EFFECTIVENESS OF GOOGLE CLASSROOM IN ACQUIRING

COMMUNICATIVE SKILL IN THE PERIOD OF SECOND WAVE OF COVID-19

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(Abstract)

The study enlightens the effectiveness of Google classroom in developing communicative skill in English at M.Ed level. Google classroom created more chance to learn themselves. The researcher endeavoured to find out the effectiveness of Google classroom   in acquiring skill in communication in the period of second wave of Covid-19' . **Objectives of the study:** 1..To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.2.To find out the impact of Online course in enhancing communicative skill in English. **Methodology**: Experimental method was adopted in the study. **Sample**: Twenty Student-Teachers of M.Ed, Dept of Education, Bharathiar university, Coimbatore were selected as sample for the study. Single group experimental method was adopted in the study. **Tool:** Researcher's self-made achievement test was used as a tool for the study. **Validity** of the tool was established by the opinion of the juries. **Reliability** of the tool was established by the test-retest method. Statistical technique:'t' test was used to analyse the study. **Findings:** Google classroom is more effective in developing communicative skill in English at Master of Education. **Educational implications**: It can be implemented for for other subjects also. Key words: Google classroom, Covid-19,

Introduction

Communicative skill is to be developed for the teachers of pre-service as well as in-service programme for effective class room transaction. Acquisition of communicative skill

in English of the teacher-trainee surely allure the interest of learners through narrating the story, explaining the incidents and clear demonstration of the lab activities. Google Classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. Main aim of the Google Classroom is to encourage the process of sharing files between teachers and students. As of 2021, approximately 150 million are using Google Classroom which may help students transition into other learning management systems used in higher education. Teachers and students won't have excessive amounts of paper to shuffle since Classroom is completely paperless. When teachers upload assignments and assessments to Classroom, they are simultaneously saved to Drive. Face to face classroom can not be afforded due to second wave of COVD-19. Hence the researcher endeavoured to prepare technological supportive materials in the Google classroom for enriching application oriented and life-long utilization in English for the student-teachers of M.Ed.

Review of Related studies

Hallal, Kassem; HajjHussein, Hassan; Tlais, Sami(2020)   investigated the COVID-19 caught everyone by surprise, and the situation quickly escalated from epidemic to pandemic. By February 21, 2020, the first positive case was reported in Lebanon, and following that, by March 12, 2020, the decision to close all educational institutes was put into effect. Online learning is not an approved form of education in Lebanon, which meant that none of the Lebanese universities was prepared to make a complete shift from face-to-face learning to online learning. Immediate actions were taken at the Lebanese International University starting at the level of the University Council, all the way to the level of individual departments. The approach of the Department of Biological and Chemical Sciences is best described as "break barriers, build bridges, and launch transitions". An initial assessment of strengths and weaknesses helped the department develop a model of online learning that took advantage of the readily available online tools (e.g., Google Classroom) while modifying the format of content delivery and assessment with the minimal potential for disruption by inadequate Internet, interruptions in electricity, and limited access to expensive hardware and software. A SWOT analysis of the model was done based on the survey that was given to the chemistry instructors in the department while taking into consideration the emails and comments received by students.

Objectives

1. To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.
2. To find out the impact of Google classroom in acquiring communicative skill in English.

Hypotheses

1. There is no significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.
2. Google classroom is more effective than conventional methods in acquiring communicative competency in English at M.Ed student-teachers.

Variables

The independent variables namely Google classroom and the dependent variable namely achievement test score were used in this study.

Methodology

Single group Experimental method was adopted in the study.

Sample

Twenty Student-Teachers of M.Ed, Dept of Education, Bharathiar university were selected as sample for the study. Twenty students-teachers were considered as Experimental group.

Tool

Researcher's self-made achievement test was used as a tool for the study. Validity of the tool was established by the opinion of the juries. Reliability of the tool was established by the test-retest method.

Construction of tool:

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question was used for both pre and post tests to evaluate the skills of the trainees on communicative skill in English through

objective types of question which carried one mark for each question and contained 40 marks.

Reliability of the tool

Reliability had been computed using test-retest method and the calculated value is 0.89. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study.

Validity of the tool

Subject experts and experienced teachers were requested to analyse the tool. Their opinions indicated that the tool had content validity.

Procedure of the study

Preparation of study materials for enhancing communicative skill in English . 1.Pre test 2. Treatment . 3 Administering the post-test.

Procuring Data

The researcher administered pretest to the Trainees through google form. The question were hosted through online and evaluated learning obstacles of the student-teachers were identified by the pretest. The causes of low achievement by unsuitable learning materials were found out. Google classroom was used for developing communicative skill for one week. The posttest was administered and the effectiveness of the Google classroom was found out.

Statistical technique

t test was computed for the study.

RESULT

Hypothesis 1:

1. Student-teachers of M.Ed have problems in acquiring communicative competency in English.

   In the post-test, trainees of M.Ed scored 73% of marks and the trainees scored 27% of marks in the pre-test.

Hypothesis 2:

There is no significant difference in achievement mean score between the pre test of Experimental group and post test of Experimental group

Stages	N	Mean	S.D	df	t-value	Result
Pretest experimental group	40	12.70	3.21	78	7.68	Significant at 0.05 level
Post test experimental group	40	17.70	3.25			

The table showing achievement mean scores between pretest of Experimental group and posttest of Experimental group.

The calculated 't' value is (7.68) greater than table value (1.99). Hence null hypothesis is rejected at 0.05 level. Hence there is significant difference between the pre test of Experimental group and post test experimental group in achievement mean scores of the M.Ed trainees in English communicative skill.

Hypothesis 3

Google classroom is more effective than existing methods in acquiring Competency in communicative skill.

Achievement mean scores of the learners in the post test of Experimental group(17.70) is greater than Pre test of Experimental group(12.70) Above both assure that acquiring the skill of communication by using Google classroom is more effective than conventional methods

Findings

1. In the post-test, trainees of B.Ed scored 73% of marks and the trainees scored 27% of marks in the conventional method.

2. There is significant difference between the Pre test of Experimental group and Post test of Experimentall group in achievement mean scores of the M.Ed student -teachers in developing communicative skill in English.

3. Google classroom is more effective than existing methods in developing communicative skill in English.

EDUCATIONAL IMPLICATIONS

1. Google classroom in English can be extended to primary level, secondary level and higher secondary level.

2. It can be encouraged to implement to use in adult education

3. It may be activated in teachers education at B.Ed level and D.T.Ed level also

4. Google classroom is easy for teaching and learning.

5. Learners have more opportunity to enhance communicative skills by self-pace.

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