

LEVERAGING GOOGLE CLASSROOM FOR ELT: A SYSTEMATIC REVIEW

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Abstract

The integration of computerized stages in English Dialect Instructing (ELT) has revolutionized conventional learning by improving openness, collaboration, and engagement. Among these stages, Google Classroom has ended up a broadly utilized device for overseeing coursework, giving organized composing hone, and cultivating talks intelligently. This think-about points to methodically surveying existing inquiries about the benefits, challenges, and general adequacy of Google Classroom in ELT by distinguishing which English dialect aptitudes are most moved forward and analyzing which instructive levels advantage the foremost. Employing a precise survey strategy, this consider analyzes peer-reviewed diary articles, conference papers, and theses distributed between 2019 and 2024. The discoveries demonstrate that Google Classroom is especially compelling in upgrading composing and perusing comprehension abilities, particularly at the college level, where understudies have higher computerized proficiency. In any case, talking and tuning in abilities stay immature due to the platform's nonconcurrent nature. Furthermore, challenges such as mechanical boundaries, educator preparing crevices, and adjustment troubles affect its viability. Future investigations ought to center on cross-breed learning models and progressed educational procedures to maximize the potential of Google Classroom in ELT, guaranteeing a more comprehensive and intuitive dialect learning involvement.

Keywords: *Google Classroom, English Language Teaching (ELT), Digital Learning, Writing Skill*

1. INTRODUCTION

The integration of technology in English Language Teaching (ELT) has significantly reshaped traditional pedagogical approaches, making learning more interactive, accessible, and engaging. Over the past two decades, the advancement of digital tools has played a crucial role in language instruction, allowing educators to implement innovative teaching methodologies. These technologies have enhanced communication between teachers and students, facilitated real-time feedback, and enabled the customization of learning

experiences to suit diverse student needs. Among the technological advancements, Learning Management Systems (LMS) have become indispensable in modern education, providing structured platforms for collaborative and self-directed learning.

One of the most widely used LMS is Google Classroom, a platform that has gained immense popularity due to its ease of use, accessibility, and seamless integration with other Google applications such as Google Docs, Slides, Drive, and Meet. Google Classroom is particularly beneficial in ELT as it offers an efficient means to manage coursework, distribute materials, conduct assessments, and facilitate communication between teachers and students. Furthermore, its cloud-based infrastructure ensures that learners can access educational resources anytime and anywhere, making it an effective tool for both in-person and online learning environments. In the context of ELT, Google Classroom plays a vital role in fostering language acquisition through various interactive features. The platform allows educators to design engaging assignments, encourage peer collaboration, and utilize multimedia-enriched lessons to support different learning styles. The integration of digital resources such as videos, podcasts, discussion forums, and interactive quizzes provides students with greater exposure to authentic language input, enhancing their listening, speaking, reading, and writing skills. Moreover, Google Classroom supports formative and summative assessment practices, enabling educators to monitor students' progress, provide timely feedback, and personalize learning pathways based on individual performance.

There are ways to integrate digital platforms into English language lessons (ELT) to make educating easier, revolutionary, interactive, flexible, and accessible. One of these platforms, Google Classroom, has gained popularity as an effective way to manage assignments, provide feedback and increase student participation. Various studies have shown that Google Classroom supports collaborative learning, increases student independence, and provides real-world evaluation opportunities. A recent study by (Pham & Nguyen, 2024) examined students' approval for Google Classroom in a Vietnamese writing class. Their results showed that students had positive perceptions of the platform, especially in their ability to promote structured writing practices, provide immediate feedback, and improve overall bond performance. In addition, another study by (Sipe et al., 2024) found that examined the integration of ELT strategies into science classrooms, reporting that both students and teachers recognized their role in promoting effective communication and understanding. However, he also highlighted challenges such as difficulty understanding scientific terminology, written structural errors, and limited speaking skills among students. These findings are the need to optimize the implementation of Google ELT classrooms to maximize benefits and simultaneously address possible challenges in various educational environments.

Given the increasing reliance on digital platforms in education, it is essential to conduct a systematic review of existing research to evaluate the role of Google Classroom in ELT. While previous studies have explored various aspects of technology-enhanced language learning remain limited. The need for this research arises from the growing interest in integrating

digital tools in language learning and the necessity to address existing gaps in knowledge regarding the pedagogical implications of Google Classroom. Additionally, previous research has yielded varying conclusions regarding the effectiveness of Google Classroom across different educational contexts, necessitating a systematic synthesis of findings to provide a clearer understanding of its impact.

This study aims to systematically review existing research on the use of Google Classroom in ELT. Specifically, it seeks to identify the benefits of using Google Classroom in ELT, determine which English language skills are most improved by Google Classroom, and analyze which educational level benefits the most from its implementation. By synthesizing previous research, this review contributes to a broader understanding of how digital platforms can enhance English language instruction and informs educators and policymakers on best practices for integrating Google Classroom into language learning curricula.

2. LITERATURE REVIEW

2.1. Technology in English Language Teaching

According from (Richards & Rodgers, 2001) in the book “TEACHING AND LEARNING WITH EMERGING TECHNOLOGY: A Future Perspective,” The impact of technology on learning and education is often a key request, especially by those who determine the funds available to fund technology in the education system. This is not an inappropriate request, but it has advantages in assessing the effectiveness of educational technology, including technology development. In addition, this book shows how technology development, including artificial intelligence, blockchain, educational games, and virtual reality/augmented reality are restoring the future of education to provide efficient learning/teaching and review experiences. In addition, new learning methods such as the book's innovative teaching and learning approaches (e.g., game-based learning based on integrated technologies) should be developed to provide effective learning experiences that lead to better learning outcomes. Future education should focus not only on technology and psychology, but also on applied teaching methods and human records to maintain an authentic and effective learning experience.

2.2. Google Classroom in English Language Teaching

From the book by, (Evans, 2021) in the book “Google Classroom: The Ultimate 2020 User Guide for Teachers to Know How to Use Effectively Google Classroom,” found that a practical feature of Google Classroom is that it helps students get to work as soon as they submit. Teachers will be up to date with their students' revised editions and feedback on difficulties. This will allow students who need it to pay individual attention, demonstrate learning, and increase opportunities for them to work at the right speed. Teachers can easily recognize knowledge by determining which students need additional help and who want to manipulate the model response network. You can also use the Google Translate plugin for classrooms.

3. METHODS

This study employs a systematic review methodology to analyze existing research on Google Classroom in ELT. Relevant peer-reviewed journal articles, conference proceedings, and dissertations from 2020 to 2024 were selected using databases such as Mendeley.com, Pubmed, and Science direct. Studies included in the review focused on Google Classroom used on ELT, provided empirical data, and were published in English. The selection process involved screening titles, abstracts, and full texts to ensure relevance. Data were extracted regarding research objectives, methods, and findings, then analyzed thematically to identify key patterns. The findings were categorized based on Google Classroom's benefits, the most improved language skills, and the educational levels where it is most effective.

3.1 Description of Sample

Description of the sample This study follows the guidelines of Preferred Items for Systematic Review and Metaanalysis (PRISMA) in its search strategy (Moher et al., 2009) and uses a number of keywords that have been determined by the author according to the topic of the title of the systematic review. Keywords used in the search include Google Classroom AND/OR teaching English AND/OR technology in learning. Searches were conducted in several academic journal databases, including Pubmed, ScienceDirect, and Mendeley.com. The study covered a specific time period, i.e. articles published between January 1 2019, and September 30 2024, that met the inclusion criteria.

3.2. Procedure

Data were extracted regarding research objectives, methods, and findings, then analyzed thematically to identify key patterns. The findings were categorized based on Google Classroom's benefits, the most improved language skills, and the educational levels where it is most effective. Reliability and validity checks were ensured by selecting studies that employed rigorous methodologies, including experimental designs, surveys, and qualitative analyses.

3.3. Study Selection Criteria

This review examines the latest empirical studies with inclusion criteria, as follows:

1. Articles published in Pubmed, ScienceDirect, and Mendeley.com.
2. Articles in English.
3. Articles that are original and available in full text.
4. Articles published in the last 5 years, namely in 2019 – 2024.
5. Articles that are specifically appropriate with the title.

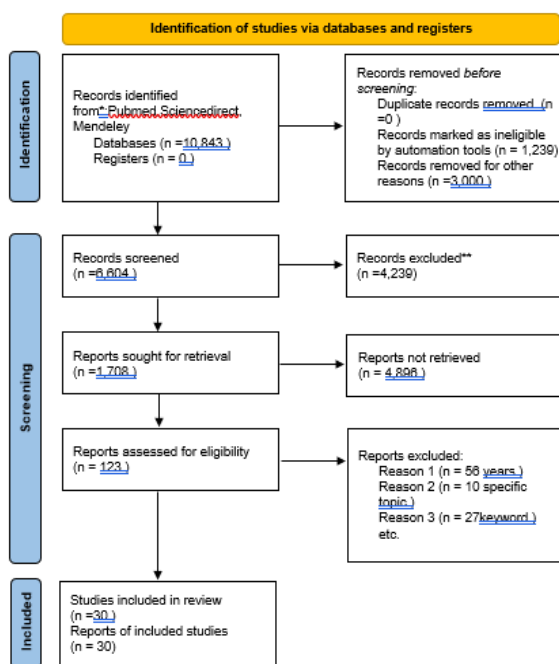
Meanwhile, for the exclusion criteria, they are:

1. Research that does not address Google Classroom for learning.
2. Research that involves students as the subject of their research.
3. Research involving students as the subject of the research.
4. Articles that are reviews or meta-analyses.

4. RESULT AND DISCUSSION

4.1. Result

PRISM TABLE



N o.	Authors	Countr y	Mean Characte ristic	Variable	Study Design	Measure	Findings
1.	(Pham & Nguyen, 2024)	Vietna m	The participa nts of this	Perceived Usefulness, Perceived	qualitative exploratory - descriptive.	-Scale of Observer Rating for Class	The findings Teacher training

			study included 130 university students in Vietnam.	Ease of Use, Facilitating Conditions, Social Influence. Students' Acceptance of Google Classroom.		Observation . - Semi-structured Interview.	programs, vocabulary instruction and interactive learning strategies enhance the benefits of ELT integration in science education.
2.	(Khapre et al., 2021)	India	An educational interventional study was conducted with 17 students enrolled in the Master of Public Health course.	Integrated use of Google Classroom , Reciprocal Peer Teaching (RPT), and Flipped Classroom . Learning Outcomes Student Engagement and Participation	natural experiment approach.	- Pre-test and post-test assessments - 50 multiple-choice questions (MCQs) - Protocol writing tasks - Structured feedback questionnaire	The study suggests that weekly face-to-face interactions and improved digital tools for communication could further enhance learning outcomes.
3.	(Saidu & Al Mamun, 2022)	Nigeria	two universities located in Bangladesh and Nigeria.	Perceived Usefulness, Perceived Ease of Use, Facilitating Conditions, Social	Technology Acceptance Model (TAM)	-Reliability & Validity - Discriminant Validity -Structural Model Testing -Multivariate Analysis:	According to the study, improved teacher knowledge and skills increased Google Classroom

				<p>Influence, Technological Readiness</p> <ul style="list-style-type: none"> Behavioral Intention to Use Google Classroom Teaching Experience. 			<p>adoption, but technological constraints are still a big problem in Nigeria.</p>
4.	(Alotumi, 2022)	Eropa	23 EFL graduate students implementing partial least squares structural equation modeling (PLS-SEM).	<p>Perceived Usefulness, Perceived Ease of Use, Social Influence, Facilitating Conditions, Technological Self-Efficacy. Behavioral Intention to Use Google Classroom</p> <ul style="list-style-type: none"> Attitude Toward Using Google Classroom 	Used case study with an explanatory - consequential mixed methods approach.	<ul style="list-style-type: none"> Demographic data. Questions based on the UTAUT2 model. Statistical Analysis, and Semi-structured Interviews. 	<p>The main factor in using Google Classroom is habit, which is influenced by convenient conditions and hedonism motivation. Because of the interesting content, students choose to access smartphones off-campus.</p>
5.	(dr. mrs. c. e.	Nigeria	420 students	Perceived Usefulness	randomized controlled	-Technology Acceptance	Google Classroom

	ihionkhan, 2023)		representing 10 percent of the students from both institutions.	s, Perceived Ease of Use, Accessibility, Technological Challenges. Students' Perceptions of Using Google Classroom . Course Content Suitability.	study.	Questionnaire -Learning Satisfaction Questionnaire -Academic test -Statistical Analysis	received excellent reviews (141.8/155), with 63.5% of the variance attributable to usability and enjoyment. Despite the insignificant academic improvement, integrated learning works.
6.	Xu Yingxin, Charanjit Kaur Swaran Singh, Simranjeet Kaur Judge Charanjeet Singh, Richard Peter Bailey, Keetanjaly Arivayagandan (2024)	Malaysia, China	learning English as a foreign language (EFL) online by working together. (EFL learners)	Enhanced language skills (writing, speaking, and reading), digital platforms used for online collaborative learning, and interactive elements and feedback in learning.	A systematic review, based on the PRISMA methodology, reviewed 37 articles on online.	- survey questionnaires -semi-structured interviews - pre-test and post-test -and observation	Students can improve their writing and speaking in English through online collaboration, but they face problems such as student inconsistency, poor internet connection, and lack of resources.
7.	Maharan	Indonesia	seven	Integratio	A	interview	Google

	i Nur Khafifah, Bambang Widi Pratolo (2023)	sia	high school students	n of technology in ELT teaching, the effectiveness of Google Classroom in improving language skills	qualitative study with an interview		Classroom improves student engagement and makes it easier to access content, but it faces issues such as poor internet connections and a lack of technology instruction for teachers.
8.	Ishak Talibo, Pandu Adi Cakranegara, Muhammad Asrori Muazar Habibi, Faisal, Elhefni (2022)	Indonesia	4 teachers of Islamic Religious Education in Junior High School	Teacher perception, ease of access, benefits of Google Classroom in learning	Quantitative research with surveys	Using questionnaires with the Likert scale	Despite the obstacles in adapting technology, Google Classroom is considered very good to support blended learning and provide easy access for teachers and students.
9.	Maysa Abuzant,	Palestina	1 teacher and 2	The use of Google	Semi-structured	Thematic analysis	Google Classroom

	Monji Ghanem, Ayshi Abd-Rabo, Wajeeh Daher (2021)		students	Classroom in learning automation and programming in high schools.	interviews	based on the DeLone and McLean Information Systems Success Model	improves the quality of learning, student and teacher satisfaction, and the intention to continue using the platform in teaching
10.	Harlina Sudaryani, Dwi Rukmini, Lidwina Sri Ardiasih (2023)	Indonesia	72 vocational school students	benefits and challenges of using Google Classroom, student readiness, technology access, and internet connectivity	Descriptive qualitative research	- questionnaire - interview - Observation	Google Classroom provides ease of access, time efficiency, and reduced learning costs, but it faces challenges such as poor internet connection and Limitations device
11.	Jasmine Naik, Anna Grosberg, Christine King (2020)	America Serikat	high school students.	The effectiveness of Google Classroom in improving students' understanding of	Experimental study with a comparison between online and face-to-face learning	Pre- and post-program and learning quiz scores	Online programs increase accessibility and number of participants without reducing the

				network engineering			effectiveness of learning compared to face-to-face programs
12 .	Ragad M. Tawafak, Liqaa Habeb Al-Obaydi, Marcel Pikhart (2023)	Oman, Irak, Ceko	430 students in Iraq and Oman	Teacher competency categories (professional, pedagogical, social, evaluator, administrator, technologist, advisor, researcher) in online learning	Survey-based quantitative studies	Online Questionnaire	Teachers' professional, pedagogical, and social competencies are the main aspects that students consider important in online learning
13 .	Andreas Hülshoff, Regina Jucks (2024)	Germany	prospective English teachers at universities in North Rhine-Westphalia	Transmissive vs. constructivist approaches in technology-assisted teaching, as well as the relationship to teacher education levels	Survey-based studies with cluster analysis	Online Questionnaire	Three clusters of prospective teachers were found with differences in transmissive and constructivist approaches. Master's students are more likely to have a

							constructivist approach than undergraduate students
14 .	Shirin Shafiei Ebrahimi (2024)	Kanada	40 international students	The use of WhatsApp in technology-assisted learning, the influence on writing skills, social interaction in learning	Quasi-experimental studies with pre-test and post-test designs	SPSS (paired sample t-test)	WhatsApp improves students' writing skills, encourages collaboration, interaction, and vocabulary practice
15 .	Leona Bunting, Ylva Hård af Segerstad, Wolmet Barendregt (2021)	Sweden	11 teacher	Use of personalized learning technology to address differences in English language competencies among students	Thematic analysis based on semi-structured interviews	Interview	Teachers see personalized learning technology as a potential solution to improve reading skills, but it is worrying. Lack of human interaction and implementation challenges in communication-based

							curricula
16 .	Tariq Abu Hilal, Ala' Abu Hilal, Hasan Abu Hilal (2022)	Uni Emirat Arab	student	The effectiveness of Google Classroom and Zoom in supporting social-based online learning	SWOT analysis and success model of DeLone & McLean information systems, as well as surveys	survey	Google Classroom is superior in supporting the learning process compared to Zoom, which focuses more on video communication
17 .	Marlon D. Sipe, Nerrie E. Malaluan, Norrie E. Gayeta, Hungpun Ringphaso Zimik, Merwin Javier (2024)	Thailand	science classes at Asian universities	Lecturers and students' perceptions of ELT strategies, challenges in implementation, and impacts on understanding science concepts	Qualitative exploratory-descriptive studies with interviews and classroom observations	-Interview - Observation	ELT strategies improve comprehension and communication in science classes, but challenges include students' comprehension difficulties, writing structure, and speaking skills
18 .	Khairul Alom, Mohammad Kamrul Hasan,	Bangladesh	student	Student engagement in online classes, the	Quantitative studies using surveys	- Principal Component Analysis (PCA) - regression factors	The use of Zoom features such as screen sharing,

	Shibli Ahmed Khan, Mohammad Tawhid Reaz, Mohammad Abu Saleh (2023)			effectiveness of Zoom as a learning platform, and factors that influence the learning experience			annotations, class recordings, and interactions with lecturers increases student involvement in online learning.
19.	Dilip Kumar, Medha Mathur, Amrita Sarkar, Meet Chauhan (2024)	India	100 medical students	Perceived usefulness (PU), perceived ease of use (PEOU), self-directed learning (SDL), dan behavioral intention dalam menggunakan Google Classroom	quantitative approach using the Technology Acceptance Model (TAM) and Structural Equation Modelling (SEM)	Survey	Google Classroom improves self-study motivation, ease of access to materials, and learning effectiveness, despite challenges in technology adoption by student
20.	Sunit Jadhav, Oshin Behl, Ananya Khurjekar, Varun Pathak, Akatya Sinha, Arunprasad VK	India	211 medical students	The effectiveness of Google Classroom in improving student understanding, involvement in	Cross-sectional studies with pre-test and post-test approaches	Statistical analysis using SPSS	Google Classroom improves students' understanding of embryology, but it has limitations in hands-on interaction and the

	(2022)			online learning, and obstacles in its implementation			effectiveness of learning evaluations
21 .	(Urai Salam, 2020)	Indonesia	119 English Education students over two semesters.	accessibility, perceived usefulness, communication and interaction, instructional delivery, and student satisfaction.	descriptive design.	collecting data through Likert-scale questionnaires and open-ended questions.	The study found that students perceived Google Classroom as accessible and useful for learning, improving engagement and timely assignment submission. However, interaction within the platform was less preferred, and some students experienced distractions from social media.
22 .	(Suranto, Gustiana, 2023)	Indonesia	Ten students from the Public Administration	Use of Google Classroom, Students'	Qualitative research with a case study approach;	Interviews with ten students about their experiences	Students found Google Classroom easy to

			ration study program at Universitas Musi Rawas.	perception in writing activities	data collected through interviews and analyzed thematically.	using Google Classroom in writing activities.	use, effective for communication, and helpful in speeding up assignments. However, challenges included network issues and the lack of a feature for sharing work with peers.
23.	(Livingstone et al., 2024)	United Kingdom	Analysis of UK EdTech policies and data protection, with a focus on Google Classroom's impact on children's rights.	Google Classroom and UK data protection policies, Children's privacy, data security, and rights in education	Socio-legal analysis combining legal research, expert interviews, and a socio-technical investigation of data flows in Google Classroom.	47 interviews with data protection experts and educators, legal document analysis, and web-tracking of student data use.	Google Classroom undermines children's privacy and data protection, with concerns over data commercialization and insufficient school oversight. However, international regulations have led to some improvements in

							Google's data handling practices..
24.	(Sudaryani et al., 2023)	Indonesia	72 vocational high school students (Accounting and Finance major)	Use of Google Classroom , Students' perceptions of benefits and challenges in online English learning	Qualitative descriptive research using questionnaires, interviews, and observations	72 students completed questionnaires, 12 students participated in interviews, Observations were conducted on students' online learning activities.	Google Classroom was beneficial for flexible learning, easy access to materials, and cost reduction. Challenges included limited internet access, poor connection quality, and lack of devices. Solutions suggested: improved internet access, better signal strength, and providing necessary devices.
25.	Zakaria M, Bustaman H, Manaf K, et al.	Malaysia	103 undergraduate learners from a Malaysia	Adoption of Google Classroom , Learners' perceptions of	Phenomenography study using qualitative analysis.	web-based open-ended survey and analysed qualitatively by NVivo 14.	Benefits: Paperless communication, ease of access, web-based

	(2020)		n public higher institutio n.	benefits and challenge s			interaction, systematic class manageme nt Challenges: Difficult comprehen sion, late educator feedback, unreliable connection s, lack of in- person interaction s, lack of support
2 6.	(Yingxin, 2024)	Malays ia	Systemat ic review of 37 peer- reviewed studies on collab orative online EFL teaching from 2013 to 2024.	Collaborat ive online learning environm ents, EFL learners' language proficienc y and engagem ent	Systematic literature review based on PRISMA guidelines.	Analysis of 37 studies covering digital platforms, educational settings, language skills, challenges, and strategies.	Collaborati ve online learning enhances EFL learners' writing and speaking skills through interaction and feedback. Challenges include distraction s, internet connectivit y issues, and lack of technical skills, with suggested solutions

							like training and better infrastructure.
27.	(Luo et al., 2024)	China, Hong Kong	Systematic review of 36 Social Science Citation Index (SSCI) articles on xReality (XR) in English education (2013–2023).	Integration of XR (Virtual Reality, Augmented Reality, Mixed Reality) in English education, Benefits, challenges, and research trends in English teaching and learning	Systematic literature review analyzing 36 studies indexed in Web of Science.	Analysis of publication trends, research areas, methodologies, and reported benefits/challenges.	XR enhances motivation, engagement, and language skill development but presents challenges such as technical difficulties, reduced human interaction, and accessibility issues.
28.	(Perrotta et al., 2020)	Australia, United Kingdom	Conceptual analysis of Google Classroom's role in education.	Google Classroom as a digital platform, Pedagogic participation, automation, datafication, and surveillance.	Conceptual and socio-technical analysis based on documentary evidence.	Examination of Google Classroom's API, privacy policies, integration with third-party applications, and its impact on pedagogic participation.	Google Classroom configures pedagogy through platform logics, automation, and data extraction, influencing how educators and students interact while reinforcing

							Google's ecosystem.
29.	(Sansindi, Winarko 2020)	Indonesia	One English teacher from a private junior high school in Yogyakarta.	Use of Google Classroom , Teacher's perspective on classroom interaction in ELT	Phenomenological qualitative research.	Open-ended and semi-structured interviews.	Google Classroom facilitates learning and improves student attention, but some students remain disengaged , and English communication is inconsistent
30.	(Sukmawati,a, Nensia, 2019)	Indonesia	16 second-semester English students at Megarezky University.	Use of Google Classroom , Role of Google Classroom in English Language Teaching (ELT)	Descriptive qualitative research.	Data collected through interviews and document analysis in Google Classroom.	Students found Google Classroom easy to access, helpful for discipline and assignment submission , and useful for interaction with lecturers. However, some students faced challenges in online learning.

4.2. Discussion

Figure and tables

Systematic reviews show that Google Classroom offers great benefits for English Learning Teaching (ELT), especially when it comes to increasing student participation, improving writing skills, and promoting collaborative learning. Research shows that Google Classroom supports the development of writing skills by enabling structured writing practices, peer feedback, and instructor instruction (Pham & Nguyen, 2024). Additionally, Google Classroom contributes to reading comprehension by providing access to structured learning materials and interactive discussions that allow students to engage in independent learning (Sipe et al., 2024). A study by (Alotumi, 2022) also showed that Google Classroom can improve the digital abilities of graduate students and allow them to navigate the online learning environment more effectively. A study by (dr. mrs. c. e. ihionkhan, 2023) shows that students in business education programs have a positive perception of Google classes, especially in terms of functionality, time, flexibility, and the few interfaces used.

Google ELT classroom integration is particularly useful at the university level where students need digital capabilities to effectively handle the platform. Doctoral and PhD students, especially those occupying intensive writing courses, receive the greatest advantage of Google Classroom because they enable common assignments, manages course assignments, and provide structured revisions. However, the effectiveness of low-level education depends on the technical infrastructure and skills of teachers when using digital tools for language lessons (Saidu & Al Mamun, 2022). Additionally, the Alotumi study (Alotumi, 2022) shows that hedonistic usage habits and motivations play an important role in students' behavioral intentions using Google Classroom, reinforcing the need to engage educational content. Research by (dr. mrs. c. e. ihionkhan, 2023) also emphasizes that Google Classroom is an effective tool for simplifying classroom communication and shared documents, promoting task management and interaction between students and teachers.

Despite its advantages, Google Classroom presents some challenges. One significant problem is the lack of real-time verbal interaction, which limits its effectiveness in developing speaking and listening skills. While multimedia resources and asynchronous discussions provide support, they cannot fully mimic the immediacy of face-to-face communication. Another challenge is the accessibility of technology; Research shows that teachers and students in developing countries, such as Bangladesh and Nigeria, face difficulties due to limited infrastructure, low technology readiness, and inconsistent internet connectivity, which hinders the effective adoption of Google Classroom in ELT (Saidu & Al Mamun, 2022). Additionally, (Alotumi, 2022) identified that although Google Classroom is considered beneficial, students' acceptance of the platform is largely influenced by their motivation and familiarity with the system, rather than institutional support. Additionally, (dr. mrs. c. e. ihionkhan, 2023) found that while many students appreciate the efficiency of Google

Classroom, some students report difficulties in adapting to a fully digital learning environment, indicating the need for better training and support systems.

To optimize the use of Google Classroom in ELT, future research should focus on addressing these limitations. A hybrid learning model that combines Google Classroom with synchronous communication tools can increase student participation and interaction. In addition, further examination is needed to explore strategies for improving speech and hearing skills through digital platforms and the long-term outcomes of Google's classroom integration into various educational contexts. The results of (Alotumi, 2022) show that long-term acceptance can be improved by promoting habit formation and the integration of more interactive elements in Google classrooms. (dr. mrs. c. e. ihionkhan, 2023) recommend educators and students who support proactively by providing appropriate training and ensuring a stable technical infrastructure. By addressing these challenges, educators can maximize the benefits of Google Classroom and ensure a comprehensive, technology-based learning experience for language learning.

Table 1. Title

Yea	No
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Total :	30

5. CONCLUSION

This systematic review determined the main benefits of using Google Classroom in English language teaching. Especially when providing structured feedback that increases student participation, promotes collaborative learning, and supports language skill development. Research shows that Google Classroom significantly improves students' writing skills by enabling structured writing exercises, feedback from colleagues and coach instruction. In addition, the platform improves reading comprehension through access to organized learning materials and interactive discussions that promote independent learning. Listening and speaking skills are supported to some extent by the integration of multimedia and asynchronous discussions, but this type of text-based platform is less effective for live speech training, limiting the interaction between students and the trainer.

The study also shows that Google Classroom is most useful at the university level. Students need digital capabilities to effectively handle the platform. Doctoral and PhD students, especially those enrolled in writing-intensive courses, receive the greatest benefit as they can use Google Classroom for collaboration, assignment management, and structured revision. However, effectiveness for lower levels of education depends on the availability of technical infrastructure and teachers' skills in integrating digital tools into language lessons.

This study has proven that Google Classroom is an effective tool for early childhood learning despite challenges such as limited facial interaction, technical defects, and the need for proper training for teachers. Educators and Political Decisions - Manufacturers should consider hybrid learning models that combine Google Classroom and synchronous communication tools to maximize student championship participation and language. Future research should consider strategies to improve speech and hearing through digital platforms, and at the same time, examine the long-term outcomes of integrating Google Classroom into different educational contexts. By addressing these challenges, educators can optimize the use of the Google ELT classroom to ensure a more comprehensive and technically based language learning experience.

6. ACKNOWLEDGMENT

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