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**An Investigation of The Integration of
Google Classroom in Literature Classrooms**
The Case Study of Master One Students at Amar Thelidji
University

Dissertation Submitted in Partial Fulfillment of the Requirements of the Master Degree in
Literature and Civilization.

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Dedication

In the name of Allah, most gracious, most merciful all the praise is due to Allah alone, the sustainer of all the worlds.

I must express my very profound gratitude to my dear parents who were the primary source of support and motivation throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. I hope now they are proud of me.

I dedicate this work to my dear sisters Malika ,Khadidja and their husbands. Fatima. T, Meriem, and Hiba for providing me with unfailing support and continuous encouragement.

To my dear brothers M. Said and his wife, Abdelkader.

To my dear Aunties and Uncles.

To the whole family Chettouh and Takhi.

To my little angles Hamoudi and Housseem.

To all my lovely friends and sisters specially those in "C 27" in L'Mnouar campus, namely Nawila, Zahra, Houria, Khouloud, Sarah without forgetting Nesrine and Assia.

To all who knows, and loves me.

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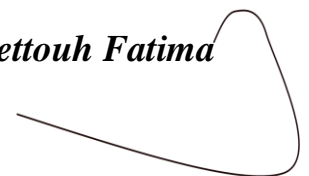
There have been a lot of people that have helped me along the way and to get to this point, I would like to take this opportunity to personally thank them.

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Abstract :

Abstract:

This study is designed to evaluate technology based instruction using Google Classroom program as a pedagogical tool in learning literature. It focuses on the effectiveness of integrating Google Classroom in enhancing and supporting student's leaning in literature classrooms. Thus, This study aims to examine the effects of Google Classroom on teaching literature, the specific objectives include evaluating students results in learning literature using Google Class, evaluating students satisfaction with the use of Google Classroom program and how it can be an effective tool to improve teaching literature. Yet, it is designed to find an answer to the following question: How can Google Classroom Application be an effective tool to improve and enhance literature learning? However, this work has a descriptive nature that focuses on a quantitative method. The data were collected through a questionnaire addressed to 3 teachers and 10 students of master one at Amar Thelidji University during the academic year 2017-2018. The findings of the study showed that integrating Google Classroom made suitable tool for enhancing learning literature. Therefore, students are more motivated and encouraged to use Google Classroom program.

List of Abbreviations

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EFLEnglish as a Foreign Language.

E- LearningElectronic Learning.

ICT.....Information and Communication Technology.

VLE.....Virtual Learning Environment.

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General Introduction

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Background of the Study:

Virtual learning has become integral in higher education around the world. The functionality it provides and the kinds of benefits it offers, supporting academic administration, teaching and research using the internet (world wide web) as information and communication. It is increasingly conducted online such systems which have become part of the essential education infrastructure in many schools and education establishment.

Online learning is centrally provided services that are delivered right across the institutions largely to enhance existing academic practices. It has a capacity to give a central focus for students and staff alike irrespective of their geographic location, aiding continuity in the teaching and learning processes. Teachers can use the services to help prepare classroom materials, it enables students download notes, slides, books and free available resources contributing to their development.

Internet improves the learning experience for both learners and teachers, also it solves and facilitates numerous issues to build upon an existing knowledge and create new ideas through online debates, discussions, quizzes and self-tests further information and communication between students and teachers. In addition to that, it encourages collaboration, interaction, share and motivation.

Statement of the Problem:

The implementation of technology has changed our daily lives. To update ourselves to follow these changes, educators have to learn new advance and programs available as Google Classroom to support students and encourage their learning in different and more modernistic ways. However, students are required to know what Google Classroom Application, and how can it be an effective tool to improve and enhance students learning in general and literature in spesific. Therefore, they have to be encouraged enough by their teachers to deal and apply this application in order to improve and reach their needs towards learning effectively.

General Introduction :

The Aim of the Study:

This study is designed to evaluate technology based instruction using Google Classroom in teaching literature. The goal is to investigate the effectiveness of Google Classroom as a tool program in teaching and learning literature, and the purpose of this study is to examine the effects of using this tool. The specific objectives include: evaluating student learning outcomes in learning literature, evaluating student's satisfaction with the use of the Google Classroom program, and evaluating teachers satisfaction in designing and implementing Google Classroom program in teaching literature.

Research Questions:

The points mentioned above lead us to ask an essential question: How can Google Classroom be an effective tool to improve learning literature? In order to analyse this matter and go deeper various questions were raised:

- a) To what extent will students improve and increase their level in literature using Google Classroom?
- b) Are the students satisfied with the use of Google Classroom?
- c) What are teachers and students opinions about the integration of Google Classroom into the instruction of literature?

Hypotheses of the Study:

Trying to find answers to the previous questions several hypotheses are laid. First, Google Classroom provided a vital chance to promote blended learning and professional development among students. Second, teachers and students have benefited from using Google Classroom and they are getting more interested in it. At last, this tool has facilitated teaching and learning process and enables both teachers to instruct, students to communicate, and reinforce literature studies positively.

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Research Methodology and Tools:

This dissertation has a descriptive nature that focuses on a quantitative method which is grounded on a case study selecting teachers and students of master one from English Department at Amar Thelidji at Laghouat University. By using a questionnaire addressed to both teachers and students as a means of analyzing and collecting data in order to shed light on their experience using Google Classroom in teaching literature.

Limitations of the Study:

There have been some limitations during the study. First, the samples were very restricted (composed of 24 participants at first, but only 13 of them participate and answer the questionnaire), therefore, the findings were limited and difficult to generalize. Future studies should be conducted with various students using Google Classroom. Second, students had different background knowledge of the content material that might affect their performance in learning the content. Lastly, the study lasted for a short time span which might impact this work. Owing to the lack of searching resource, Google Classrooms are not enough expended and used between Algerian students. More studies are needed to improve the use of technology and exploit its benefits.

Organization of the Study:

This research includes two parts with three chapters. The first chapter contains the theoretical framework of teaching literature, it deals with the definition of literature and how it is taught. This chapter presents some theories, approaches, and methods of teaching literature. The second chapter contains the integration of Google Classroom in teaching literature classrooms, and the benefits from using it. In addition to the review of literature that contains related and similar studies. The third chapter is about the outcomes and results of the study which contains the plan of the research, the methodology and the tools of the study including the questionnaire.

Part One :
Theoretical Framework

Chapter One :
Teaching Literature

Outline:

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Chapter one: Teaching Literature

1.1 Introduction :

Students read literature mainly to pass examination and get very little opportunity inside the classroom to read it for enjoyment. However, teachers use literature for the development of the four skills of language as well as for providing knowledge of the world. Therefore, teaching literature is considered as an important part of the English subject for several reasons. First of all, it helps students to become proficient readers, because it plays an important role in the development of pupils interests in foreign language reading, that it is to say, literature may promote cultural competence.

The teaching of literature involves different activities in which learner's use English for generating output. However, literature can consequently contribute to the development of pupil's English skills in numerous ways. In addition to that, literature provides valuable authentic material, develops personal involvement, as well as assist to learners' cultural and language enrichment through the literary texts that can deal with universal themes which are not always tackled in books.

1.2 Teaching Literature:

Teaching literature is one of the most important aspects of language teaching in ESL classes since it improves the students' personalities and their critical thinking, it also develops language skills, and language structure. Therefore, literature is not only for progressed understudies. It suggested that instructors ought to begin utilizing literature from the early stages of language teaching , indeed with youthful learners, literature being not as it were for progressed students. Tenderfoots and youthful learners can be helped to secure numerous language items in a charming way, through utilizing simple texts, stories, poems and this is too great way of encouraging students to learn the language. However, integrating language into teaching literature is regarded as the first stage of the process of teaching and learning literature, because it is applied for both advanced learners and lower levels. Thus, English

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classes can be interesting and fun if language is taught with the help of poems and stories , and that is what helped teachers to achieve their goals towards the teaching of literature effectively.(Carter and Long 44).

According to Xerri Daniel and Stephanie (2013), teaching literature can help students develop their language proficiency by encouraging them to engage with meaningful literary texts as well as leading them to become independent readers. Moreover , it allows students to make meaningful interpretations and increase their general awareness and understanding of texts. Thus, Daniel and Stephanie argues that: " Literature provides students with an incomparably rich source of authentic material over a wide range of registers." (Hismangulo, qtd in Xerri. Daniel and Stephanie 18). Which means that teaching literature and selecting the appropriate literary texts , allows students to come into contact with the target language, foster their interaction, imagination and motivation, as well as enriches their language learning experiences.

1.3 Models of teaching literature :

According to Carter and Long (1991), there are three main models of teaching literature the language model, the cultural model, and the personal growth model .

1.3.1 The Language Model :

Refer to the language based approach where language structures are imposed and reinforced. It helps EFL learners ameliorate and increase their knowledge of the target language by working on familiar grammar, lexical and discourses categories. Additionally, this model enables learners to access a literary text in a methodological and systematic way in order to study examples of specific linguistic features, figurative language, and direct and indirect speech.

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1.3.2 The Cultural Model :

This model helps EFL learners deal with literary works in relation to the target culture . Further, the cultural model gives learners a chance to explore cultural context in order to be able to understand diverse cultures and ideologies. It requires them to examine and explicate the social, political, literary, and historical context of a specific text.

1.3.3 The Personal Growth Model :

This model includes the other two models. That is to say , the focus is set on the use of language but used in a specific cultural background where learners can develop their knowledge about literature. Yet, they are encouraged to express their views and beliefs in order to make connections between their own experiences and the text and use critical thinking. Thus, personal growth model refers to the students' growth as individuals. (3-4).

1.4 The Traditional Method of Teaching Literature:

It is based mainly on memorization which is an essential feature of the traditional methodology . Thus, students are expected to memorize the grammatical rules and to practice using them while translating sentences and analyzing literary texts . However ,the diversity that literary texts provide, encourages students to be motivated through the analyses of such texts, also helps them to know the application of rules which is practiced by translating from one language into the other for more and better understanding (Xu 13-14).

However, the teachers' function in literature course is basically that of instructor and transmitter. The traditional approach for teaching literature depends mainly on the teacher, because he is considered as the only source knowledge and he is giving an active role, unlike students who are just passive receivers of that knowledge. Moreover, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher, where he assigns a text for students to read generally before the class, and his attention will be on the background information and explanation about thematic features of the text. Thus, the

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students have only few opportunities to do the task by themselves because this approach does not consider too much the learner, it is a teacher centered approach (Boumovà 11-12).

1.5 Reasons Behind Teaching Literature :

The teaching of literature plays a significant part of the English subject for several reasons. It is mainly used for teaching the four basic skills, and the language components as grammar and vocabulary. There are three advantages of employing literature for teaching language. The first benefit considers the contextualization of language. Learners get familiar with the application of language in different situations when they read a literary text. The second, considers social factors that are planned in diverse genres of literature. The third, considers the natural and meaningful function of language via exemplification and discipline language in literature (Hadaway. et al 44).

According to Obediat (1997), the teaching of literature helps learners gain a competence in the target language, it helps them learn the usage of idiomatic expressions, speak rightly, and to become more fluent and creative in the target language (30).

Moreover, literature push learners to be encouraged. It opens for them a door of opportunity to ask, criticize, and investigate in the process of learning (Custodio and Sutton 19-23).

1.6 Learning and Literature:

The teaching of literature or the methodology of teaching literature is not a new field of study. Many theories and approaches have been shaped throughout the past decade, impacted by psychological, linguistic, educational, and political view points derived from a mixture of theories, observations and experiments (Hall and Cook 271-282).

Therefore, techniques of teaching foreign languages have greatly come as a consequence of linguistic and pedagogic research. The teaching of literature has remained conventional emphasizing exposure more than achievement and directed to learners of higher

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ability. So, literature has been regarded as an important tool and modern in foreign language teaching since it plays a vital role in language syllabus and teaching (Sage 12-13) .

1.7 Learning Styles:

Unlike learning approaches, there are mainly two major styles of learning , holist and serialist. Both styles represent a more continual orientation to learning for any one individual. However, learners with a holistic direction takes a based view of the subject matter from the beginning. The better to see the large image and the whole principles when they dynamically fit the little elements, and they move freely from the notional rules to real life applications. While, the serialist relays on understanding through dealing gradually with the constituent parts and forming the whole image. So, this kind of learners prefer to deal with each element in turn before considering applications of the whole. Thus, both styles can drive to effective results (Pask 228-248).

According to Jessica Cook (2012), there are no two people learn the same way , because there are a wide variety of different learning styles, the three major examples of learning styles are visua, auditory, and kinesthetic or tactile which may help to create lesson plans to address all learners in the classroom. The visual learning style deals with learners who has a preference for seen or observed things including pictures , diagrams , demonstrations in order to understand this type of learners like to sit in the front of the classroom where they can see the information the best. The auditory learning styles refers to the learners who has a preference for the transfer of information through listening, to the spoken word of self or others by reading aloud to themselves in order to process and understand information. While, kinesthetic or tactile learning style deals with learners who preference for physical experience to understand, they tend to be very active and need to take frequent breaks. Thus, the dodily movements helps to stimulate their brains which allows them to focus on their learning.

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1.8 Language Teaching and Literature :

Language and literature are closely related because it is incredible to discuss literature without reference to language. Moreover, inclusion of literature in language classroom provides valuable authentic material, as well as it helps in the contribution of reader's cultural and language enrichment and also it develops personal involvement (Collie and Slater 3-6).

Language gets life through literature and literature is rooted in language. Thus, literature and language are nearly interconnected. However, it should be used for students because it is a motivating stimulus for language acquisition and consider as a convenient source content for a course in foreign language (Lazar 15-19).

According to O'sullivan Radhika (2001), literature might be seen as an activity that involving and using language, which means that studying literature is studying language which based on the realization that literature is stand as an example of language in use, and is a context for language use as well. Thus, studying the language of literary texts as a language activity is seen as enhancing and reinforcing the learner's assessment of aspects of the different systems of language organization. Further, literature is starting to be viewed as a suitably vehicle for language learning and development since it is an authentic material.

1.9 Rational for an Integrated Model for Teaching Literature :

Duff and Maley (1990) believed that the following criteria promoting the integration of literature in the target language classroom :linguistic, methodological, and motivational.

1. The linguistic criterion deals with the importance of literature as a source of original authentic text which gives learners real examples of different styles, texts types, and registers .
2. The methodological criterion refers to the possibility of multiple interpretations and different views commonly generated by literary texts. Thus, it leads learners to genuine and motivational reactions to the text.

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3. the motivational criterion refers to the adequacy of literary texts to the exploration of student's feelings and to enhancement of their motivation, which is provided by authenticity and meaningful context (6).

1.10 The Significance of Teaching Literature :

Literature is regarded as the study of nation's civilization and culture . It usually reflects to its cultural customs , religion, history , and other aspects of ideology from different sides . Readers through literary works can learn and find its contexts directly and indirectly representing mainly the writer and society via giving detailed and dramatized descriptions of the social life of people. Thus, literature is closely related to social culture. Moreover, teaching literature enables learners to learn about culture and also get them to learn about history, simply because literature contains some historic knowledge. Thus, literature and history always coexist (Brumfit and Carter 6).

Furthermore, the teaching of literature is an important part of education. Its importance lies mainly in promoting critical reading, building valuable skills and expanding students' worldviews. Thus, integrating the teaching of literature in the educational curriculum helps students having a large and wide ranging to enhance vocabulary, teaching critical thinking which can be serves through teaching literary texts, and improving writing skills due to extensive reading that encouraged to have a more intimate knowledge about language. In addition to expanding horizons for the sake of exposing students with different ideas and views as well as fostering their understanding of the world around them (Drucker) .

1.11 Language Teaching and The Inclusion of Literature :

The Importance of utilizing authentic materials and activities in the classroom increased after 1970s for the aim of helping students achieve their communicative competence and using language for communicative purposes in the real world. However, the best way to learn a foreign language is mainly through communicative activities inside the

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classroom such as discussions, giving instructions, role play and so on. Thus, literary texts are regarded as an authentic material that helps students to be motivated and offers for them the opportunities of discussions and enjoyment as well as give them the satisfaction of recognizing that they are reading literary texts in their original form which consequently helps learners build their reading confidence and gives the emphasis in their ability to use language. (Daskalovska and Dimova 1182-1186).

Therefore, teaching literature offers several benefits to EFL classes. It can be a useful tool in developing linguistic knowledge both on usage and use level, as well as enhance students' understanding of a foreign culture and even encourage their own creation of imaginative work. Further, literature can be seen as a source of motivation due to its authenticity and meaningful contexts that literary texts provide, and develop the students' application of different language systems through reinforcing their interpretations to enhance their language and communicative skills. Thus, literature is full of instances of real life language in several situations, it provides students with various opportunities to ameliorate their syntactic, pragmatic, cultural and discoursed awareness (Shazu 30).

1.12 The Instructor's Role in Teaching Literature :

The teacher has a significant part in the teaching of English through literature. Thus, it is important for the teacher to follow a suitable program for his learners through creating activities and selecting texts for the aim of improving student language proficiency. Therefore, the teachers are considered as the complete linking point between learners and knowledge they have a great opportunity to be the facilitator and delegators of learning as well as the main authority that enables students to rise their independent learning capacities and they are encouraged to discuss learning goals with students, improve quality of interaction inside the classroom, and support self-access learning. However , the teacher plays

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an important role in the learning process since he increases the achievement of foreign language learning (Erdem 48-49).

In addition to that, the teacher plays a vital role in how literature is perceived and recognized by students inside the classroom. He is the main responsible for creating a suitable environment for his students to invite them to come to class. Consequently, they will be motivated to attend all classes and invest their education. That is to say, the teacher has a significant role in supporting both students interactions and engagement with text and interaction with other students through using and applying the appropriate methods in order to create a suitable curriculum which is very important as well for studying and understanding literature (Kim 145-151).

1.13 The Aim Behind Using Literature :

The utilization of literature in language classroom is mainly to make the class interactive, then it can be expressed as an interactive class which can clearly ameliorate communicative competence of the students and keep an enduring affect on their mind. Thus, it can improve the critical thinking abilities of students, because literary texts are a wealthy source of classroom activities that can be considered as a motivating material for learners in order to develop their critical abilities. Moreover, teaching literature demands a personal response from the students and encourages them draw on their own experience. Hence, it focus on the positive contributions of such literary texts to expose the learners with different types of language use, in other hands, it gives the teacher a great opportunity to open a large context of language use for the students (Koutsompou 75).

The use of literature as a technique for teaching the four skills of language (reading, writing, speaking and listening) has a great importance on students' field of foreign language learning and teaching. It plays a vital role in enhancing and improving their capacities to go

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beyond acquiring basic knowledge of the language as well as how it works (Carter and McRae 10)

1.14 Literature and Teaching Language Skills :

Teaching literature helps learners develop and improve the basic language skills reading, writing, speaking and listening in an integrated way through the literary texts, because literature and language teaching involves the development of feeling for language to text which might be needed outside in the society.

1.14.1 The Reading Skill :

The reading skill helps students a lot in living history in their minds and opens a door for debates and discourses through asking questions about characters, setting , and plot of selected text. Thus, it is considered as a source of enrichment to keep learners abreast of the various styles of writing and gaining new vocabulary as well as forming group works for sharing information which consequently motivates them to stimulate their imagination about the selecting work and making an interaction between the previous knowledge and prior experience.

1.14.2 The Writing Skill :

Literature incorporates a set of different themes that encourages learners to write similar works of the original one or clearly an imitation in terms of theme, content, style and organization. However, it is a valuable source for raising the writing skill in foreign language classes through the process of interpretation and the analysis of the literary texts.

1.14.3 The Speaking and Listening Skill :

The speaking skill is a productive and interactive skill. Students produces language orally in order to convey and pass ideas to others via constructing correct sentences, that is to say, knowing the language rules. However, the listening skill involves the discussions opens in the class, group activities, repeating after the teacher, and playing a record or a video

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of a literary work, which can be considered as the ways through which language teachers can develop the students listening and speaking skills (Babae and Roselezam 82).

1.15 Teaching English Language Via Literature :

The goal of language teaching is to change individuals positively for acquiring new knowledge. Teachers have to find out and develop new techniques and methods to avoid the problems that may faced them in teaching foreign languages, because it is not easy to teach a foreign language for non-native speaking students. However, instructors have to be careful in choosing literary texts which includes simple and clear points concerning grammar and language rather than difficult and ambiguous ones. Thus, literary texts will help students to realize the individual and societal developments and improve themselves culturally and educationally as well (Kallimani 45-48).

Moreover, literary texts may contains various interpretations, sometimes one text may have different perspectives among learners, and they have to react with the text in the classroom which leads them to be an active part in the learning process. Subsequently, literature gives learners cultural and intercultural experience and provides them with new information via studying literary works such as novels, plays, short stories ..etc, that may facilitates the process of understanding and interaction in relation to their own experiences based on their own emotions and thoughts (Shahid 25).

1.16 Ways of Utilizing Literature in Language Classroom :

There are many possibilities of utilizing literary texts for the benefit of the language learner:

1.16.1 Language-Based Approach :

Students are supported to engage on their knowledge of the known grammatical, lexical classes to make aesthetic rule of the text. Moreover, studying literary texts will help to combine the language and literature program carefully.

Chapter one: Teaching Literature

1.16.2 Literature as Content :

It refers to the different literary movements of the texts itself including political, social and historical backgrounds, as well as literary devices and genres.

1.16.3 Literature for Personal Enrichment :

The literary texts supports students to be able to interact and become more active that may reflect their own experiences in their real world (Tehan, et al 47).

1.17 Effects of Teaching Literature on Improving Student's Languages

Attitudes:

Teaching literature affected students' attitude directly since it involves them in direct experience through the creative use of language presented in the literary texts. Therefore, literature supports students to improve creativity, critical thinking, and language skill as well. It influences their attitudes toward studying a language which is an important factor that may affect success in learning a language. As a result, literature raise learner's motivation and attitudes and help them to discover what is inside the piece of literature by themselves through analyzing texts and have a deeper understanding of the language and context in order to accelerate student's. Learning and enhancing their language attitudes (Khatib and Askari 38).

Thus, a student's attitude toward learning a language is one of the important factors impacting success in learning literature, because studying literature involve students in direct experience. Moreover, the relationship between the language achievement and the attitude or motivation variables, showed that the correlation between the achievement and motivation is higher than that between achievement and integration, but this attachment is slightly lower than that between achievement and attitude towards the learning situation (Masgoret and Gardner 123-131).

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1.18 The Incorporation of Culture in Teaching Literature :

Culture and literature in English language teaching at a high level can be seen as the bridge between the target language and its soul. Thus, literary texts are held thanks to the cultural load, this can play a vital role in improving student's intercultural efficiency through selecting suitable texts. In addition to that, incorporating culture in teaching literature helps learners develop their cultural knowledge and sensitivity because it has a strong relation to history and traditions, also it gives them an opportunity to have a look on other cultures and civilizations, which may open a door for them to support their higher order-thinking skills and their critical thinking abilities (Nasirahmadi, et al 1325-1330).

Moreover, Orlova (2014) argues that the incorporation of culture into the instruction of literature help students build a bridge in learning English literature inside the classroom and real world in a natural way as well as increase their motivation and confidence to live in and communicate in a learning environment. Further, the application of culture in EFL classroom develop both students' language skills and cultural awareness because there are a strong relationship between language and culture which may support in acquiring a second language. In other words, language and culture are closely related, as some studies have defined culture by more narrow by emphasizing four meaning of culture in aesthetic terms: cinema, literature, music, and media. (Adaskou, et al 1990 qtd in Orlova 14).

1.19 The Stylistic Approach to Teaching Literature :

Stylistics regarded as the discipline that studies the ways and styles in which language is used, as well as it is the linguistic analysis of literary texts and the devices used in language that produced expressive or literary style. Moreover, the stylistic approach to the teaching of literature involves students to interact, and evaluate the language used in the text and helps them to understand the use of language and the meaning as well. Thus, it shows them how to analyze a literary text to develop their sensitivity to literature and make a meaningful

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interpretations through the rhetoric devices which creates images to make emphasis in the meaning for engaging and attract students. (Verma334-336).

Besides, the stylistic approach refers to the style that concerned with the study of language of literature, because studying literature means to study language for literature and language which are inextricably bound together. Thus, language is considered as the meat of literature. But, knowing a language means to know its phonology, its morphology, and its syntax, these three branches of linguistic linked together that greatly helps in understanding language rules of literature. It is the study of language as art, that is to say, the stylistic approach to teaching literature provides an objective basis for interpretation and understanding the literary texts using the stylistic features .(Dones 01).

1.20 Conclusion :

Teaching literature has a vital role in promoting and motivating students learning and supports them acquire various language styles, subjects, and different types of knowledge. Moreover, it offers variety of opportunities to practice and develop the four basic skills of language as well as contributed greatly in increasing students proficiency in English language. Due to literature, students are encourages to imagine possibilities, think differently, see the world through different eyes, and by way of a different viewpoint. In addition to that, teaching literature is considered as a source of enrichment for students and providing them with a fresh and creative side with which to approach their studies in their real lives. Thus, literature provides valuable authentic material, and develops personal involvement, as well as contribute to learners' cultural and language enrichment.

Chapter Two :

Google Classroom Integration

Outline:

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Chapter two: Google Classroom Integration

2.1 Introduction :

Virtual learning has become integral in higher education around the world . Therefore, technology has helped in the development of mobile and long distance learning, it can perform several key functions in the change process and offers a great opportunity for students to learn in a different and more modernistic way .

Technology, then, especially nowadays play a key role and sometimes if not all, a leading role in all elements of the teaching environment. It can also be the means of inquiry-based learning via providing a collaborative working sphere such as group working and virtual learning environment .However, the integration of technology in the teaching process has a great impact on both teachers and learners as well, it enables them to reach and contact each other across learning boarders every time and everywhere, which changes and makes the classes digital .Google Classroom is an excellent example of this.

Chapter two: Google Classroom Integration

2.2 Virtual Learning Environment (VLE) :

The use of technology and internet has support the teaching and learning process all over the world. The VLE refers to the web-based platform that encouraged academic administration. However, a virtual classroom is an online classroom that allows participants to communicate, interact with each other, and engage with different resources in group work between teachers to learners and even learners to learners. It becomes increasingly managed online in the educational infrastructuung numerous higher education establishments. Thus, the virtual learning environment facilitate the process of teaching for teachers and learning for learners through practicing its beneficial management tools which is operating at different levels in order to enhance feedback and support students learning in a different way.

(Trafford and Shirota 143-144) .

VLE therefore refers to the online interaction between learners and teachers in which learning materials transformed to the students by means of the web for the sake of collaboration, assessment and communication. It encourages students learning outside the classroom and facilitate it for them especially those who can not regularly attend classes due to geographic or time restrictions. Thus, the VLEs provide facilities for managing the learning experience for teachers and learners as well. It also support teaching and learning that allows teachers and learners to interact in an integrated environment .(Sneha and Nagaraja 1705-1706) .

2.3 The ICT Integration :

In the last decade, the integration of ICT into the classroom helps teachers create an interactive teaching and learning atmosphere to support students interaction because modern education is best achieved through the use of ICT and related facilities, but this can only be possible if both the teachers and students are ICT literate. However, teachers are expected to be creative and innovative on how to conduct classroom activities in order to achieve the

Chapter two: Google Classroom Integration

learners objectives toward the teaching and learning process. The use of ICT therefore, is important in the sense that its progress allows the development of classroom based on technology which provides information more quickly, and it is easily accessible for educational purposes. Thus, learners who magnify in an ICT rich environment have the opportunity to experience and promote skills in and outside the classroom to support the process of conveying information and communication. (Hidayati 50-55).

According to Sasseville (2014), integrating ICT into the classroom is progressively introduced in the last decade, especially with the rising popularity of internet. It seems that technology has significantly help in transforming learning and teaching operations and facilitate conveying information and communication between teacher and learners. Further, the ICT integration in education comes as a result of the recent changes in society which has a positive impact on the educational situations that is presented through the use of information and communication technonlogies in the teaching and learning process in the last two decades.

2.4 Blended Learning and Students Engagement :

Recently, collaborative learning and blended approaches to learning has a great impact on both teachers and students. It promotes them to discover the new world of learning and increase the students level of engagement and success through the use of digital technologies which supported the learning environment. However, the use of collaborative learning applications such as Gmail, Google Drive, Google Docs, and Google Class, can provide and collect assignment for teachers and provide immediate feedback to students. Thus, collaborative learning opens a door and give students an opportunity to improve and develop their assessment activities as well as helps them to make the learning process more effective and efficient.(Vaughan 248-249) .

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Additionally, blended learning goes back to the recent development and the rising accessibility of E-learning to the learning experience, where a learners engage and drive his own individual experience. Moreover, the blended learning approach helps students ameliorate and develop their needs, it offers flexibility in terms of availability also, students can learn through a variety of activities and they have the ability to track their progress towards the learning encouraged and enables students to learn at their own pace due to its flexibility which offers self-engagement , self driving force .(Giarla).

2.5 Google Classroom Definition ?



Figure 2.1 : Google Classroom

Google Classroom is a Learning Management System and an online web application from Google Applications for teachers to create a digital classroom for their students. It supports their learning and allows them to communicate and give each other a feedback. Moreover, Google Class helps learners create a very friendly environment for learning. Teachers can manage their classrooms' assignment and announcement to students and bring

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their works online, so students can chat and discuss different subjects tackled in the class under the control of their teacher. This new technique makes the students' life more easier and encouraged their learning (Diccio 4) .

Google Classroom can be defined as one among the effective Applications for improving students' assignment in a paperless environment. It plays a vital role in changing, facilitating, and promoting their learning through which students can attend classroom during their free time, and they have a chance to interact with each other virtually. Thus, Google Classroom supports both teaching and learning processes, it has expanded course offering, increased students' engagement and motivation towards learning. It is now open for everyone with a Personal Google Account which has a great help for the educational sector. (Iftakhar 12-13)

2.6 Advantages of Google Class :

Christopher Pappas (2015) discusses some advantages of using Google Class among them:

2.6.1 Effective Feedback :

Google Class gives a great chance for teachers and learners to exchange knowledge which creates an effective feedback and supports them to be more active and promotes their learning.

2.6.2 Save Paper :

Google Classroom program helps students save paper and save time and facilitate their learning through bringing courses online, digitally collect analog work and saves students' work .

2.6.3 Great Commenting System :

Students can comment on the provided topics and they can rely to this which creates a very friendly environment. Therefore, students can benefited from their comments and using them for further topics .

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2.6.4 Free for Everyone :

Everyone can access to Google Class with a Personal Google Account. It is free for all and everyone can create his/her Google Class simply by signing up for Google Account .

2.7 Google Classroom and Students Engagement :

The free paperless application of Google Classroom becomes a part of the digital class education which is convenient for both teachers and learners to facilitate and increase their interaction and engagement for more effective learning. In this context, Janzen, Mary(2014) confirms that:“Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments ; communication with the entire course or individuals is also simlified through announcement, email, and push notification”.

(qtd in Subhenur 8)

Thus, teachers and students can use Google Classroom for enhancing interaction, improving communication, and supporting assignment. Moreover, Google Class provides a vital chance to promote blended learning and professional development through the functionality it provides and the kinds of benefits it offers. (Subhenur 8) .

2.8 Google Classroom Reforms :

The main aim of Google Classroom is to change the way of learning and make it more digital and facilitate the paperless communication between teachers and students. Thus, it is a program for teachers to create a digital classroom for students to communicate with each other in real time. It allows teachers to upload files, lyrics, videos, announcements for students to retrieve view, and share with their peers to learn collaborative skills and providing feedback. Google Classroom allows learners to chat and discuss topics and subjects learned in class. It can be accessed using any device at any place. (Catapano) .

Furthermore, Google Classroom helps teachers and students arrange their classes and make it organized. They can see what course is next on their daily schedule, know which

Chapter two: Google Classroom Integration

assignments are due next, enables teachers to view students work and allowing a good and clear friendly view of works for the sake of promoting and supporting personalized learning and increased students development. In addition to that, Google Classroom integration intended to make teaching easier, more provoductive and more organized for the students and teachers alike. (Tate).

2.9 Learning and Google Classroom :

Classroom teaching can do wonders with the implementation and usage of educational technology since the modern world is in need of it, where is everything available for both teachers and learners. Further, Google Suits for education is one of the perfect example that offers an oppportunity for learners to explore various options to increase and support E-learning through which learners are encouraged to get knowledge for education includes Google application tools like Google Classroom that provide a huge variety of information and knowledge for learners and teachers as well. Thus, the adaptation of modern and upcoming technologies like virtual classroom is a must to impart quality education (Bhat.et al 130-131).

Moreover, the E-learning has changed and impacted the world of learning for the students, where they become more interested in global learning systems rather than the physical. It is a type of technology supported learning which make the current teaching methods more interesting and effective where more possibility is to spread knowledge worldwide. Besides, E-learning make learning convenient easy, saving of time and coast, and continuous knowledge up gradation, helps in achieving feedback and cooperative engagement between teachers and learners. (Hardik.et al 233-238) .

2.10 Google Classroom Features :

According to Jennifer Carey (2016), there are seven features of Google Classroom:

Chapter two: Google Classroom Integration

2.10.1 Assign and Collect Homework Across Media :

With Google Classroom, teachers are not limited to what type of instructions they can post or what type of work they can collect. Thus, they can post assignment with written instructions or a video and distribute a Google doc for students to edit and resubmit.

2.10.2 Create an Assignment, but Save it as a Draft to Assign Later:

With Google Classroom, teachers can create an assignment and select (save as draft), and save it. Then, they can publish it when they are ready to do.

2.10.3 Post An Announcement :

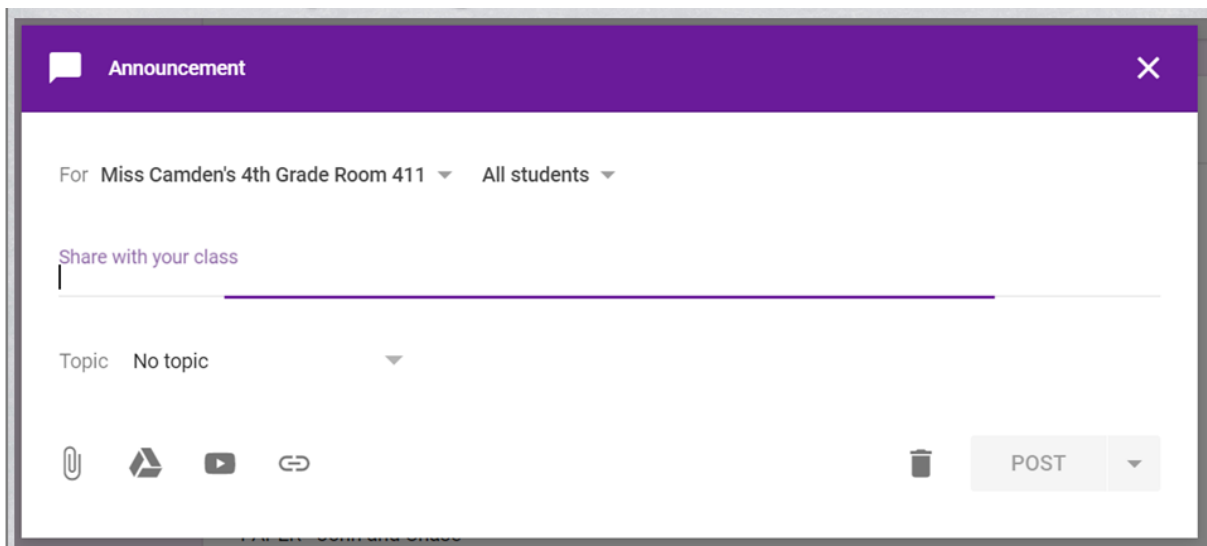


Figure 1.2 : Posting An Announcement in Google Classroom .

A teacher can make and post any announcement to his student through clicking on the plus button and select (create an announcement). He can also save it as a draft just like assignment and publish it later.

Chapter two: Google Classroom Integration

2.10.4 Post a Question :

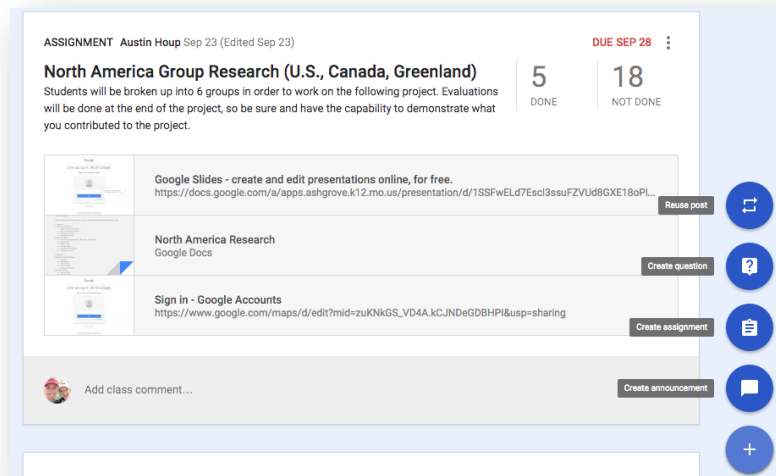


Figure 2.2 :Posting a Question in Google Classroom .

Teachers can post a question in order to open a class discussion or checking students understanding. After selecting (Create a question) there are two options: multiple choice or short answer. With multiple choice, asking a question to check understanding. With the short-answer option, students can involve with each other through replying to their comments.

2.10.5 Take Your Time Grading :

With Google Classroom, teachers can save and take their time grading. Thus, students do not see grades until their teachers hit the return button.

2.10.6 Team Teach Your Class :

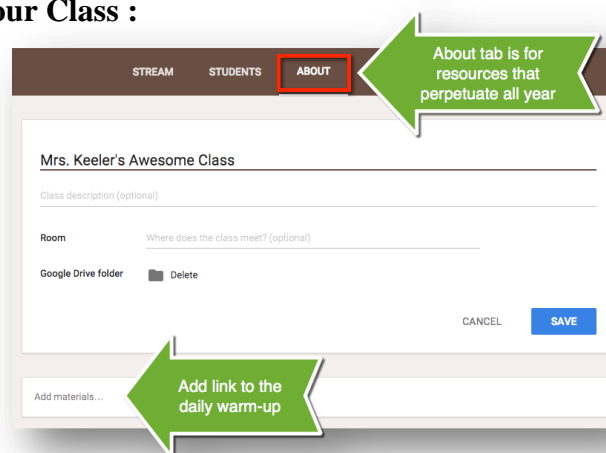


Figure 2.3 :Team Teaching in Google Classroom .

Chapter two: Google Classroom Integration

Google Classroom give teachers the opportunity to teach as a team in one class. A teacher can invite another teachers by clicking on "About" and invite them to his class.

2.10.7 Integrating a Calendar in Google Classroom :

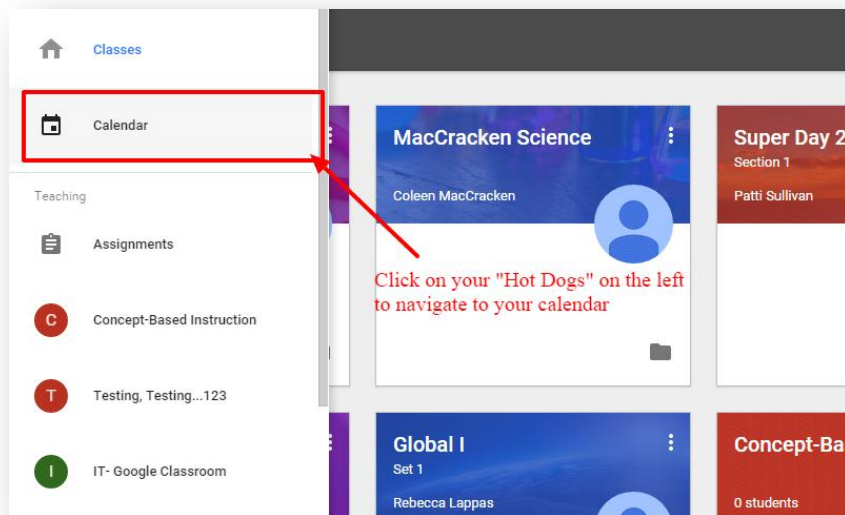


Figure2.4 :The Incorporation of Calendar in Google Classroom.

With Google calendar, students can keep track of their homework at a glance. All assignments appear in Google calendar with a due date.

2.11 Joining a Class :

According to Tony Vincent (2017), there are two ways to join a class as a student:

2.11.1 A-Join a Class With a Class Code:

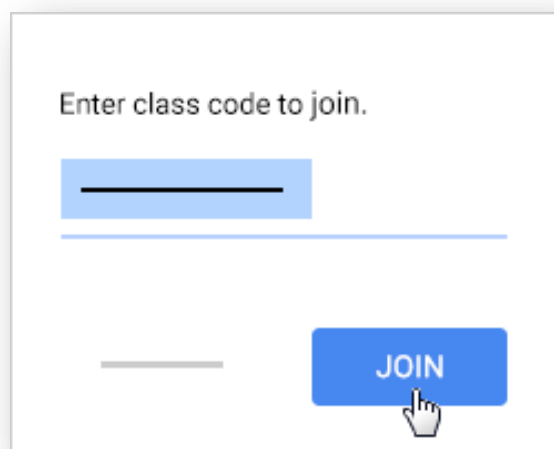


Figure 2.5 :Joining a Class Via a Class Code .

Chapter two: Google Classroom Integration

A student can join a class via the class code provided by the teacher. Then, he will use this code to add himself to the class. The teacher might give the student the code, while he is in class or email it for him.

2.11.2 B-Accept an Invitation From The Teacher :

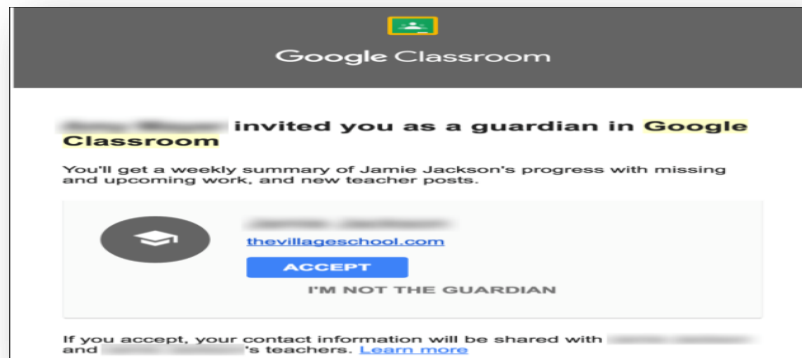


Figure 2.6 :Accepting the Teachers' Invitation .

A student can receive an invitation from his teacher. He will see **join** on the class card on his classroom home page, after accepting the invitation, he will be a member of the classroom .

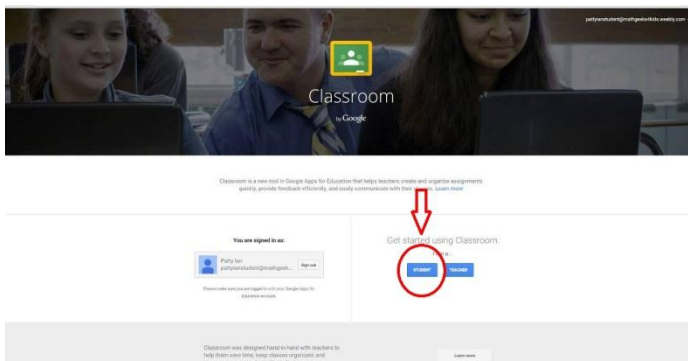


Figure2.8 :Signing as a Student in Google Classroom .



Figure 2.7 :Google Classroom Website .

Firstly, the student has to go to classroom. Google.com .Then, he will see a screen like the one above and choose **student** as his role. Secondly, he has to click on the (+) on the top right of the page in order to **join class** and enter the **class code** giving by the teacher. Then click join . After that , the student is one of the members of the class. (Bell 2015).

Chapter two: Google Classroom Integration

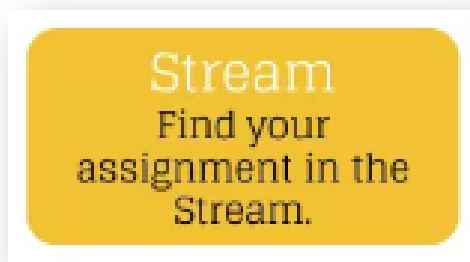


Figure 2.9 :Stream's Role in Google Classroom.

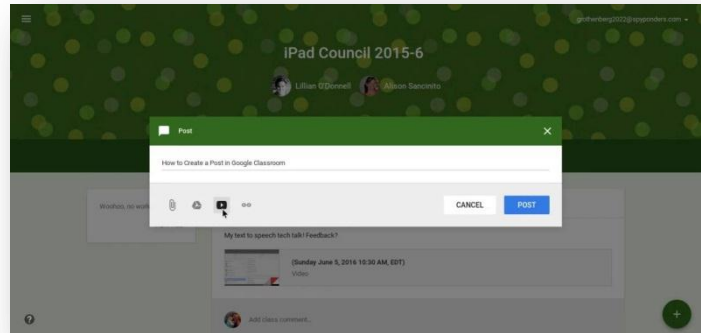


Figure 2.10 :Creating a Post in Google Classroom .

After accessing the class, the student now is an active part of the process. He will be able to view and access announcements, assignments, discussion topics, and comments, also he can add posts and leave comments on the provided topics assigned by the teacher through what is called the **stream**. Just click on the (+) on the button right of the screen, then choose create post, in order to ask relevant questions about the class, collaborate with other students, or share relevant resources related to the class subject and topics which is viewable by the teacher and the entire class .(Bell 2017)

2.12 Review of Literature

The role of technology in human communication has been constantly increasing recently. Therefore, the virtual classroom is an online classroom that allows participants as teachers and students to communicate with each other, and engage in work groups. The very recent addition to virtual learning is Google Class which is a new program in Google applications for education suite. Thus, it has changed how the educational curriculum works mainly in literature. So many researchers tackled this subject for the aim of showing students how Google Class is beneficial and useful tool for both teachers and students. There are three major writers deal with this theme.

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Ted Lebowski (2016) in his book entitled " Google Class: An Easy Google Class Guide to Take Your Classroom Digital" states that, the free platform of Google Classroom support and facilitate the process of learning for both the teacher and the student. However, teachers can have all their classes online, and students can always be up and reach their teachers in real time. Google Class helps both parties for making learning enjoyable through engaging various activities for learners to be more motivated. In his book, Lebowski, encouraged teacher to create digital classroom for their students to communicate, chat, and discuss different topics learned in class using any device at any place.

An article by Jordan Catapano (2014) under the title of " Technology in Classroom : A Book at Google Classroom" where he defined Google Classroom as a learning management system that supports students response, help each other and give each other a feedback in order to facilitate paperless communication between teachers and students through sharing causes online. He emphasize that Google Class can create a very friendly environment for learning between teacher and student which support in organize collaboration files, create blended classroom, engage students enrich learning , save paper and save time. Thus, Google Class designed for both teachers and students for the sake of sharing ideas, topics and resources with one another.

In their book, Joanne Collie and Stephen Slater, entitled "Literature in The Language Classroom" views that literature should be used for students in their curriculum. It is considered as a motivating stimulus for language acquisition and a convenient source of content for a course in foreign language. They believes that literature is a more significant part of a language teaching program, and using it ameliorate the learners four basic skills of learning especially reading skill. Thus, language gets life through literature and literature is rooted in language, because it is unconceivable to discuss literature without reference to language.

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Google Classroom Applications definitely, has become an important part of the current life of students. Thus, integrating Google Class will encourage and facilitate learning for both teachers and students. This paper will be focusing on how Google Classroom as an educational tool enhance and support the learning process for students in different way and provide for them an opportunity to learn and practice in learning literature.

2.13 Conclusion :

As the world is being developed with the new technologies, discovering and manipulating new ideas and concepts of online education are changing rapidly. In response to these changes, many institutions and states have been working on strategic plans to implement online education in order to support online instruction which needs online instructors and students as well. Further, integrating technology into the teaching and learning process plays a significant role in supporting and transforming it in different ways from making it more easier for teachers to create instructional materials to enabling new ways for learners to learn and work together. Thus, Google Classroom as an example, is a powerful program that highly impacted and changed the teaching and learning process positively for both teachers and students so that effective and efficient education is available to everyone and everywhere.

Part Two :
Field Work

Chapter Three: Field Work

Outline:

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Chapter Three: Field Work

3.1 Introduction :

This research seeks to investigate how much the use of Google Classroom can be helpful in enhancing and facilitating the learning process for learners and supports them to work in a collaborative way. This chapter aims to come up with solutions and suggestions that could help students, through analyzing the questionnaire. The chapter concerned with the methodology adopted in conducting this research .In this study, many tools were used in order to carry out. This research such as the literature review and the questionnaire. Many points were tackled like how the questionnaire was applies, for whom it served, and for what purpose. Lastly, this chapter is regarded as the map and the basis of the whole work.

3.2 Variables of The Research :

Variables can be derived into independent and dependent variables. In this research the independent variable is the teaching of literature which is examined by the researchers .While, the dependent variable is the integration of Google Class in which the researchers examined to learn the effect of the independent variable.

3.3 Plan of the Research :

The purpose of this study is to examine the effects of integrating Google Classroom into the instruction of literature. This work followed a quantitative method to show that Google Classroom Application could support highly the teaching of literature to reach. The aim of this study, a group of teachers and students will answer some questions in order to identify the effectiveness of using Google Classroom and its impact on the teaching and learning of literature.

3.4 Sample of the Research :

The sample of this study was chosen by the supervisor because she has a class online. At first, the participants were about 24 (4 teachers and 20 students) but only 13 of them anwesr the questionnaire. They are of both genders and the average age of these students is between 18 to 24 years old.

Chapter Three: Field Work

3.5 Tools of the study :

Data collection tools help in achieving the aims behind any given research. A questionnaire was used as a tool to collect data which was administered to teachers and master one students of English Department at Amar Thelidji University.

3.6 Steps of the Research :

The questionnaire was used to recognize the teachers and students opinions about the integration and the use of Google Classroom Application in the learning process specially in literature. It contains two sections. The first section, was about the background information which includes the age, the gender, and the years of experience(for teachers). The second section, is about the practical questions. It includes practical questions since it is used to find out the results of the users, focusing on their application and usage of Google Class. It includes ten questions for teachers, and six questions for students about the integration of Google Classroom as a learning application in literature classrooms.

3.7 Analysis and Interpretation of Data :

This study aims to investigate the integration of Google Classroom as a pedagogical tool for teaching and learning literature. The results reached from this study were subject to an analysis to come up with answers to the research questions in form of charts as follows:

3.8 Section one : Personal Information :

The first section is about the personal information of teachers and students and their gender. There are 13 participants, 8 males and 5 females from the University of Amar Thelidji-Laghouat.

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3.9 Section two : Case Study Questions

- For Teachers :

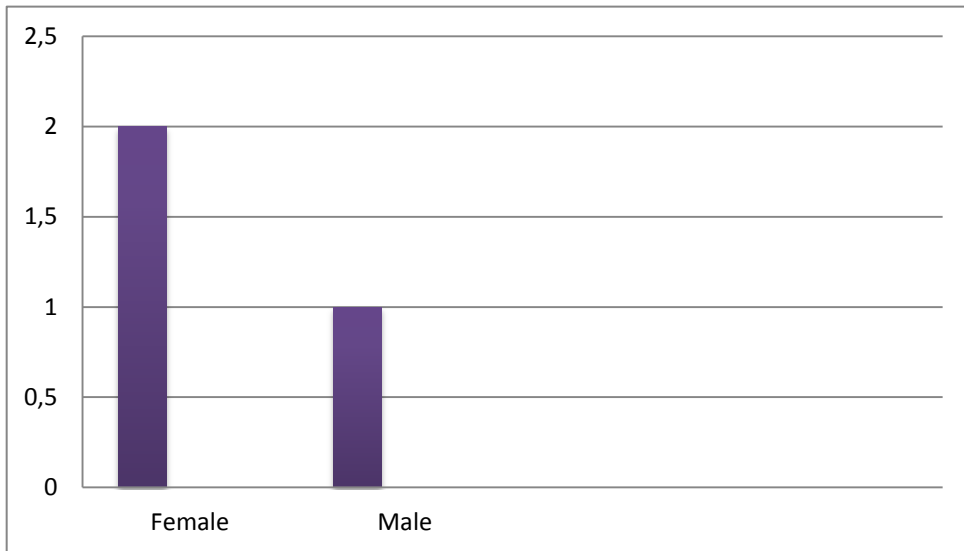


Chart 3. 1. Teacher's Gender

The results demonstrate that the participants are composed of 3 teachers. The above chart shows that the participants are consists of 2 females and only one male.

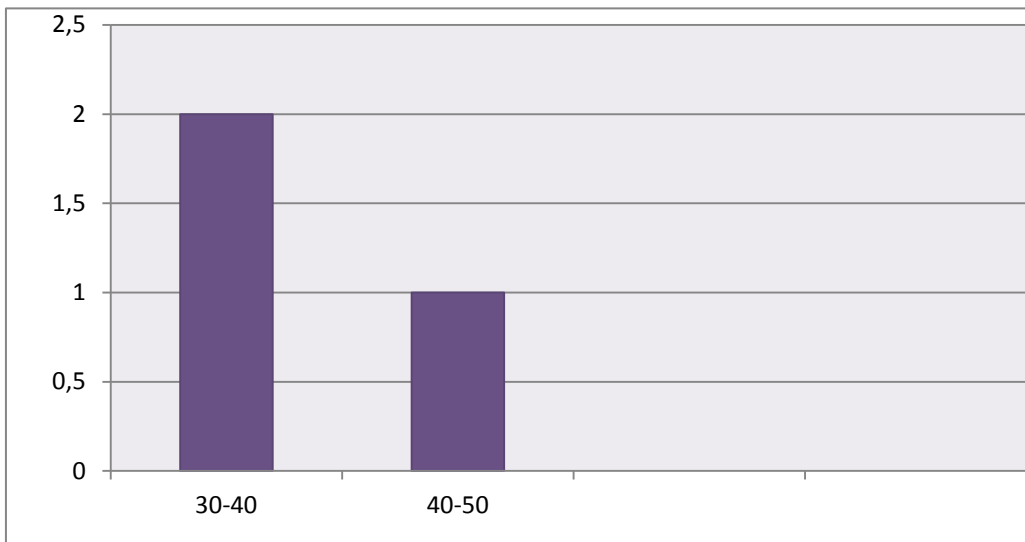


Chart 3. 2. Teacher's Age

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As it is illustrated above in the graph, the teachers ages range between 30-50 years old. As it is shown, 2 teachers are between 30-40 years old, meanwhile, the other teacher is between 40-50 years old. That is, the finding confirms that the results of the giving questionnaire are of a qualified teachers that have a long experience in teaching.

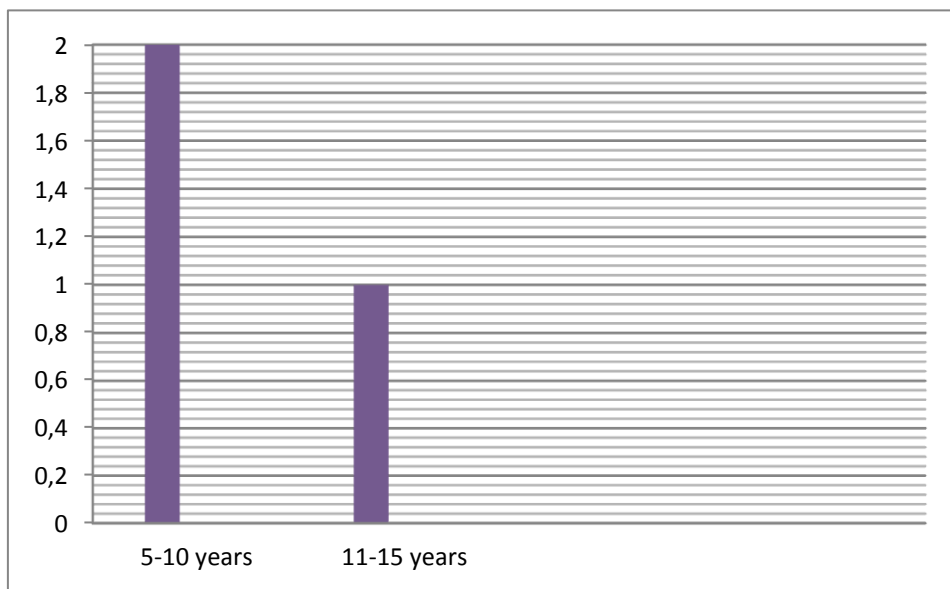


Chart 3. 3. Teacher's Experience in Teaching

The findings shows that the participants experience in teaching are between 5-15 years. According to the above chart, 2 teachers have experience in teaching between 5-10 years. Unlike the other one who has an experience between 11-15 years.

Q1 : Do teachers use any technological devices inside classroom ?

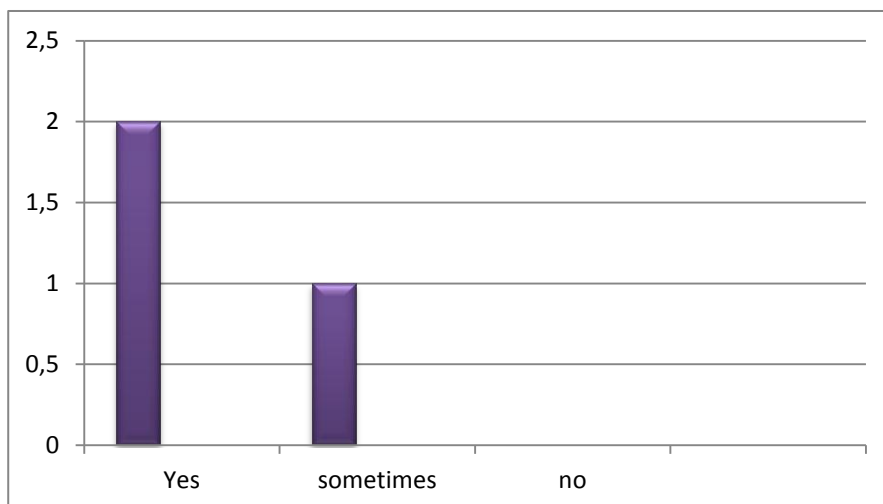


Chart 3. 4. Teachers Use of Technological Devices inside The Classroom

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The giving chart demonstrates that the technological devices are quite integrated inside the classroom. Where 2 teachers reclaimed that they are using the teachnological devices, and only one stated that sometimes technological devices are used.

Q.2: Do teachers have an idea about Google Classroom ?

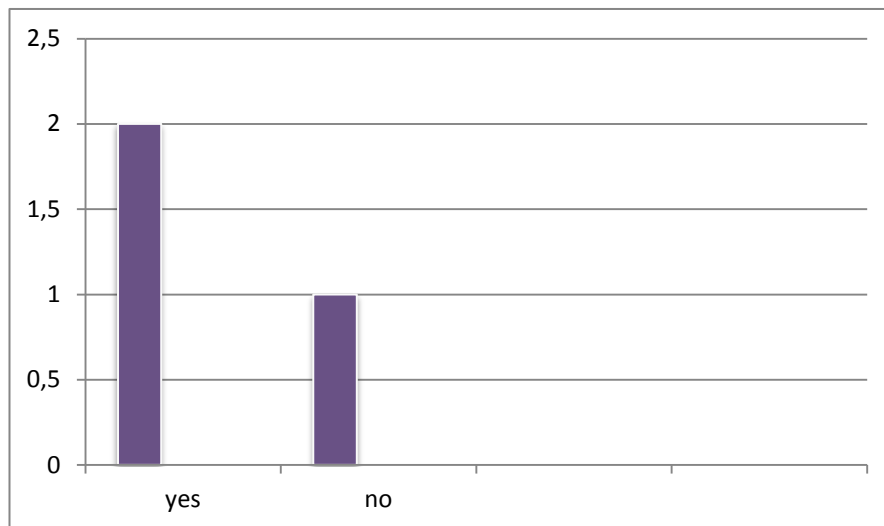


Chart 3. 5. Teachers Idea About Google Classroom

In order to see if the teachers are familiar with Google Classroom Application, teachers are asked whether they have an idea about it or not. The findings reveal that 2 teachers are familiar with this program, while the other teacher stated that he/she has no idea about it. Therefore, it is very crucial for this study to present it so that everyone will be familiar with Google Classroom Application.

Chapter Three: Field Work

Q.3: Do teachers use Google Classroom program ?

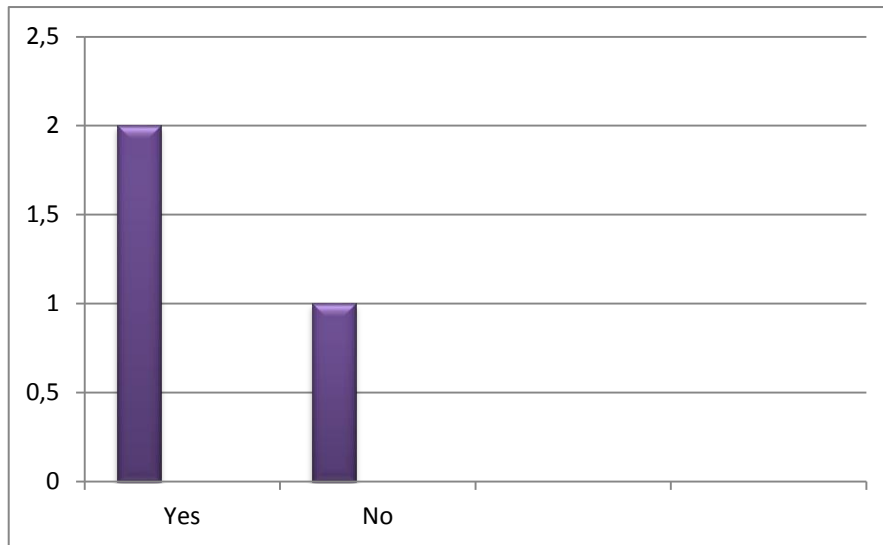


Chart 3. 6. Teachers Use of Google Classroom

Since Google Classroom has launched in 2014, its integration in teaching is not fully applied. As it is shown above 2 teachers are already applied this novelty technique in their teaching. While one teacher argued that he/she never applied it.

Q.4: Do Google classroom support teachers to teach literature ?

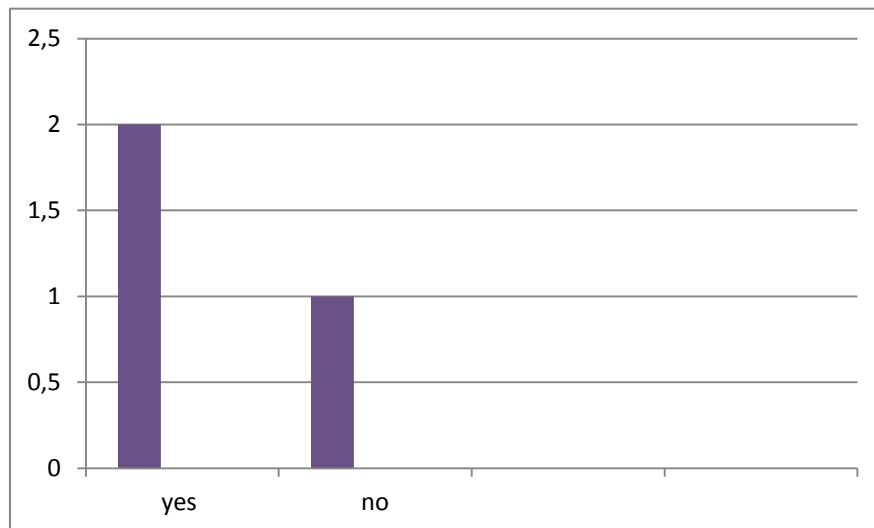


Chart 3. 7. Teacher's Support Provided by Google Classroom to Teach Literature

Chapter Three: Field Work

According to the above chart, we can say that Google classroom highly supports the teaching and learning process in general and teaching literature in specific. In which 2 teachers reclaimed that this technique strongly supports their literature teaching and only one teacher stated that it does not.

Q.5: Are teachers confident in using Google Classroom into the teaching process ?

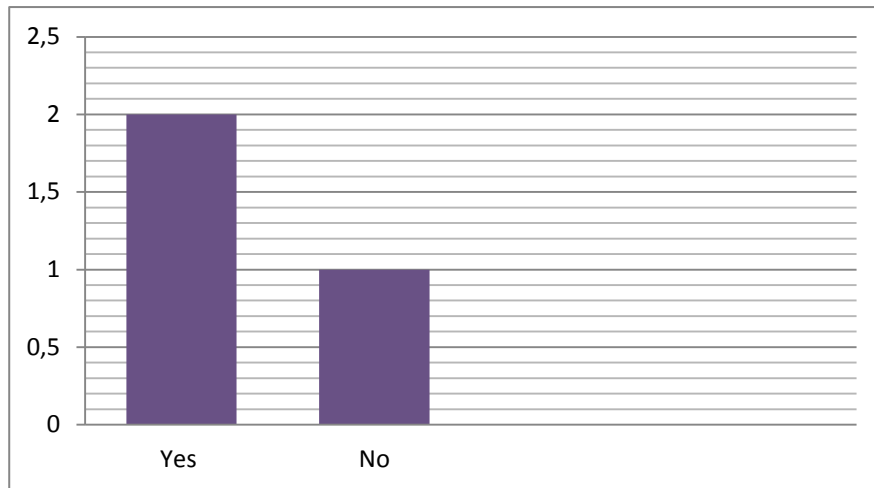


Chart 3. 8. Teachers Confidence in Using Google Classroom

The answer demonstrated that 2 teachers are confident in implementing this Application in their teaching. Furthermore, only one teacher feels that he/she does not confident enough to use it in teaching.

Q.6: Where do teachers access to Google Classroom ?

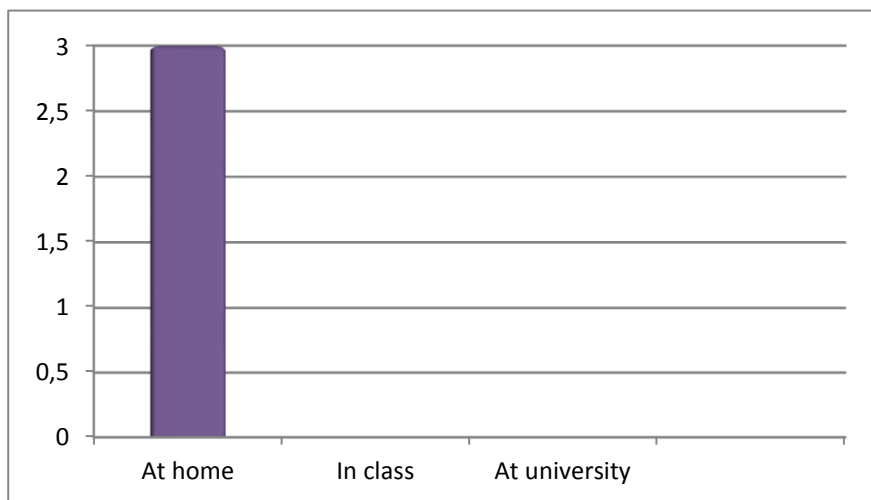


Chart 3. 9. Teachers Access to Google Classroom

Chapter Three: Field Work

This question is designed to know from where teachers access to Google classroom.

As it is shown above the 3 teachers are accessing this program from their homes.

Q.7: Do teachers think that Google Classroom will be popular in the future ?

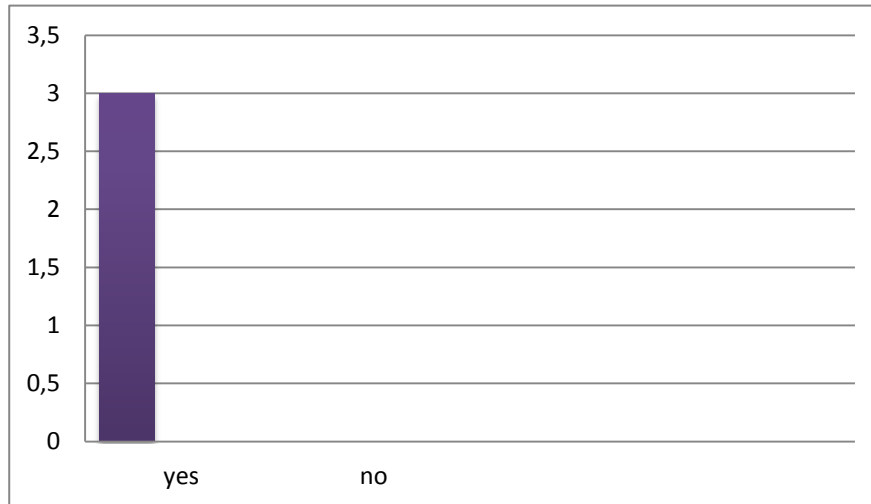


Chart 3. 10. Teachers Opinions about The Popularity of Google Classroom in The Future

From the above chart, the results shows that all teachers think that the Google Classroom Application will be popular in the future especially with the advance of technology. This latter touched all aspects of life including the educational sector.

- For Students :

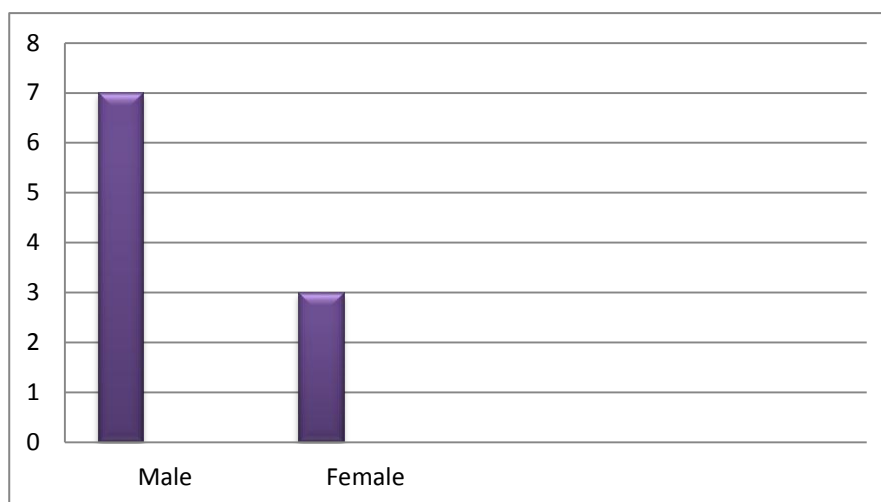


Chart 3. 11. Students Gender

The results shown from the above chart demonstrates that the questionnaire involved 7 males and 3 females.

Chapter Three: Field Work

Q.1: Do you use any technological devices inside classroom ?

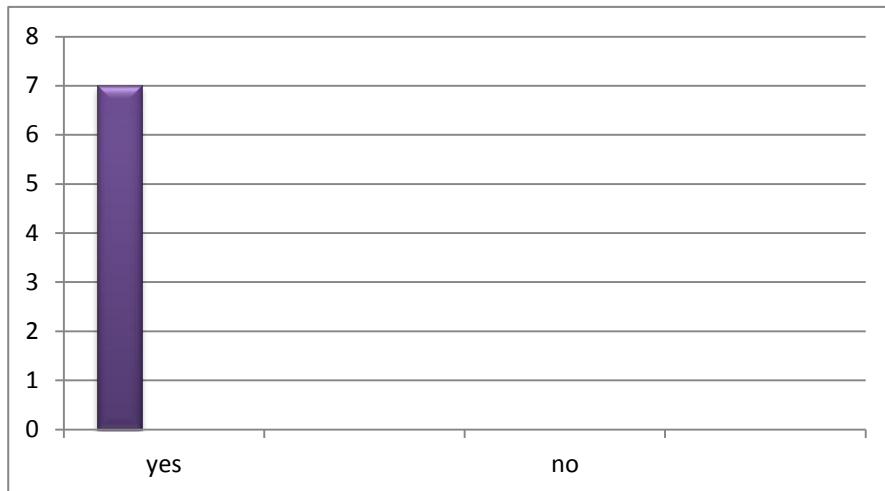


Chart 3. 12. The Use of Technological Devices Inside The Classroom

This question is designed to know the rate of implementing the technological devices inside the classroom. The findings confirm that the technological devices are highly integrated in teaching inside the classrooms, where all the students state that they are getting more interested in using such devices in learning.

Q.2: Do you have an idea about Google Classroom ?

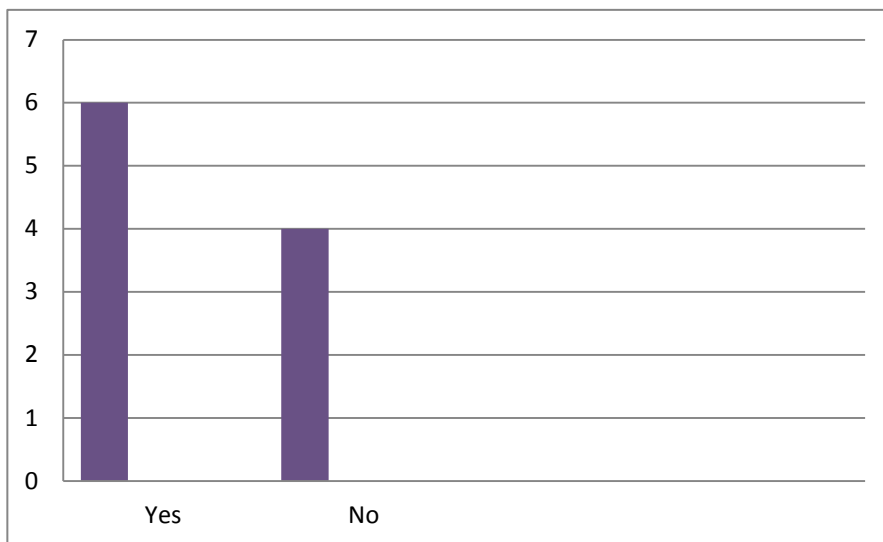


Chart 3. 13. Student's Idea about Google Classroom

The results affirm that the majority of students in the rate of 6 students are familiar and have an idea about Google Classroom Application. Unlike 4 students who claimed that they are not familiar and have no idea about this program.

Chapter Three: Field Work

Q.3: Are you motivated enough in using Google Classroom ?

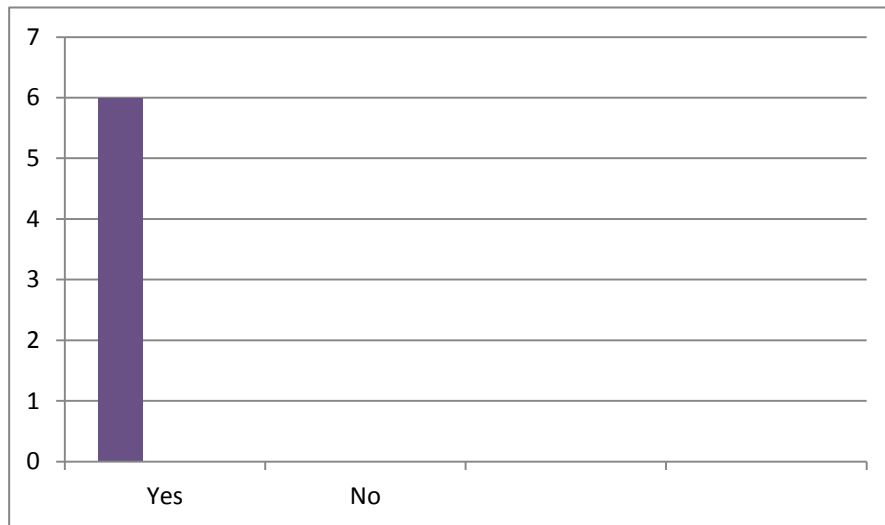


Chart 3. 14. Students Motivation Towards The Use of Google Classroom

The giving chart shows that the majority of students in the average of 6 students are motivated toward using Google Classroom Application. Whereas, the 4 other students did not answer.

Q.4: Where do you access to Google classroom ?

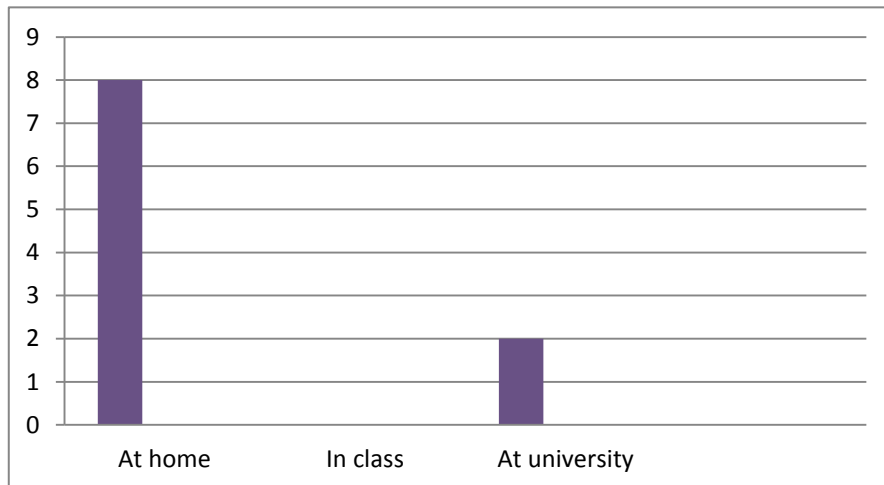


Chart 3. 15. Student's Access to Google Classroom

In order to know from where students are accessing Google Classroom, students are asked to choose from where they are usually accessing this Application. Thus, the results showed us that the majority of students in the rate of 8 students are accessing this program from their homes and only small category of students in the rate of 2 students are accessing from University.

Chapter Three: Field Work

Q.5: Do you find Google Classroom helpful tool in learning literature ?

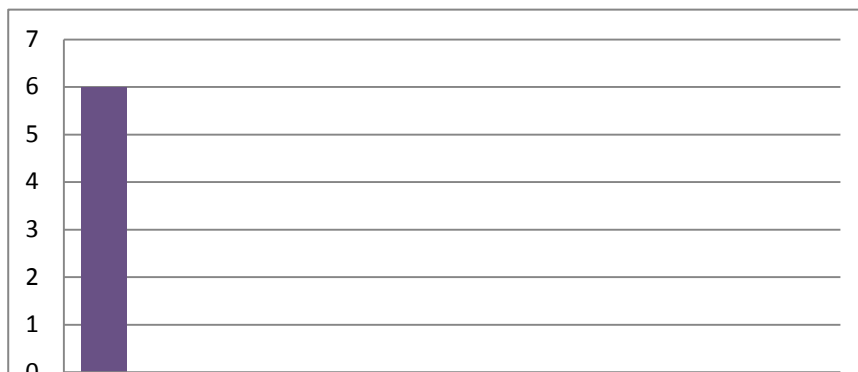


Chart 3. 16. Students Opinions about The Benefits of Google Classroom in Learning Literature

The above chart demonstrates that the majority of students in the rate of 6 consider Google Classroom Application as a vital tool that promotes literature learning and see it as a useful and suitable program that can boost their learning. Whereas, the rest of students did not answer.

3.10 Results Concerning The Hypotheses of The Study :

The questionnaire was used to investigate the use of Google Classroom into the instruction of literature. Google Class was presented as an integrated tool to the teaching and learning of literature. The results of the contacted study were that the integration of Google Classroom Application play a great role in supporting and enhancing students towards learning. Moreover, it provides a vital chance to promote blended learning and professional development among students. Thus, the aim of modern professional education is highly associated to the incorporation and utilization of information and communicative technology, which helps them reach their goals easily in a way they are motivated.

3.11 Synthesis of the Results:

The role of Google Classroom program is to facilitate and promote students' learning in a different and more effective way with the use of modern education technologies. In the present work, Google Classroom integration into literature classrooms might be considered as a suitable tool for students to contact and reach their teachers in real time across learning

Chapter Three: Field Work

borders. Yet, the perspectives of the study include looking for modern ways of ameliorating and encouraging the learning process for student in relation to the professional education progress.

3.12 Conclusion :

Integrating Google Classroom into the learning process help students learn in a new, different, and effective way, as well as supports their learning. It plays a vital role in promoting and encouraging both teachers and learners to implement technology into the educational sector, which has great and positive learning outcomes. Thus, Google Classroom integration provides another opportunity for instructors and students to engage in a virtual learning environment. The results gained from this study shows that Google Classroom is a very useful Application that highly impacted and changed the teaching and learning process.

General Conclusion

General conclusion :

General Conclusion :

With the advance of technology, students improves their achievements on the learning process and they are getting more interested in it. The role of education technology in teaching is of great importance due to the use of information and communication technologies inside and outsides the classroom.

The main objectives of the study were to discover the students' experience in using Google Classroom in their learning, and also seeks to see whether Google Classroom Application can help in improving and supporting students towards their learning. Hence, after administrating the questionnaire to students that was sent via E-mail. The questionnaire served to students contains questions that has to do with their own experience applying this new Application.

The present study aims to examine the relationship between Google Classroom as a tool and how it can enhance and improve, the teaching of literature. The descriptive research is used conducting the research, via the use of questionnaire as variable data gathering tool, which has been submitted to group of master one students from English Department. The findings of the questionnaire shows that the integration of Google Classroom can help and promote the learning process which confirms the hypotheses .

Moreover, the results demonstrates that students who work with Google Classroom are more active. Outcomes of the questionnaire analysis shown that most students are satisfied about using E-learning in general and Google Classroom in specific. The majority of them are confident in using Google Classroom Application due to many reasons such as:

- Students have benefited from using Google Class and they are getting more interested.
- Google Classroom help students become and stay engaged in the learning process.

Finally, more studies are needed to be conducted about this subject to get more information.

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Appendices

Appendix 01 :

Appendix 01 :

Dear teachers :

This questionnaire serves as a data collection tool for a research project entitled "An investigation of the integration of Google class in literature classroom " ,you are kindly requested to answer honestly the following questions for the sake of reaching the aim behind this study .

Please ,put a tick (✓) in the appropriate answer or give a full answer .

Section One :

Personal information :

1. Gender :

Male Female

2. Age :

25 → 30

30 → 40

40 → 50

3. Years of experience :

5 → 10

10 → 15

15 → 20

Section Tow :

1. Do you use any technological devices inside classroom ?

Yes No

2. Do you have an idea about Google classroom ?

Yes No

3. Do you use Google classroom program ?

Appendix 01 :

Yes No

4. Do Google classroom support teachers to teach literature ?

Yes No

5. Are you confident in using Google classroom into the teaching process ?

Yes No

6. Where do you access to Google classroom ?

At home In class At university

7. Do you think that Google classroom will be popular in the future ?

Yes No

Thank you

Appendix 01 :

Appendix 02 :

Dear Students :

This questionnaire serves as a data collection tool for a research project entitled "An investigation of the integration of Google class in literature classroom " ,you are requested to answer honestly the following questions for the sake of reaching the aim behind this study .

- Please ,put a tick (✓) in the appropriate answer or give a full answer .

Section One : -

Personal information :

1. Gender :

Male Female

Section Two : -

Case study questions :

1. Do you use any technological devices inside classroom ?

Yes No

2. Do you have an idea about Google classroom ?

Yes No

3. Are you motivated to use Google classroom ?

Yes No

4. Where do you access to Google classroom ?

At home In class At university

5. Do you find Google classroom helpful tool in learning literature ?

Yes No

6. Do you find Google classroom helpful in learning literature ?

Yes No

Thank you

ملخص الدراسة

ملخص الدراسة:

تم تصميم هذه الدراسة لتقييم التعليم القائم على التكنولوجيا باستخدام مناهج قوقل التعليمية كأداة تربوية في تعلم الأدب. تركز هذه الدراسة على مدى فعالية دمج تقنية قوقل التعليمية في دعم الطلاب و تحسين مستواهم في صف الأدب، بحيث أنها تهدف إلى البحث و الفحص في التأثيرات المنبثقة عن تقنية قوقل التعليمية في تعليم الأدب. و تحتوي الأهداف الخاصة على: تقييم نتائج الطلاب في تعلم الأدب باستخدام قوقل التعليمية، تقييم مدى رضى الطلاب باستخدام برنامج قوقل التعليمي، و كيف يمكن لها ان تكون أداة فعالة في تحسين تعليم الأدب. و عليه، فان هذا العمل ذو طبيعة وصفية يركز على طريقة الكمية. و من خلاله، تم جمع البيانات عن طريق استبيان موجه إلى 3 معلمين و 10 طلبة للسنة الأولى ماستر من جامعة عمار التليجي خلال العام الدراسي 2018/2017. حيث أظهرت نتائج الدراسة أن ادماج تقنية قوقل التعليمية أصبحت أداة مناسبة في تطوير و تحسين تعليم و تعلم الأدب. و منه، فان برنامج قوقل التعليمي كان سببا في تحفيز و تشجيع الطلبة على استعماله.