Teachers' Perception on Implementation of Google Classroom in Primary English as Second Language Teaching: A Literature Review

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Abstract

The Malaysian Education Blueprint of 2013 highlights the significance of incorporating information and communication technology (ICT) and equipping learners with skills that are pertinent to the current century. In Malaysia's public schools, Google Classroom has gained popularity as a constituent of blended learning in recent years. The efficacy of Google Classroom as a pedagogical instrument for primary school teachers has been called into question, regardless of the receipt of favourable feedback from pupils. There exists a dearth of literature that has specifically examined the viewpoints of primary school teachers and the challenges they encounter while utilising Google Classroom. However, prior research has indicated that the aforementioned platform generally garners favourable feedback from pupils in the context of pedagogy and knowledge acquisition. The goal of this paper is to analyse the perceptions of primary school English language teachers with respect to the benefits and drawbacks of incorporating Google Classroom into their teaching practises. This paper also involves a review of the virtual learning environment in the educational context of Malaysia, the utilisation of Google Classroom in the Digital Educational Learning Initiative Malaysia (DELIMa).

Keywords: Benefits, Challenges, Google Classroom, Teachers' Perception, Virtual Learning Environment

Introduction

The educational system plays a fundamental role in shaping a nation's future progress and advancement. The objective of the transformation and revision of the educational system in Malaysia is to enhance the academic performance of all pupils and equip them with 21st-century competencies, including holistic personal development, creative and critical thinking, and professional leadership. Currently, there exists a necessity to comprehend and enhance the dynamics of the teaching and learning process, rather than solely focusing on augmenting human resources and physical infrastructure. As per the Malaysia Education Blueprint (MEB) of 2013, the Ministry of Education has identified Science, Technology, Engineering, and Mathematics (STEM) education as a crucial area of focus. The primary objective is to equip

the youth of Malaysia with the requisite skills and knowledge to meet global standards and the demands of the contemporary job market.

Possible measures to enhance the integration of information and communication technology (ICT) in education may involve equipping teachers with relevant ICT competencies, facilitating video-conferencing facilities to facilitate remote learning initiatives such as international twinning programmes, allocating tablet computers to pupils to reduce reliance on conventional textbooks, and enhancing internet connectivity across all schools nationwide. The acquisition of advanced knowledge and skills seems to offer advantages to learners as it concentrates on the development of higher-order cognitive abilities. Islam (2019) emphasised that the chalk-and-talk approach to education is no longer the sole option for teaching and learning. Therefore, in order to enhance the calibre of education, it is imperative to emphasise 21st-century learning by transforming traditional teaching techniques into a contemporary pedagogical approach. The concept of "beyond the classroom" learning has necessitated that teachers establish more favourable learning settings for their pupils, both within and beyond the confines of the traditional classroom (Hastomo, 2019). The educational setting employs pedagogical approaches that prioritise pupil-focused movement, proficiency-based instruction, and personalised instruction.

Contemporary pupils belong to the digital era and are persistently immersed in technological advancements. The utilisation of electronic devices such as smartphones, tablets, and computers is not limited to entertainment purposes, but also encompasses the acquisition of educational resources such as Google Classroom. The utilisation of Google Classroom has been an ongoing topic of discussion in the academic sphere in recent times. This is an internet-based resource that can be utilised by teachers as well as pupils to facilitate the educational process, and can be accessed from any location and at any time, extending beyond the traditional classroom setting. As per the research conducted by Laili and Muflihah (2020), Google Classroom is a software tool that facilitates educators in creating, distributing, and collecting digital coursework materials using various applications such as Google Doc, Google Drive, and so on. Additionally, the software enables teachers to evaluate pupils ' assignments and automatically save their documents. Moreover, it serves as a means of communication for teachers and pupils to engage in discussions beyond the boundaries of the traditional classroom setting.

The implementation of Google Classroom as a novel pedagogical platform aims to facilitate the process of teaching and learning, particularly in cases where the dissemination of recurring instructional material is required. Nevertheless, there exist impediments to the complete assimilation of Google Classroom within the educational framework of Malaysia. There is a paucity of research investigating the challenges that may arise when utilising Google Classroom as a pedagogical instrument for English language instruction and learning. Seeing this as a research gap, this paper attempts to fill it with the prospects and the challenges associated with using Google Classroom as a tool for teaching English Language, as perceived by teachers. Despite the potential advantages of utilising Google Classroom for English language teaching, such as enhancing collaboration and communication, there is a lack of clarity on how best to integrate this tool into existing teaching practices and curriculum frameworks. Hence, it is imperative to find out the viewpoint of teachers regarding the

efficacy of Google Classroom and its potential to foster fairness and inclusivity in the realm of education.

The preceding research indicates that a significant proportion of studies focused on pupils' perspectives on the utilisation of Google Classroom. The aim of this study is to bridge the existing gap by conducting research to gain a deeper understanding of teachers' perspectives. The objective is to ascertain whether teachers face similar challenges as pupils when using Google Classroom. Further investigation is warranted to assess the efficacy of the application as perceived by teachers. Consequently, conducting research to investigate the efficacy of Google Classroom and identify the challenges encountered by primary school English language teachers when utilising the platform would be advantageous.

Literature Review
This chapter will examine the utilisation of Virtual Learning Environment (VLE) in the context of English Second Language (ESL) Classroom. Next, the emphasis will be on Google Classroom in the Digital Educational Learning Initiative Malaysia (DELIMa). The benefits of implementing Google Classroom in the ESL classroom will also be discussed, as well as the challenges that may arise from its use.

Virtual Learning Environment (VLE) in English Second Language (ESL) Classroom
The MEB's roadmap, published in 2013, has emphasised the need to revise and implement a 21st century curriculum and assessment. This is particularly important during waves 3 (2021-2025), where there is a focus on fully integrating ICT into the curricula. This includes the introduction of ICT innovations and programmes for all pupils, including those with special needs, with the aim of enhancing national learning standards. According to Shazali and Hashim's (2018) report, the government has employed the use of ICT to facilitate the teaching and learning of English language skills.

VLE has been developed to meet the demands of the 21st century. The platform facilitates the sharing of educational resources among teachers, pupils, and parents to engage in interactive classes, and communicate virtually about pupils' learning. Hapini et al (2018) posited that VLE, also referred to as E-Learning or Learning Management System, is a form of E-Learning technology that is employed to enable online learning and administration in diverse educational institutions such as universities, training centres, and schools. The theory of Interactionist Second Language Acquisition can be associated with the utilisation of VLE in an English as a Second Language (ESL) instructional setting. According to Lau's (2019) paper, Chapelle conducted a study on the importance of interaction in second language acquisition and how engagement is thought to facilitate the process of acquiring a second language. The findings of the research regarding the role of interaction in second language acquisition suggest that the interactionist approach holds greater promise for language development compared to non-interactive activities.

The National Blueprint for Malaysia (2013) suggests 11 shifts for the system of education to be restructured, with Shift 7 aiming to "Leverage ICT to scale up quality learning across Malaysia." Consequently, the Ministry of Education (MOE) opted for the Frog VLE due to its emphasis on fostering participant interaction and engagement. This platform has been integrated into Malaysian schools since 2012. Teachers in Malaysia possess knowledge

regarding the concept of VLE. According to Hamutoglu et al (2019), VLE is a digital communication platform that provides pupils with unrestricted access to a diverse array of learning resources, regardless of temporal or spatial constraints. In accordance with 1BestariNet (2012), the Frog VLE serves not only as an instructional platform, but also as an educational tool that facilitates the achievement of long-term technology integration objectives in schools. However, previous research has indicated that the facilitation of collaborative learning through VLE poses a challenge due to the limited utilisation of VLE by educators, who tend to only adopt or incorporate a restricted range of VLE functionalities (Drennan and Moll, 2018). According to the newspaper, The Star (Rajaendram, 2019), starting from 2019, the Education Ministry announced that Frog VLE will be replaced by Google Classroom in Malaysia due to multiple factors.

In conclusion, VLE has emerged as a valuable tool in the field of education, enabling online learning, resource sharing, and effective communication. The integration of VLE platforms like Frog VLE in Malaysian schools aimed to leverage ICT for quality learning and address the educational shifts outlined in the National Blueprint for Malaysia. However, challenges related to limited utilisation and adoption of VLE functionalities by educators have prompted the decision to transition to Google Classroom. In light of the ongoing evolution of technology, it is imperative for educational institutions to consistently evaluate and modify their virtual learning platforms in order to effectively address the evolving requirements of pupils as well as teachers in the contemporary era.

Google Classroom in Digital Educational Learning Initiative Malaysia (DELIMa)
The DELIMa is an initiative by the Malaysian Ministry of Education to enhance the use of technology in education. Since 2020, DELIMa has functioned as the default VLE platform utilised in all schools throughout Malaysia and the official launch was presided over by Dr. Habibah Abdul Rahim, the Director General of Education Malaysia (Hii & Mahmud, 2022). With regard to the Ministry of Education (2020), the primary aim of the introduction of DELIMa is to equip children with the necessary skills and competencies required for employability in Malaysia and the global market, thereby enabling them to engage in life-long learning. The aforementioned educational platform has been in existence for a considerable duration, however, it has recently undergone a rebranding process by the Ministry of Education of Malaysia (MOE). In an effort to encourage the adoption of Google Classroom across all educational institutions in Malaysia, MOE has established a partnership with notable organisations such as Google, UNICEF, Microsoft, and Apple, as reported by the Microsoft Malaysia News Centre in 2020. The significance of cultural transformation in the education system was underscored by Kamal (2020) of UNICEF Malaysia. The DELIMa initiative aims to support educators in the reconfiguration of 21st-century learning by focusing on the present education matter. The implementation of DELIMa, which is consistent with the main goals of MEB, represents a groundbreaking effort that could yield advantages for both teachers and pupils.

In 2014, Google developed Google Classroom as part of the Google Apps for Education suite. This suite includes productivity applications designed to enhance the educational process and promote virtual collaboration between teachers and pupils (Nursyahrina et al., 2021). Numerous Google services have been integrated into the platform, such as Google Drive, which offers boundless storage capacity, Google Docs and Sheets for written

communication, Gmail for interpersonal correspondence, and Google Calendar for scheduling deadlines and other events. Individuals utilising MOE on the DELIMa platform have the opportunity to avail themselves of these advantageous characteristics without charge as they establish their personal Learning Management System. In addition, Hui & Mahmud (2022) claimed that the DELIMa platform is strengthened by a consortium of collaborators who provide their resources to DELIMa. The MOE collaborates with various entities, such as Malaysia Digital Economy Corporation (MDEC), Digi, UNICEF, ASTRO, and Perpustakaan Negara Malaysia (PNM), to offer educational resources to both teachers and pupils.

As stated by Kaukab and Nayab (2018), teachers are able to easily facilitate the development, organisation, grading, communication, and feedback provision to their pupils through the use of this tool. Furthermore, individuals with access to the internet can utilise a diverse array of educational and technological components. Tamin and Mohamad (2020) asserted that the utilisation of Google Classroom by primary school English teachers can enhance the implementation of the flipped instruction approach. This is due to the platform's ability to eliminate the requirement for physical materials that are typically dispensed in a conventional classroom environment. Google Classroom facilitates the implementation and promotion of flipped instruction among English teachers by eliminating the need for physical materials that are typically utilised in a conventional face-to-face classroom environment. Teachers possess the capability to establish virtual classrooms based on diverse standards and subjects, akin to their physical counterparts, and subsequently extend invitations to pupils to partake in said virtual learning environments (Zakaria et al., 2021).

Overall, the DELIMa initiative has been instrumental in promoting the integration of technology in educational institutions in Malaysia. This has been achieved through the initiative's rebranding endeavours and strategic collaborations with prominent organisations. The primary objective of the initiative is to equip students with the essential competencies required for employability in the global market and to promote lifelong learning.The adoption of Google Classroom as the primary online learning platform represents a noteworthy transformation in educational methodologies, providing a diverse array of instruments and materials to augment pedagogical and learning encounters.

Benefits of Utilising Google Classroom in ESL Classroom
Google Classroom is considered as a recently introduced platform in Malaysia, aimed at enhancing the incorporation of ICT for remote and autonomous learning purposes. This particular tool is widely utilised within the realm of Web 2.0 and provides a plethora of intriguing features and functionalities. Similar to various other Web 2.0 tools, it possesses the capacity to facilitate teaching and learning due to its distinctive inherent features. The integration of Google Classroom into ESL instruction offers several advantages, such as its multitude of uses, cost-free, and flexibility. Table 1 shows examples of articles that address the benefits of utilising Google Classroom in ESL classroom.

Table 1

Articles on benefits of utilising Google Classroom in ESL classroom.

Author/ Year	Country	Methodology	Findings
Sukmawati & Nensia (2019)	Malaysia	Literature study	Learning extends beyond the classroom, online resources like Google Classroom enable flexible learning opportunities, as they provide access to education anytime and anywhere.
Okmawati (2020)	Indonesia	Library research	Google Classroom as a cost free platform lets teachers manage and distribute course materials online. The platform manages instructional content and assessments.
Sholah (2020)	Indonesia	Literature study	Google Classroom is an online learning platform that supports teachers with media to enhance assignments.
Nursyahrina et al (2021)	Indonesia	Literature study	Google Classroom offers advanced technological resources for use in education. It is cloud-based and can integrate with various online educational resources.
Mucundanyi & Woodley (2021)	U.S.A	Literature study	Google Classroom is a helpful tool for schools that improves learning experiences.
Nursyahrina et al (2021); Lubis & Dasopang 2021).	Indonesia	Qualitative (case study research)	Google Classroom is a free platform that helps pupils become independent and engaged by integrating technology into their daily routines.
Santiago et al (2021)	Philippines	Quantitative (survey research)	The process of obtaining access to Google Classroom is uncomplicated.
Susanti et al (2021).	Indonesia	Qualitative	Google Classroom is an online platform for educators and pupils to learn and engage in activities at their own convenience. Learning is facilitated through a mutually accepted consensus.

Multifunctional

Google Classroom is a digital learning management system created by Google, which is seamlessly integrated with a range of other Google services, including Gmail, Drive, Hangouts, YouTube, and a comprehensive calendar system. The diverse range of features offered by Google Classroom can facilitate the instructional practices of teachers. Sukmawati & Nensia (2019) advocated that the scope of learning is not limited to the classroom setting, as pupils have the opportunity to engage in learning beyond the confines of the physical classroom. This is made possible through the utilisation of online resources such as Google Classroom, which allows for learning to take place at any time and in any location. Google Classroom is a web-based platform that has been designed by Google to facilitate the process of assignment creation, distribution, and grading for educational institutions, with no cost to the users (Okmawati, 2020). Google Classroom facilitates the creation of a virtual classroom space for educators to oversee the distribution and organisation of course materials required by their pupils. It is a learning management platform that facilitates the provision of educational resources and integrated assessments.

The Google Classroom platform facilitates communication between pupils and teachers regarding assignments, while also enabling teachers to monitor the academic advancement of their pupils. Sholah (2020) stated that Google Classroom functions not only as an online learning platform, but also as a tool for providing teachers with media support to enhance the delivery of assignments or tasks. Google Classroom provides advanced and genuine technological resources for implementation in an educational setting, as it operates on a cloud-based platform and it has the potential to integrate with a diverse array of educational resources available on the internet (Nursyahrina et al., 2021).

Cost-free Platform

Okmawati (2020) mentioned that Google Classroom is a cost free platform designed to facilitate collaboration between educators and learners. Google Classroom is a web-based platform that has been designed by Google to facilitate the process of assignment creation, distribution, and grading for educational institutions, with no cost to the users. Mucundanyi & Woodley (2021) supported that Google Classroom is a beneficial Learning Management System tool that can effectively facilitate learning activities and enhance the overall learning experiences for pupils within educational institutions. Moreover, Google Classroom is a no-cost platform that enables pupils to cultivate self-sufficiency, involvement, and drive, given that many young learners incorporate technology into their everyday routines (Nursyahrina et al. 2021; Lubis & Dasopang 2021).

Flexibility

Google Classroom is a versatile platform for educational purposes. In study of Nursyahrina et al (2021), Google Classroom is an online platform that can be utilised without limitations in terms of location or time, provided that the user has access to an internet connection. Individuals have the ability to access the tool from the comfort of their own homes or while on-the-go due to the convenience provided by mobile phones. The implementation of Google Classroom as an educational tool has the capacity to facilitate social integration. Through the utilisation of Google Classroom, pupils engage in online communication with their teacher and peers.

Santiago et al (2021) asserted that teachers have the ability to utilise the full range of Google Classroom functionalities on various electronic devices, including personal computers and smartphones. The procedure for gaining access to Google Classroom is effortless. The integration of the system with a Gmail account establishes a comprehensive connection among all associated components. Moreover, Google Classroom is an internet-based educational platform that offers pupils as well as teachers the flexibility to engage in learning activities at their own convenience. The process of learning can be facilitated through a mutually agreed upon agreement (Susanti et al., 2021).

Challenges of using Google Classroom in ESL classroom
The Google Classroom's e-learning platform is perceived to offer advantages to its users. Despite the widespread belief among teachers that new technology can significantly enhance the teaching and learning process, its integration into educational practices has not been fully implemented. As with any technological innovation, there are inherent advantages and disadvantages. The constraints outlined below have impeded the complete utilisation of Google Classroom within the educational system. The identified factors comprise inadequate engagement or interaction between both teachers and pupils, insufficient preparedness of teachers to utilise Google Classroom, and limited accessibility and availability of technological resources. Table 2 shows examples of articles that address the challenges of utilising Google Classroom in ESL classroom.

Table 2
Articles on challenges of utilising Google Classroom in ESL classroom.

Author/ Year	Country	Methodology	Findings
Islam and Ferdousi's (2019)	Bangladesh	Quantitative (survey research)	Using a smartphone or computer, the teacher predominantly interacts with single pupil at a time.
Lubis & Dasopang, 2021	Indonesia	Qualitative (case study research)	Teachers face challenges in assessing the attitudes and skills of their pupils due to limited direct interaction and network disruptions hinder online learning efficacy.
Zakaria & Manaf, 2020	Malaysia	Phenomenology study	Teachers struggle to offer immediate support and feedback to pupils who are struggling to understand educational material.
Jerry and Yunus (2020)	Malaysia	Mixed method	Teachers prioritise face-to-face interaction for effective lesson delivery and achieving teaching objectives.
Azhar and Iqbal (2018)	Malaysia	Qualitative	Teachers primarily saw Google Classroom as a tool for managing

			classroom tasks and documents, with no significant impact on teaching methods or learning productivity due to the lack of user-friendly features on the platform.
Wan et al. (2020),	Malaysia	Quantitative	Online teaching and learning practises are not commonly observed among teachers in Malaysia due to a lack of assistance when using Google Classroom. Google Classroom is not widely used in traditional classrooms. The challenge of accessing internet connectivity is a problem, especially for people living in rural areas.
Harjanto & Sumarni (2019)	Indonesia	Qualitative	Some teachers find managing technology challenging and the financial constraints can make it difficult for pupils to access the Google Classroom platform.
Izhar et al. (2021)	Malaysia	Quantitative	Teachers faced challenges in converting physical learning materials into digital formats and sharing them online due to their limited ICT skills.
Susanti et al. (2021)	Indonesia	Qualitative	Lack of internet services is hindering the use of online learning platforms like Google Classroom and internet usage costs are a significant concern for pupils.

Lack Engagement or Interaction among Teachers and Pupils
Insufficient engagement or participation in the academic environment can hinder the effectiveness of ESL teaching and learning. The lack of face-to-face interaction between teachers and pupils in Google Classroom is an issue. The impersonal and less engaging nature of online communication may have a negative impact on pupils ' motivation and participation when compared to face-to-face communication. In an ESL classroom, direct interpersonal communication plays a pivotal role in honing speaking and listening skills, as well as fostering self-assurance in the use of the English language. Zakaria et al (2020) have observed that the utilisation of Google Classroom may pose challenges for teachers and pupils due to the limited opportunities for face-to-face interaction within class communities. According to Islam and Ferdousi's (2019) findings, in a Google classroom setting, the teacher's interaction with pupils is primarily limited to one student at a time and is conducted through the use of a smartphone

or computer. This shortage of interaction may hinder the effectiveness of the tool. The restricted direct interaction between teachers and pupils poses a challenge for teachers in assessing the attitudes and skills of their pupils (Lubis & Dasopang, 2021).

In conventional educational environments, teachers have an opportunity to furnish prompt feedback to pupils, thereby potentially enhancing student motivation and augmenting academic achievements. However, in Google Classroom-based ESL teaching, feedback may not be immediate, and pupils may have to wait for their work to be graded or for comments to be made on their assignments. Teachers face limitations in providing prompt feedback or assistance to learners who encounter difficulties in comprehending educational content (Zakaria & Manaf, 2020). The absence of student motivation in utilising Google Classroom as a learning platform is a direct outcome of this circumstance. Jerry and Yunus (2020) reported that teachers continue to place value on face-to-face interaction as a means of effectively delivering lessons and achieving teaching objectives. This phenomenon can be attributed to the varying levels of proficiency in technology-mediated collaboration and communication among pupils. The research article authored by Azhar and Iqbal (2018) reports that Google Classroom was predominantly viewed by teachers as a tool for managing classroom and document-related tasks, without any notable benefits in terms of enhancing methods for teaching or improving learning productivity. This was attributed to the platform's lack of user-friendly features.

Teachers' Readiness to utilise Google Classroom in ESL Teaching
The integration of technology into the educational process has become increasingly prominent in recent years, especially in the field of teaching ESL. Enhancing the individual qualities of teachers, specifically their commitment and competence, is crucial for the advancement of the established education system. In light of the current circumstances, it is imperative that teachers possess a heightened sense of consciousness and take measures to enhance their proficiency and aptitude (Hii & Mahmud, 2022). This is particularly crucial as they confront the complexities of modern-day learning obstacles in the 21st century. Individuals belonging to the generation Z cohort, who are pupils in the contemporary era, are subject to greater amounts of exposure and accessibility to a diverse range of knowledge, with a particular emphasis on sources available through online platforms.

Google Classroom is one such technology tool that has been used frequently in education. Despite Google Classroom's potential for improving ESL teaching, its implementation in primary schools may face difficulties because teachers may not be ready to use the technology. A cause of dissatisfaction for some teachers was their inability to fully understand Google Classroom's capabilities and features. The inadequacy of their training prevented them from efficiently navigating the user interface of the platform. According to Wan et al. (2020), the adoption of online teaching and learning practices is not commonly observed among teachers in Malaysia. Therefore, the utilisation of Google Classroom is less implemented within the traditional classroom environment.

Harjanto & Sumarni (2019) asserted that for certain teachers, managing technology has proven to be a challenging task. The individuals encountered challenges in investigating new ideas that were previously unfamiliar to them. Teachers possess a moderate level of proficiency in utilising computers, but not to an advanced extent. Moreover, they do not receive sufficient assistance when conducting lessons with their pupils on Google Classroom (Hassan et.al., 2020). As per the findings of Izhar et al (2021), teachers encountered difficulties

in transforming physical learning materials into digital formats and disseminating them through virtual channels, primarily due to their inadequate ICT proficiency.

Accessibility and Availability of Technology and Network

For teachers, who are being employed in schools situated on the periphery of urban areas frequently encountered challenges pertaining to unreliable internet connectivity at their respective workplaces, thereby impeding their ability to upload educational materials onto the Google Classroom platform. Wan et al (2020) reported that a significant number of primary school teachers have expressed dissatisfaction with the observation that a considerable proportion of pupils are incapable of participating in online classes. The reason for this is the challenge of accessing internet connectivity, particularly for individuals residing in rural regions. According to Yunus and Syafi'l (2020), the utilisation of an online classroom necessitates a high-speed internet connection, a fundamental electronic device to facilitate the learning process, or a smartphone to access the programme. According to the findings from the interviews conducted by Lubis & Dasopang (2021) with teachers, network disruptions were frequently identified as a hindrance to the efficacy of online learning. Therefore, the employment of an online classroom may pose challenges.

There are also financial limitations experienced by pupils from rural areas who encounter challenges in obtaining adequate internet connectivity and appropriate electronic devices to access Google Classroom. Harjanto and Sumarni (2019) have noted that financial constraints present a challenge for some pupils who encounter difficulties in accessing the Google Classroom platform. This is due to their limited internet connectivity and lack of electronic devices, which is linked to their financial status. Certain pupils hold the belief that the utilisation of Google Classroom may exacerbate the financial burdens they are currently facing, as it is an online platform that necessitates a dependable internet connection and the possession of intelligent devices to optimise their e-learning experience. Susanti et al (2021) claimed that the provision of internet services has emerged as a hindrance to the effective utilisation of online-based learning platforms, such as Google Classroom. Additionally, the costs associated with internet usage also pose a significant consideration for pupils.

One of the challenges that teachers have faced in achieving their pedagogical goals is addressing the issue of equitable access to electronic devices and internet connectivity for pupils who may not have the financial resources to obtain them. Thus, to guarantee a seamless teaching and learning process, it is necessary to provide reliable internet connectivity and electronic devices to both teachers and pupils.

Implications

The literature review underscores the significance of providing assistance to teachers, encouraging active participation of pupils, ensuring coherence between curriculum and instructional approaches, and carrying out additional research to augment the integration of Google Classroom in primary ESL education.

The literature review highlights the importance of providing adequate training and professional development opportunities for educators to effectively integrate Google Classroom into their ESL teaching practises. Equipping teachers with the essential knowledge and competencies will enhance their self-assurance and proficiency in utilising the platform, resulting in enhanced pedagogical methodologies and academic achievements of pupils.

Moreover, the outcome suggests the importance of establishing support mechanisms for teachers on using Google Classroom. This can include dedicated technical support, online forums, or communities for sharing best practices, and mentorship programs. These support mechanisms can help address any challenges or concerns that teachers may face during the implementation process.

The results also indicate a necessity to synchronise the design of the curriculum and teaching methodologies with the functionalities of Google Classroom. Teachers ought to contemplate the ways in which they can utilise the features of the platform to enable focused pupils and differentiated instruction. This may involve integrating multimedia resources, delivering prompt feedback, and encouraging peer collaboration.

However, the findings of this study are just the beginning of an investigation into how Google Classroom can be used. Additional research could broaden the scope of the study by collecting data through the administration of surveys and by conducting interviews with a greater number of respondents. The continuous evaluation and assessment of the influence of Google Classroom on pupils' learning achievements can offer significant insights for enhancing its implementation and efficacy. By addressing these implications, educational stakeholders can maximise the benefits of technology integration and create a conducive learning environment for ESL pupils.

Conclusion
To summarise, the integration of ICT in the field of education, specifically utilising platforms such as Google Classroom, presents significant opportunities to improve the pedagogical experience in primary schools in Malaysia. Although there is a dearth of research on the particular obstacles encountered by English language teachers in primary schools when utilising Google Classroom, existing research suggests favourable responses from pupil with respect to its educational advantages. However, it is imperative to take into account the viewpoints and encounters of teachers in order to guarantee the efficient execution of Google Classroom.

This study contributes to the theoretical understanding of integrating technology, such as Google Classroom, in ESL teaching at the primary level. It expands the existing literature by exploring teachers' perceptions, thereby enhancing our knowledge of the potential benefits, challenges, and implications of using Google Classroom in ESL classrooms. Through a literature review, this study synthesizes and consolidates existing research, providing a valuable resource for researchers and educators interested in leveraging technology for language learning.

The Malaysian Education Blueprint of 2013 emphasises the need for ICT integration and equipping learners with 21st-century skills, this study addresses the specific context of primary schools and English language teaching. By focusing on teachers' perceptions, the study highlights the importance of understanding educators' viewpoints to ensure effective implementation of Google Classroom. While Google Classroom showed there is a need to address challenges that primary school English language teachers may face in utilising the platform effectively. Further research is required to explore these challenges and identify strategies to overcome them. Through gaining insight into the viewpoints and encounters of

educators, policymakers and educational practitioners can devise suitable measures of assistance and programmes for professional growth to guarantee the efficacious assimilation of Google Classroom within the educational framework of Malaysia.

Overall, the adoption of Google Classroom in Malaysian primary schools represents a significant step towards enhancing teaching and learning practices and preparing pupils for the demands of the 21st century. It also provides insights into the opportunities and challenges associated with integrating technology in language education to ensure the education system can provide a more inclusive and effective learning environment that equips pupils with the necessary skills and competencies for their future success and preparing learners for the demands of the 21st century in the Malaysian educational context.

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