

ISSN 2349-5189

Volume 7 Issue 3

Feb 2021

LangLit

An International Peer-Reviewed Open Access Journal



Editor-in-Chief

Dr. Prashant Mothe

www.langlit.org



PRINCIPAL
SAVITRIBAI COLLEGE OF ARTS
Pimpalgaon Pise, Tal. Shrigonda,
Dist. Ahmednagar



IMPACT FACTOR - 5.61

LangLit

An International Peer-Reviewed Open Access Journal



Volume 7 Issue 3 Part 4

SR. NO	NAME OF THE TOPIC	AUTHOR
1.	DICTIONARY SKILLS AS A MEANS OF LEARNING ENGLISH LIFELONG	DR J. JOHN SEKAR
2.	DISCOURSE ANALYSIS OF G. B. SHAW'S CANDIDA AGAINST THE BACKDROP OF H. P. GRICE'S MAXIM OF MANNER	DR. BALAJI G. NATKARE
3.	THE FELLING OF BANYAN TREE: AN ECOCRITICAL APPROACH	DR. ANJUM KHAN & JADHAO AMOL NARYANRAO
4.	THE "VENEREAL BODY WITH BROWN CRUST": MANI RAO'S POETIC SPECTACLE OF DEATH	DR. JINDAGI KUMARI
5.	LIBERALISM AND ORTHODOXY IN JANE AUSTEN'S PRIDE AND PREJUDICE	SAATVI SURESH
6.	THE PORTRAYAL OF RACE IN MONICA ALI'S BRICK LANE	SHINY NIVETHA A & MS. NAGALAKSHMI K
7.	THE ROLEPLAY OF PANCHALIN CHITRA BANERJEE DIVAKARUNI THE PALACE OF ILLUSION	NANDHINI R. & MS. NAGALAKSHMI K
8.	EXPLORING THE MYSTERY BEHIND HUMAN DESIRE IN JP DELANY'S THE GIRL BEFORE	S.VIKASHINI & DR. M.MARIMUTHU
9.	FILM SCRIPT WRITING TECHNIQUES, PRESENCE OF MIND AND COMMUNICATION SKILLS OF FORMER CHIEF MINISTER DR.M.KARUNANIDHI(1924-2018)	DR.A.SELVA BALAJI & PROF.DR.D.NAGARATHIN AM
10.	SYMBOLISM AND SYMBOLIST MOVEMENT IN ENGLISH LITERATURE	CHHAVI MISHRA & DR. S V BANKAR
11.	ECOLOGICAL VALUES AND ETHICS IN HIGHER EDUCATION	MR. DEEPAK G. TODKARI & DR. SACHIN S. CHAVAN
12.	CULTURAL HISTORY IN THE NOVELS OF MULK RAJ ANAND	DR. SONAWANE K. D.
13.	GOOGLE CLASSROOM FOR EFFECTIVE LANGUAGE TEACHING	DR. GHEGADE SHANTILAL INDRABHAN

Vol. 7 Issue 3

Website: www.langlit.org

Indexed: ICI, Google Scholar, ResearchGate, Academia.edu, IBID



February 2021

Contact No: 91 9890290602

PRINCIPAL

Savitribai College of Arts

Pimpalgaon Pisa, Tal. Shrigonda, Dist. Ahmednagar



IMPACT FACTOR - 5.61

LangLit

ISSN: 2350-4189



An International Peer-Reviewed Open Access Journal

GOOGLE CLASSROOM FOR EFFECTIVE LANGUAGE TEACHING

DR. GHEGADE SHANTILAL INDRABHAN

Assistant Professor & Head

Department of English

Savitribai College of Arts, Pimpalgaon Pisa,

Tal. Shrigonda Dist. Ahmednagar

(Affiliates to S. P. Pune Uni. Pune)

ABSTRACT:

Nowadays almost all of college students have smartphone. Knowing this, the idea of optimizing the use of smartphone in the teaching process becomes one alternative in teaching process. The purpose of this paper is to analyse how Google Classroom application can be used to help teacher in teaching language skills and the advantages of using it for teachers and students. It can be observed that by using Google Classroom application the teachers can work better as they can easily manage the class especially in giving assignments and scores just by using their smart phone. Furthermore by using this application from their own smartphone, the students also get benefit as they can easily do the assignment, check on their score, and keep on track although they are absent. So both teacher and student get big benefit by using Google Classroom application.

Key words: Google Classroom, Smartphone, Application, Technology

INTRODUCTION

Many people have their own gadget especially smartphone. People can do many things using this kind of gadget; play games, communicate with others, search for information and even assist them in getting their work done. It is not surprising that many people from young to old become addicted using smartphone for pleasure though if it is being used properly, it will give big advantages for the user in the way other than just for fun.

We can use smartphone technology for teaching language in order to optimize its function. Knowing that everyone in the class own a smartphone makes it easier to conduct the lesson using application installed in the smartphone. There are many kinds of learning applications that can be installed and used with the help of smartphone.

Google Classroom

Google Classroom is developed by Google for academic purposes that support a blended learning platform. This application is so simple to use, does not take too many spaces on smartphone's memory and help teacher and student keep on the lesson's track. The users can create a virtual class where can be functions as in conventional class but save more time, money, and space

Vol. 7 Issue 3

Website: www.langlit.org

Indexed: ICI, Google Scholar, Academia.edu, IBIDS, etc.



February 2021

Contact No: +91-9890290602

PRINCIPAL
Savitribai College of Arts

Pimpalgaon Pisa, Tal. Shrigonda, Dist. Ahmednagar



Google Classroom for Teaching Language

Google Classroom enables the users, both teachers and students, to share the materials, the assignments, questions for quiz, and even for connecting one to another. The teacher can easily manage the class from his/her smartphone. No more paper needed for assignments, notes or quizzes. Students can do the assignment and submit it in the folder provided by teacher in the application.

Teacher can create announcement and assign an assignment for the class to be submitted in Google Classroom. The types of file that can be submitted in this application are also vary. Any types of file such as doc, pdf, ppt, xl, jpeg, mp3 or even mp4 are accepted. This service is very useful especially for language class. Language class includes spoken and written skills. Therefore, Google Classroom is perfect choice as it can accommodate the teachers in giving material and assignment especially audio and visual one. It is also efficient in a way of time consuming. Unlike conventional class that required the teacher and the students to meet in a classroom at certain time, this application can be operated at anytime anywhere. No need to be in particular classroom to have a lesson. What the users need is just their smartphone with internet connection. This application has a calendar system that help the users to keep the class activity on track. Teacher can set the dateline schedule for submitting the assignment and get notification when the students submit on time, late, or miss the assignment. This such system is very handy for students to see what he or she needs to do to fulfill the class requirements. The data shows that Google Classroom increases the number of students who successfully complete the class requirement. The students get more motivated to do their tasks because they just need to open their smartphones, see what they need to do, work on it and then submit it.

Teacher does not have to face paperwork anymore as he/she can checks and scores the students' work from the smartphone as well. He/she will get notification once the student submits the work. The teacher can give score or comment on the students' work then return it to them to be seen.

The Features of Google Classroom

Google Classroom offers features that can be used by the users. Those features are mentioned below:

Assignment : This feature gives advantage for teachers to assign the students online. When the students are done with the assignment, they can submit it in this section as well an many various format.

Question : This feature enables the teachers to do assessment paperlessly. Students can do the assessment directly from their smartphone as soon as the teacher share it.

Material : Teachers can easily share their material just by uploading it here. The students can have it just by downloading it.

Topic : It lets the teachers to classify the lesson easily by giving topic here.

Vol. 7 Issue 3

Website: www.langlit.org

84

February, 2021

Contact No : 91-9890290602

Indexed: ICI, Google Scholar, Research Gate, Academia.edu, PRINCIPAL



Savitribai College of Arts
Pimpalgaon Pise, Tal. Shrigonda, Dist. Ahmednagar



Reuse post : When the teachers have announcement to be reposted, they can easily do it by using this feature so they do not have to retype the announcement. Just click and share!

Stream : This section allows teacher to communicate interactively with all students in that class.

Comment : There are two kinds of comment that can be used in

Google Classroom. One is class comment and the other one is private comment. Class comment is used if the teacher want to interact with the whole class. The private comment is found in individual account and can be used to comment of the students assignment privately.

The Advantages

There are several advantages found in using Google Classroom.

- Easy to use and accessible from all devices.

It does not need to be a Google expert to use this application. It is very easy to use with simple format. Everyone with Google account can access this application using any gadget, such as: smartphone, computer, and tablet. The user can access it anytime anywhere as long as they have internet connection and the gadget.

- Effective sharing.

Google Docs is one of Google product that can be used in Google Classroom. It can be tool for sharing the documents and it is saved online and shared with a limitless number of people. When teacher creates an announcement or assignment using a Google docs, the students can access it immediately through their Google Drive. Teacher just needs to make sure that he/she has shared it with the students. Furthermore, Google Docs are easily organized and personalized in Google Drive folders. So emails are no longer needed to share information. Teacher just need to create a document and then share it with the students.

- Paperless.

No more paper needed material and assignments are shared and submit in a cloud-based location. There is no need to worry about printing out or losing the students work anymore.

- Speeds up the assignment process.

Google Classroom make the process of learning becoming fast and efficient. The students do not have to meet the teacher to hand out their work. The just need to uploaded in the provided

folder. The teacher can easily see who has submitted their assignment and who is still working on it, as well as offer your feedback immediately.

Vol. 7 Issue 3

Website: www.langlit.org

Indexed: ICI, Google Scholar, ID: NQrch



February, 2021

Contact No: 91-9890290602

PRINCIPAL
Savitribai College of Arts
Pimpalgaon Pisa, Tal. Shrigonda, Dist. Ahmednagar



- Effective feedback

Google Classroom gives the teacher the opportunity to offer their online support by giving feedback to the students right away. In other words, feedback becomes more effective, as fresh comments and remarks have bigger impact on students' minds.

- Clean and user-friendly interface. Google layout standards stay loyal to clean, Google Classroom invites the user to an environment where every single design detail is simple, intuitive, and user-friendly.
- Great commenting system. The class member can make comments that can become an online class discussion.
- Is for everyone.

Everybody can use Google Classroom not only limited to the teaching and learning process but also can be use for sharing information, professional development or a meeting.

Google Classroom for teaching language skills

1. Visual language quizzes that get automatically graded

As a language teacher, you give a lot of Google classroom assignments. These can be quizzes and worksheets. Book Widgets has lots of questions that get automatically graded and that are visually much more appealing to students than standard paper worksheets. Check out this quiz, made with 100% automatically graded questions.

2. Split Whiteboards as fun reading comprehension exercises. This widget is just perfect for listening and reading exercises. Include a text students have to read on the one side and let them draw things on the other side. You can even include audio fragments (listening exercise), video and images inside your text and a background image on your whiteboard.

3. Crossword puzzles to teach vocabulary

Crossword puzzles have many possibilities as languages have so many words to learn.

4. Hotspot images for visual understanding

Teaching foreign languages is always easier when students have visuals as recognition point. The words may change, be the meaning or object doesn't. Use Hotspot images to add foreign words as pop ups on images. Want to know how the parts of the human body are called in English?

5. Random wheels to engage speaking and writing

The randomness widget can have many purposes. You'll see that the example focuses on speaking or writing, but it can also be used for practicing grammar structures and vocabulary





6. Checklists to capture processes and rules

Writing takes creativity and good writing skills, but it also has its own guidelines. When do you come up with a title? How do you structure your research? When do you start writing? Writing a paper takes many steps before you get to the finish line. Give your students some guidance by using the checklist widget.

7 Random images as speaking exercise

This exercise looks a little like the randomness widget, but it's not! With this widget, you show your students two or more images on one screen. Now give them some instructions:

1. What do you see in the pictures? Describe.
2. What are the differences between these pictures?
3. What are the similarities between these pictures?
4. Make up a story that includes all images.
5. What's your favourite picture? Why?
6. What's your least favorite picture? Why?
7. What do you know about these pictures?

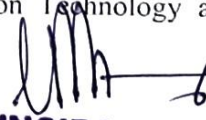
CONCLUSION

Based on the results and discussion above, it can be concluded that Google Classroom application gives many advantages for teachers as well as for students who use it. Google Classroom provides features that help the teachers to manage the class efficiently and effectively. Google Classroom is easy to use, free of charge, paperless, and flexible. The students enjoyed the class which directly led to their improvement in their language skill. Moreover Google Classroom facilitated working students with effectiveness to access teaching materials from anywhere using their smartphones.

REFERENCES

- 1) Al-Marouf, Rana A.Saeed, and Mostafa Al-Emran. 2018. "Students Acceptance of Google Classroom: An Exploratory Study Using PLS-SEM Approach." *International Journal of Emerging Technologies in Learning* 13(6): 112–23.
- 2) Ballew, Tracy D. 2017. "Teacher Perceptions of a Technology-Based Google Classroom." Carson-Newman University.
- 3) Budaghyan, Sona. 2015. "Technology teacher training in a remote region of Armenia". *Procedia - Social and Behavioral Sciences* 197 (2015) 197 – 200. 7th World Conference on Educational Sciences, (WCES -2015), 05-07 February 2015, Novotel Athens Convention Center, Athens, Greece
- 4) Wijaya, Andri. 2016. "Analysis of Factors Affecting the Use of Google Classroom to Support Lectures." In *The International Conference on Information Technology and Engineering Application*, Palembang, 61–68.




PRINCIPAL
SAVITRIBAI COLLEGE OF ARTS
Pimpalgaon Pise, Tal. Shrigonda,
Dist. Ahmednagar