codes	Categories	Examples
T1	Preference	"we used in class because it is **easy to operate** and **accessible** for students, and **very easy** to have **simple log in** rather than another digital platform such Zoom and WebEx"
	Previous experience or training	"Yes of course, I always **use Google Meet as Digital platform in teaching my courses in my online class many times,** not only teaching but also having meetings with other friends"
	Students participation	"Yes, it is, because Google Meet is different from other digital platforms, it **is simple in operating** for the student actually, for the teacher also, I felt it is very **good and simple** that is all"
T2	Preferences	"I think this platform is **useful**, **easy** to use and it's **free**, as for Zoom, you have to have a premium account..."
	Previous experience or training	"During the section, I have **a lot of experiences especially using google meet** as a teaching and learning platform"
	Student's participation	"The **student prefers to use Google meet because they can flexible as possible to attend** my class for example f**or** kind of shy students, can express their feelings, perceptions, and opinions through Google Meet instead of face-to-face class"

Therefore, from a teacher's perspective, the data shows using GM for online classrooms has, a high impact on the participation of students. Both teachers experienced that students can easily access the digital platform anywhere and anytime that students need. It also stated that students would feel comfortable when the teacher uses competency in teaching and learning during the usage of GM. This result mostly showed positive feedback from the respondents.

4.2 Finding for RQ2

The data collected from the open-ended questionnaires to answer the second research question defines EFL teacher implementation of Google Meet in online learning classrooms. This instrument (table 2) was collected online through Google Forms asking about teachers' actual implementation of GM in the online classroom. Table 2. will explain the respondents' answers to nine proposed questions through the form.

Table 2. Teacher Implementation of GM in online learning classroom

No	Questions	Example
1	What do you know about google meet as an online learning platform?	"digital platform" (T1)," digital tool for online learning" (T2)
2	Do you use google meet as an online learning platform during your teaching?	"of course. i used it for online learning" (T1), "sure, i use it for my teaching" (T2)
3	How often do you use google meet during your teaching in one week?	"2-3 times in a week" (T1), "8 or 10 times" (T2)
4	Why do you prefer to use google meet as an online learning platform than the other platforms?	"easy to use" (T1), "free and no time limit" (T2)
5	How do you feel about the implementation of google meet to encourage learners' participation in online classrooms?	"stimulate students in online learning" (T1), "feel active" (T2)
6	Instead of google meet, do you use other platforms during your online teaching?	"whats app group" (T1), "yes, other platform, like zoom" (T2)
7	Does the implementation of google meet as an online learning platform part of your school curriculum and lesson plan?	"yes. during covid-19" (T1), "yes. school have to adapt to the covid—19 school closure" (T2)
8	What are the benefits of using google meet for online learning during your teaching?	"simply online learning setting" (T1), "more acces" (T2)
9	What are the limitations of using google meet as an online learning platform during your teaching?	'tecnically the particpants is not easy to control" (T1), "the slide in not really clear" (T2)

The findings revealed that both teachers use GM because its beneficial aspects of the platform include being simple to utilize, costless, and easily accessible to both teachers and students. Separate from the technical advantage of the tool. The relevance of teacher professional development in using digital media is also a significant reason why EFL teachers implement this app in their learning. They frequently maintain learning based on their previous experience with the app. In addition, the school institution is where the teacher is empowered to be able to work with the app due to its appropriateness with the needs of the community.

4.3 Discussion

The use of GM as an online learning platform is advantageous for EFL teachers, the app seemed to be one of the fitted tools for nowadays' education. The present study aims to investigate EFL teachers' perceptions of the usage of GM as an online learning platform. To find out whether their tendency in utilizing the digital tool is appropriate for an auspicious online learning quality. During the interview section, the results of the present study indicated EFL teachers portray a preference and positive perception of implementing GM, they experience that the app offers certain advantages rather than other digital media platforms, and the most frequent perceptions expressed by the participants about GM are due to its simplicity and ease of access. They believed GM is suitable for both teachers' and students' digital proficiency. The result of the study confirmed with the previous research, Souheyla, (2022) statement that instructors mostly employ GM because of its easy classroom technology. Besides, among other digital tools, the degree of ease is considered the leading aspect of usage among language learners, and the effectiveness of technology is highly influential on school community usage.

The finding of the present study also illustrates that EFL teachers intend to use GM due to enhance students' involvement. This online learning device can cover about 100 participants during a computer-mediated learning classroom (Diaz-Núñez et al., 2021), EFL teacher experience where students actively participate in joining online learning classrooms. During the interview, the teacher felt that their student would feel comfortable joining online classes with the usage of this application, they believed students' digital skills and technology adequacy are matched with the features of the app. This relates to the study, Al-Maroof et al., (2020) stated GM has a positive role to empower students in the e-learning environment and encourages students to attend the scheduled classes. Furthermore, just like any other online learning platform, students feel enjoyment in using the app due to the flexibility to access the app without limited time and space. This also is parallel to Aiman et al., (2022) stressed that the usage of online learning platforms such as GM, due to effectiveness and ease to use in education, gives a greater influence on the students in engaging online learning process.

This research also found that the utilization of GM, separate from the technical concern of the app, may lead to the policies made by the government or institution where the EFL teachers work that requires EFL teachers to conduct online learning in particular situations. The data in both questionnaires and interviews reveal that EFL teachers are motivated to

maintain online learning by using some digital tools including GM, due to policies made by the school due to their year curriculum and the need of the current situation. Furthermore, these rules were made because it is relevant to the teachers' previous experience and expertise in operating digital tools, both teachers stated that they frequently use GM as an online platform in their past learning and had enrolled in several training or professional development in working with digital tools. This is confirmed by Magesvaran & Zamri Mahamod, (2021), narrated that the usage of GM as an online learning platform is regarded as the most compelling attempt and beneficial for both teachers and students in dealing with particular circumstances compared to other applications. It also shows that the involvement of the government and institutions to create policies that can lead to a better-quality new learning environment is needed.

Although there are still several limitations in the implementation of GM just like other online learning media, for example, it is not easy to control the panel when the participant is overabundant. This tool cannot accommodate more than 100 participants. Furthermore, another berry revealed on the data that the screen or monitor of a computer or mobile phone while using GM as a learning platform, has low-quality visuals (Mulyono & Saskia, 2021). Conversely, a part of its shortcoming, most of the EFL teachers respond positively during their implementation of this application in their online learning. Finally, this research retains a focus only on the EFL teacher perception, wider investigation on action or techniques in using GM to student's involvement and academic achievement.

5. Conclusion

In conclusion, the present research aims to investigate the EFL teacher's perspective on the implementation of GM as an online learning platform. Data collected from interviews and questionnaires reveal the same result of answers. For the first research, the question is about teachers' perception of utilizing GM as an online learning platform. Both teachers narrate that they use GM because the platform is easy to use, simple, free, and accessible for both teachers and students. For the second research, How EFL teachers' implementation of GM in online learning classrooms, the teachers utter that they use google meet three to ten times in one week for their online learning. They also stated that the platforms encourage the student to participate in online learning due to the accessibility and flexibility of the platform. Besides, GM and other platforms are part of the school's curriculum in media for online learning. EFL teachers' implementation behavior is also related to their previous experience, professional development, and community needs. On the other hand, there are some disadvantages also revealed during the utilization of GM as an online learning platform. This investigation suggests that GM has some benefits that can assist teachers in a simple and plain learning process.

Acknowledgements

Conflict of Interest

The authors declare no conflicts of interest.

References

Aiman, M., Halim, A., Pinang, C. P., Bakar, R. A., & Pinang, C. P. (2022). Study on Acceptance of Google Meet as a Learning Platform among Students in Higher Education Preliminary. *International Journal of Practices in Teaching and Learning*, *2*(1), 1–5. https://ijptl.uitm.edu.my/files/v2n1-feb2022/IJPTL_205.pdf

Al-Maroof, R. S., Salloum, S. A., Hassanien, A. E., & Shaalan, K. (2020). Fear from COVID-19 and technology adoption: the impact of Google Meet during Coronavirus pandemic. *Interactive Learning Environments*, *0*(0), 1–16. https://doi.org/10.1080/10494820.2020.1830121

Delos Reyes, E. G., Galura, J. C., & Pineda, J. L. S. (2022). C5-LMS design using Google Classroom: user acceptance based on extended Unified Theory of Acceptance and Use of Technology. *Interactive Learning Environments*, 1–10. https://doi.org/10.1080/10494820.2022.2028852

Diaz-Núñez, C., Sanchez-Cochachin, G., & Ricra-Chauca, Y. (2021). Impact of Mobile Applications for a Lima University in Pandemic. *International Journal of Advanced Computer Science and Applications*, *12*(2), 752–758. https://doi.org/10.14569/IJACSA.2021.0120294

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education (8th ed.). New York: Mc Graw HIll Grigorenko. E. L. (2009). Dynamic assessment and response to intervention: Two sides of one coin. Journal of Learning Disabilities, 42(2), 111–132. http://refhub.elsevier.com/S1871-1871(22)00145-6/sbref0017

Greenhow, C., Graham, C. R., & Koehler, M. J. (2022). Foundations of online learning: Challenges and opportunities. *Educational Psychologist*, *57*(3), 131–147. https://doi.org/10.1080/00461520.2022.2090364

Gronmo, S. (2020). Social Research Method; Qualitative, Quantitative, and Mix-method Approaches. University of Bergen, Norway.

Hwang, B. L., Chou, T. C., & Huang, C. H. (2021). Actualizing the Affordance of Mobile Technology for Mobile Learning: A Main Path Analysis of Mobile Learning. *Educational Technology and Society*, *24*(4), 67–80.

Jiang, L. (2022). Factors influencing EFL teachers' implementation of SPOC-based blended learning in higher vocational colleges in China: A study based on grounded theory. *Interactive Learning Environments*, 1–20. https://doi.org/10.1080/10494820.2022.2100428

Karim, R. A., Adnan, A. H. M., Tahir, M. H. M., Adam, M. H. M., Idris, N., & Ismail, I. (2020). The application of mobile learning technologies at Malaysian universities through mind mapping apps for augmenting writing performance. *Advances in Science, Technology and Engineering Systems*, *5*(3), 510–517. https://doi.org/10.25046/aj050363

Lee, R., Ping, S., Verezub, E., Fatimawati, I., Chen, W. S., Lee, R., Ping, S., Verezub, E., & Fatimawati, I. (2020). Tracing EFL students' flipped classroom journey in a writing class : Lessons from Malaysia class : Lessons from Malaysia. *Innovations in Education and Teaching International*, *57*(3), 305–316. https://doi.org/10.1080/14703297.2019.1574597

Leijon, M., Gudmundsson, P., Staaf, P., & Christersson, C. (2022). Challenge based learning in higher education– A systematic literature review. *Innovations in Education and Teaching International*, *59*(5), 609–618. https://doi.org/10.1080/14703297.2021.1892503

Magesvaran, U., & Zamri Mahamod. (2021). Aplikasi Google Meet sebagai Medium Pembelajaran Bahasa Melayu Secara dalam Talian di Kalangan Pelajar Sekolah Menengah. *International Conference on Business Studies and Education (ICBE*, *June*.

Maria Josephine Arokia Marie, S. (2021). Improved pedagogical practices strengthens the performance of student teachers by a blended learning approach. *Social Sciences & Humanities Open*, *4*(1), 100199. https://doi.org/10.1016/j.ssaho.2021.100199

Mulyono, H., & Saskia, R. (2021). Affective variables contributing to Indonesian EFL students' willingness to communicate within face- to-face and digital environments Affective variables contributing to Indonesian EFL students' willingness to communicate within face-to-face and digital. *Cogent Education*, *8*(1). https://doi.org/10.1080/2331186X.2021.1911282

Simonova, I. (2019). Blended approach to learning and practising English grammar with technical and foreign language university students: comparative study. *Journal of Computing in Higher Education*, *31*(2), 249–272. https://doi.org/10.1007/s12528-019-09219-w

Souheyla, B. (2022). Google Meet during COVID 19 Pandemic: When Teachers Raise the Challenge. *Arab World English Journal*, *2*, 169–182. https://doi.org/10.24093/awej/covid2.11

Werner, L., Huang, G., & Pitts, B. J. (2022). Smart Speech Systems: A Focus Group Study on Older Adult User and Non-User Perceptions of Speech Interfaces. *International Journal of Human-Computer Interaction*, *0*(0), 1–13. https://doi.org/10.1080/10447318.2022.2050541