Using Google Classroom to Develop EFL Listening Comprehension Skills and Motivation of Secondary Stage Students

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ABSTRACT

The current study aimed at developing some EFL listening comprehension skills and Motivation among first year secondary school students through the use of a Google Classroom platform. The study adopted the quasi-experimental design through the use of two-groups (Experimental- control) and pre/posttest and pre/post scale. Participants were first year secondary school students; two groups (30 students each) were from El-Hussinia Secondary School for Girls, Sharkya Governorate, Egypt in the academic year 2020-2021. The experimental group was taught through Google Classroom for developing their listening comprehension skills and motivation. The control group received regular instruction.

To achieve the purpose of the study, the researcher designed a questionnaire for identifying listening comprehension skills, a listening comprehension skills test, and a rubric for scoring the listening skills test. Also the researcher designed a scale for motivation. By the end of the experiment, the test and the scale were post administered to both groups to find out the effect of the Google Classroom on developing the experimental group students' listening comprehension skills and their motivation. Findings of the study were statistically dealt with via the Statistical Package for the Social Science software (SPSS). The results showed that the experimental group outperformed the control group students. Accordingly, it was concluded that the Google Classroom platform was effective in developing EFL listening comprehension and motivation of secondary stage students.

Key words: **Google Classroom; listening comprehension Skills; motivation; secondary education; Egypt.**

استخدام فصول جوجل التعليمية لتنمية مهارات الفهم الاستماعي والدافعية فى اللغة الانجليزية لدى طلاب المرحلة الثانوي

مستخلص الدراسة :

يهدف هذا البحث الى التحقق من فعالية استخدام المنصة التعليمية Google (Classroom) لتنمية بعض مهارات الفهم الاستماعي والدافعية باللغة الإنجليزية كلغة أجنبية للصف الأول الثانوي من خلال المنصة التعليمية. تبنى البحث التصميم شبه التجريبي ذي المجموعتين: التجريبية والضابطة. وتكونت عينة البحث من طلاب الصف الأول الثانوي. تم اختيار مجموعتين (٣٠ لكل منهما) من مدرسة الحسينية الثانوية للبنات فى مدينة الحسينية محافظة الشرقية للعام الدراسي ٢٠٢١/٢٠٢٢. تلقت المجموعة التجريبية تعليمها من خلال المنصة التعليمية Google Classroom لتنمية مهارات الفهم الاستماعي والدافعية لديهم بينما تلقت المجموعة الضابطة التدريس بالطريقة المعتادة. كانت أدوات الدراسة عبارة عن: استبيان مصمم لمهارات الفهم الاستماعي ومقياس للدافعية. وقد تم تحكيم الأدوات واقرارها من قبل لجنة التحكيم. ومن ثم تم تصميم اختبار لمهارات الفهم الاستماعي ومقياس للدافعية، تم تعديل الاختبار والمقياس. وتم تطبيق الاختبار والمقياس على كلتا المجموعتين(قبلي/بعدى) لمعرفة تأثير Google classroom على تنمية مهارات الفهم الاستماعي والدافعية باللغة الإنجليزية لدى طلاب المجموعة التجريبية. تم التعامل مع نتائج الدراسة إحصائيًا عبر الحزمة الإحصائية لبرنامج العلوم الاجتماعية (SPSS). وقد توصلت النتائج الى وجود فرق ذي دلالة إحصائية بين متوسطي درجات المجموعة التجريبية والمجموعة الضابطة فى التطبيق البعدي للاختبار والمقياس لصالح المجموعة التجريبية، كذلك كان هناك فرق ذو دلالة احصائية بين متوسطي درجات العينة بالمجموعة التجريبية فى التطبيقين القبلي والبعدي لصالح التطبيق البعدي. وقد أوصى البحث بضرورة استخدام Google classroom فى تنمية بعض مهارات الفهم الاستماعي والدافعية.

الكلمات المفتاحية: Google classroom   - مهارات الفهم الاستماعي – الدافعية - التعليم الثانوي - مصر.

1. Introduction:

Recent research has confirmed that listening comprehension is a fundamental language skill that typically can be developed faster than speaking and that influences the development of reading and writing abilities in the targeted language. It has emerged that listening, the most frequently used form of language skills, plays a significant role in daily communication and educational process. In spite of its importance, listening ability development has received only slight emphasis in language instruction.

Gilakjani and Sabouri (2016) stated that listening comprehension is theoretically viewed as a dynamic process where people focus on chosen parts of aural input, structure meaning of passage, and connect what they hear with established knowledge.

In addition, Richard and Schmid (2002) clarified that listening comprehension refers to the way of understanding speech in native or foreign language. Rost (2002) asserted that listening appreciation is a complex, communicative process where the audiences are engaged with an active creation of meaning. Listening comprehension can be referred to as the way of understanding speakers' talk.

Hamouda (2013) stated that listening comprehension as a communicative process where audiences are engaged in building meaning. Audiences grasp the oral information through sound segregation, existed knowledge, sentence structures, stress intonation as well as the other linguistic or non-linguistic signs. In other words, Nadig (2013) explained that listening comprehension is some process of comprehension and defining spoken language. These include realizing sounds, grasping the person's talk meaning, and understanding the grammar of sentences. Listening comprehension further can be seen as a process of totally understanding the language and defining the language meaning being uttered by the speakers.

Ahmadi (2016) argued that before the listeners learn to speak, they need to initially learn to understand the uttered language that they hear. Identifying the speakers' language before replying what they say will help listeners comprehend the components of a topic. He showed three main characteristics of listening comprehension. First, listening comprehension is an active activity, because it is to receive information. Next, listening comprehension is a creative practice because the audiences build the meaning and give the

information based on their background information. Last, listening comprehension is a communicative practice in which the two speakers and audience are included. During the process of listening comprehension, speakers and audiences share the information as well as completely listen to what the speakers say then, answer the statement that will be conveyed by listener.

According to Azizah (2014), students need to understand the meaning of the uttered language in order to listen well. Further, someone needs a complete understanding to be able to comprehend meaning. Hence, it can be concluded that understanding is to find out the meaning of something that somebody utters, and comprehending the meaning of something requires an ability to achieve the understanding entirely of what exactly has been spoken by the speakers. Sentences are not processed by focusing on word by word, but the focus is on the ideas behind the spoken words and how these thoughts are connected together to mean something (Brown, 2004). As a result, students may avoid any part of the spoken language and simply focus on the information needed and try to comprehend the information giving them hints to understand the listening tasks.

Figure (1)

Listening: Top down and bottom up

What is the bottom up and top down? Quora (2015)

Understanding spoken language is essentially an inferential process; linguistic knowledge and world knowledge interact in parallel fashion as listeners create a mental representation of what they have heard (Hulstijn 2003). Listeners apply these knowledge sources using top-down and bottom-up processes (Rost 2002 Flowerdew and Miller 2005). Listeners favor top- down processes when they use context and prior knowledge (topic, genre, culture and other schema knowledge stored in long-term memory) to build a conceptual framework for comprehension. Top- down processes are

developed through practice in the use of compensatory strategies. Listeners favour bottom-up processes when they construct meaning by accretion, gradually combining increasingly larger units of meaning from the phoneme-level up to discourse-level features. Bottom-up processes are developed through practice in word segmentation skills.

DeVito (2004) viewed listening as an active process of receiving, understanding, remembering, evaluating, and responding to communicative discourse. Listening is a complex mental process that entails receiving, interpreting and reacting to sounds being received from a sender, and finally retaining what was gathered and relating it to the immediate as well as the broader socio-cultural context of the utterance.

Suryani (2012) investigated students' listening skills through varied listening tasks conducted at the language laboratory. The data were collected by using three instruments, namely a questionnaire, pre and post-test, and observation. The result of the study revealed a significant improvement in the process of the use of varied listening tasks in the language laboratory and the students' five listening skills.

Afrin (2011) examined the extent of ignorance of listening skills at the private universities and also sought to find out the

strategies for the development of listening skills at the tertiary level. For the investigation both close and open-ended questionnaire was provided to 295 undergraduate students of service course and 30 teachers were interviewed. From the findings of the study it was clear that most of the English language courses are completed without practicing listening skill, due to inappropriate syllabus and insufficient logistic support from the universities. The findings suggest that fewer numbers of students in the English language class would be more convenient for the teachers to teach the listening skill. Furthermore, specific syllabus and mark allocation is necessary for teaching listening.

In spite of the importance of listening comprehension skill, many students found it the most difficult skill to acquire, practice and develop. Goh (2000) investigated the listening comprehension problems in the intermediate stage. The data were collected from learner diaries, small group interviews and immediate retrospective verbalization. Findings included ten listening comprehension problems in relation to three cognitive processing phases-perceptions, parsing and utilization proposed.

Solano et al (2017) explored the use of educational technology for teaching English as a foreign language (EFL) at 10 state schools in the South of Ecuador. It aimed to find out the current state of the use of technology in English classrooms. The research combined both quantitative and qualitative methods to gather information about the use of technology in the teaching learning process. The instruments applied were teachers' and students' surveys and observation sheets. One hundred and fifty students and fifteen teachers took part in the surveys and were observed once a week during a period of four months. Findings confirmed that technology is not commonly used in state schools of the south region of Ecuador or, if used, it is not adequately applied. For this reason, in order to develop students' performance of all four language skills it is necessary to integrate technology tools combined with appropriate teaching strategies in EFL classrooms.

Motivation plays a significant and crucial role in ELT and it boosts up the level of interaction during learning the English language. It creates sense of respect inside learners and makes them on the right direction.

Linguists are interested to know about the link between motivation and listening because it increases and improves the communicative ability. The concept of motivation is described differently by many researcher (Brown, 2007). Some researchers do not connect the listening proficiency with motivation because everybody thinks according to his own state of mind (Jafari, 2007). Through the review of the different researchers, it is cleared that metacognitive strategy and motivation both play a great role in developing listening skills. According to the Vandergrift (2005), in listening there is a significant relation between the metacognitive strategy and motivation.

Other linguists also agreed with that if there Is a higher proficiency in listening than there is a great need of higher motivation (Harputlu & Ceylan, 2014; Kassaian & Ghadiri, 2011; Nezhad, Behzadi , & Azimi, 2013). To develop the listening ability both are very useful and connected with each other in a positive manner. Linguists are also not fulfilled to know that whether the relationship between listening and motivation is positive, causal or whether not. This is because the past researches focused on the metacognitive and motivation rather than the progress that the student appeared

over time. Previous researchers examine the listening skill according   to the setting of EFL instead of the ESL which has rich environment and opportunities to explore the target language. In ESL setting, listening strategy effects the motivation; one can promote the listening quality or ability by the training of the metacognitive strategy.

Ajmal and Kumar (2020), identified the impact of motivation on listening skills of students enrolled in English Language Course at British Education and Training System (BETS) Lahore, Pakistan during January to February, 2020. The learners for this class look forward to hone their speaking skills by listening as much as they can. Results showed that there was a positive correlation between listening strategy instruction and motivation. Listening motivation was recorded utilizing the English listening comprehension Motivation Scale (ELCMS) and strategy use were tracked with the metacognitive awareness listening questionnaire (MALQ). Pre- and post-test scores of 36 participants (control group, n=20; experiment group, n=16) were analyzed using a mixed-effects regression and paired t-test to determine differences after a four-week treatment period. Results revealed that the participants'

motivation level in both groups decreased over the treatment period, with the experiment group seeing a smaller decrease than the control group.

Brown (2007) asserted that motivation is commonly thought of as an inner voice, urge, stimulus, emotion, or desire that moves or compels a person toward a particular action or task mainly. Brown's view is different from Keller's view of motivation as a choice.

Jafari, (2010) investigated the relationship between English listening motivation and listening proficiency scores. There was a high correlation between learner English listening motivation and proficiency. The study was managed along with 112 Taiwanese college students without the ELCMS, but with listening motivation questions are about Chang's Intrinsic Motivation Orientation Scale (2001) the same source from which the ELCMS was derived.

Yufrizal (2008) stated that there are some factors which influence EFL learning such as motivation and attitudes, anxiety, age difference, personality factors, cognitive factors, and other factors. Motivation can push someone to complete a course of work. Motivation is also a passion to do something.

Therefore, motivation plays an important role in EFL learning process.

Lai (2011) stated that motivation is the "reasons that underlie behavior that is characterized by willingness and volition". Lai also illustrated two different types of motivation, which are intrinsic and extrinsic motivation. The first type, intrinsic motivation, is animated by personal enjoyment, interest, or pleasure .Moreover; it includes all behaviors that elicit joy and pleasure to the individual without external regulators promoting the behavior. On the other hand, extrinsic motivation is governed by reinforcement possibilities. Furthermore, extrinsic behaviors are instrumental in nature and includes all behaviors that are not performed out of interest, but rather because they are believed to be instrumental in producing a desired outcome.

Nowadays, development of technology is growing rapidly. The developments have been sectors. Economics, politics and education have applied technology. It can be predicted that many people have been addicted with information and communication technology (ICT). The development of ICT cannot be separated from information technology (IT) which is also growing. Information Technology is one of many devices

used by managers in anticipating changes (Laudon & Laudon, 2014).

With the development of (IT), many people do innovation to make (IT) that can be used to facilitate other people in doing daily activities, ranging from sending messages, assignments and communicate online, search for and buy many things by online, order tickets and modes of transportation online and many others. Therefore, many aspects of human life are influenced by technological developments information where one of them is related to the learning process in the field of education. Google Classroom is a recent addition to virtual classroom, introduced by Google. The researcher attempts to exhibit how Google Classroom can be used for teaching listening comprehension skill and what the learners' opinions about their development of listening skill through Google Classroom are.

According to Sukmawati, and Nensia, (2019) Google Classroom is to offer a platform of blended learning in schools in order to simplify creating assignments and getting the grade out to the students in a paperless way. There are many facilities provided by Google classroom; they make easier for teachers to carry out learning activities, the intended

learning is not only in class, but also outside the classroom because students can learn wherever and whenever by accessing Google classroom online. Also, the subject, which is discussed, emphasizes the observational skills; as it allows students to see the concept of teaching and learning material. The main purpose of the study investigated a role of Google classroom in English Language Teaching (ELT). The data was collected through an interview with 16 respondents. The study helped the decision makers of the higher educational institutions to have a better understanding of the role of using Google classroom by their students. It is assumed that it helped in measuring the level of students' attention to the previously mentioned technology.

Distance education is a kind of education where teachers and students are separated and learning material is carried out through telecommunications systems. Many schools and universities throughout the world have used this learning system and have had successful experiences with it. The presence of educational technology is growing in the classroom. Teachers as educators must be prepared to work with this.

Shaharanee, Jamil, & Rodzi (2016) analyzed Google classroom's active learning activities. They used Technology Acceptance Model (TAM) to study the effectiveness of the activities posted on the platform. Results of 100 students revealed that comparative performance of Google classroom was far better in the areas of communication, interaction, perceived usefulness, ease of use, and overall students" satisfaction.

Espinosa, Estira, & Ventayen, (2017) conducted a research to evaluate the functionality of Google classroom as a Learning Management System (LMS). The study found that cost was the primary reason for the adoption. Collaborative learning through assignments was viewed as an extremely effective tool for enhancing student engagement.

Liu & Chuang (2016) conducted an action research in Taiwan in which they used Google classroom with the integration of peer tutor mechanism for 6th grade students. Students held a positive perception regarding the use of Google Classroom. The learning objectives were also achieved.

Martínez-Monés et al. (2017) called for an integration of learning analytics with Google classroom as they believed that

this is a major limitation of the emerging tool. So far, to the best knowledge of the researcher, all the research conducted on Google classroom has indicated a positive response from the students. Melani, (2020) aimed at identifying the effect of Google Classroom Assisted Extensive Listening (EL) on English as a Foreign Language (EFL) Students' Listening Comprehension across Learning Autonomy (i.e., high learning autonomy, and low learning autonomy). The participants were 78 students from two classes, which were divided into an experiment group and a control group. The experimental class was treated by practicing EL with the support of Google Classroom; on the other hand, the control group received regular instruction. The students in each group were further grouped based on their autonomy level (high and low). The result revealed that the mean score of the experimental group is much higher than the control class. It means that students who practiced EL with the support of Google Classroom have better listening comprehension as compared to the students who practiced EL by using the traditional platform.

2. Context of the problem

A Pilot study was conducted to check the secondary students 'inefficiency in listening comprehension and

motivation. The researcher administered a listening comprehension test and a scale of motivation to a sample of (20) of the first year of AL-Hosinia Secondary School for Girls.

The results of the pilot study supported the existence of the problem. It could be concluded that secondary students have problems in the listening comprehension skills. They found it difficult to determine the speaker's goal because this skill requires them to acquire other skills as understanding audible sentences accurately, and identifying the general idea of a listening text. Those students also showed little efficiency in anticipating what is going to happen in a listening text as they had not the ability to understand the content of a listening text, follow the sequence of a listening text, specify important information from a listening passage, and extract specific ideas (information). Those students were also unable to differentiate between the various sounds, stress, intonation and grammatical and ungrammatical sentences. So, the results of the pilot study designated that those students had problems in listening comprehension skill as shown in table (1).

Table (1)

No.	Skills	Per.
20	Extracting specific ideas (information).	55%
	Listening for gist and for detail.	57%
	Using context to predict.	60%
	Listening to guess the meaning of unknown words.	45%
	Identifying points of view.	67%
	Listening to identify speakers.	53%
	Identifying the main idea.	54%
	Listening for detail and interpret information.	45%

Pilot study listening comprehension test results

Also, a pilot study was also conducted to investigate students' motivation towards EFL listening. The participants were asked to respond to a motivation scale which consisted of eight items. The results of the pilot study designated that those students had low motivation to listen to English. Results are shown in table (2).

Table (2)

No.	Skills	Per.
20	English is my favorite subject.	45%
	I like to listen English.	50%
	I usually like to use some English expressions.	60%
	I like to watch English movies.	55%
	I usually like to listen English conversation.	57%
	I can understand listening conversation.	50%
	I can guess the meaning of new words from listening text.	54%
	I can answer the questions after listening lessons.	55%

The results of the pilot motivation scale.

These results could be attributed to the following reasons:

1.There are no attractive activities to motivate students practice listening in classrooms.

2. There are no attractive topics to help students participate in classroom discussion.

Motivation has an essential role in learning English in general and listening skills in particular as it stimulates students to participate in EFL discussions. The lower motivation they have in expressing their own ideas, the lower chance to be successful in learning English especially in listening.

3. Statement of the Problem

The problem of this study is that the majority of the first year general secondary school students lack listening comprehension skills according to the results of the pilot study. In an attempt to face the problem, the current study investigated the use of Google classroom platform to develop some listening comprehension skills.

Research questions:

Here is the main question

"To what extent is Google classroom platform effective in enhancing EFL secondary school students' listening comprehension skills and motivation?"

This broadly stated question could be sub-divided into the following ones:

1. What are the listening comprehension skills targeted for the EFL first-year secondary school students?

2. What is the level of secondary school students in listening comprehension skills?

3. What are the motivation items targeted for the EFL first-year secondary school students?

4. What are the main features of a Google classroom platform for developing the listening comprehension skills and motivation for the EFL first-year secondary school students?

5. What is the effect of this platform on the students' listening comprehension skills and their motivation?

4. Purpose of the Study

This study aimed at:

1. Developing first-year secondary school students' listening comprehension and their motivation.

2. Investigating the effectiveness of Google classroom platform in enhancing the first-year secondary school students' overall listening comprehension skills and their motivation.

5. Significance of the Study

It is expected that the study would be useful in what it can offer the following groups:

1. The secondary school students:

It may improve students' listening comprehension skills and their motivation.

2. English Language Teachers

It may provide them with a Google classroom platform that can improve their students' listening comprehension skills and motivation, and may be useful for them to change their traditional methods of teaching. Furthermore, the listening activities included in the platform can improve students' communication skills. Moreover, teachers may be encouraged to motivate students and enhance language learning through technology.

3. Supervisors

It may be beneficial for them to inspire and guide teachers to replace the traditional methods of teaching through using the application and other new strategies to

enhance students' language learning. It may also help them motivate teachers to improve their own language skills.

4. Curriculum Designers

It may inspire them to use other similar applications that can help enrich the educational process with the latest theories and teaching methods.

6. Delimitations of the Study

The present study was delimitated to:

1. A sample of the EFL first-year secondary school students at Al-Hosinia Secondary for Girls School in Al-Hosinia city, Sharkia Governorate.

2. The listening skills that were approved by the panel of jurors and coped with the review of literature and the National Curriculum Framework for English as a Foreign Language (EFL) provided by the Ministry of Education.

3. Some items of motivation for listening comprehension.

4. Some units of student's book of first year of Secondary school during the second semester of the academic year 2021/2022.

7. Instrument of the study:

To achieve the main goal of the current study the researcher designed some instruments to measure the experimental participants' level before and after the experiment.

The instruments were used as follows:

A. "For listening comprehension skills":

1. A questionnaire of listening comprehension skills.

2. A pre-post test of listening comprehension skills.

3. A Rubric of listening comprehension skills.

B. "For listening motivation "

1. A listening motivation scale.

8. Design of the study:

The present study adopted the quasi-experimental design. Sixty secondary students were chosen and divided into two groups; an experimental group and a control one, thirty students each. The experimental group's students received instruction through Google Classroom platform; on the other hand, students in the control group received regular

instruction. A pre-post EFL listening comprehension test and a motivation scale item were administered to the two groups before and after the experiment.

9. Participants of the Study:

The participants included 60 secondary students, first year, in the academic year (2021-2022) from El- Hossinia Secondary School for Girls. They were divided into two groups; an experimental group and a control one, (30) students each. It was assumed that the participants formed a homogenous group. So they were expected to have a lot in common and wouldn't differ much regarding the quality of experience or their age.

In order to make sure that the development of some of their EFL listening comprehension skills were attributed only to the effect of the Google classroom, the researcher controlled some variables in order to make sure that both the experimental and control groups were equivalent.

These variables were:

Age   : All participants' age ranged from 15-16 years.

Grade: All of them were in first year general secondary school.

The listening comprehension skills targeted in the present study were also controlled before the study experiment, as follows:

Table (3)

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Experimental pre-test	30	17.29	1.37	0.94	60	.351
Control pre-test	30	16.97	1.33			

Comparing both groups pre results in listening comprehension

Table (3) shows that there was no significant difference between the mean scores of the experimental and the control groups, t being (0.94). This shows homogeneity between the two groups. That is to say, the two groups were at almost the same level of performance in the EFL listening comprehension skills. Thus, any variance between the two groups that might

happen after the experiment could be attributed to the effect of the experiment. The pre-test scores revealed that the participants had low proficiency in EFL listening comprehension skills.

Table (4)

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Experimental pre-test	30	12.8	0.88	0.65	38	.43
Control pre-test	30	12.6	1.33			

Comparing both groups pre results in motivation scale

Table (4) shows that there was no significant difference between the mean scores of the experimental and the control groups; t being (0.65). This shows homogeneity between the two groups. That is to say, the two groups were at almost the same level of performance in the motivation scale. Thus, any variance between the two groups that might happen after the experiment could be attributed to the effect of the experiment. The pre-test scores revealed that the participants had a low average in motivation scale items.

Table (5)

Group	N	Mean	Std. Deviation	Compared mean	t. value	df
Experimental post-test	30	30.71	1.28	.000	43.87	60
Control post-test	30	16.68	1.24			

Comparing both groups post results in EFL listening comprehension

Table (5) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the latter in the post administration of the EFL listening comprehension skills test results, t-value being (43.87). It is significant at (0.01.) level.

Table (6)

Group	N	Mean	Std. Deviation	Compared mean	t. value	df
Experimental post-test	30	59.95	1.59	.000	0.15	38
Control post-test	30	28.25	2.39			

Comparing both groups post results in motivation scale

Table (6) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the latter in the post administration of the motivation scale results, t-value being (0.15). It is significant at (0.01.) level.

10. Procedures of the study:

The treatment went through the following steps:

1. The researcher designed the sessions of the teacher's guide, which were then validated by a number of TEFL experts.

2. Sixty participants; an experimental group and a control one (30 students each), were chosen randomly from the first year in El- Hossinia Secondary School for Girls.

3. The researcher pre administered the EFL listening comprehension skills test and motivation scale to the two groups (control – experimental).

4. The researcher post administered the EFL listening comprehension skills test and motivation scale to the two groups (control – experimental).

5. The researcher compared the pre to post administrations

results.

11. The Results:

The results of the present study showed that the experimental group, taught through Google Classroom Platform, performed better than the control one in the post administration of the EFL listening comprehension skills test and motivation scale items, since there was statistically significant difference at (0.01) between the mean scores of groups in favor of the former.

The experimental participants' progress in the post administration of the listening comprehension skills test and motivation scale results could be attributed to the fact that while using Google Classroom Platform, the experimental participants students were interested in EFL listening about related topics to their syllabi. The experimental participants practiced various activities of EFL listening comprehension skills. Through the interaction, the experimental participants created a cooperative environment in which less emphasis was placed on transmitting information from the teacher and more on the learner. So, Google Classroom Platform, adopted throughout the study, helped the experimental participants

go through several steps.

During the experimentation, it was noticed that the experimental participants have a positive attitude towards EFL listening comprehension. For them, the EFL listening activities changed the way they felt about EFL listening comprehension. Also, giving students listening topics related to their lessons, increased their motivation and involvement and improved their listening performance.

These significant improvements and modifications can be attributed to a number of causes related to the nature of Google Classroom, as follows:

- Motivating participants.

- Increasing communication and interaction among participants.

- Providing an opportunity for group works.

- Expressing and developing the ideas of learners.

- Working on actual duties.

- Enriching learning environments.

- Developing learning activities.

- Developing EFL listening skills.

- Developing high-levels of thinking skills.

- Merging individual and social interaction.

Google classroom allowed the experimental participants to post comments, send notes, links, files, alerts, assignments, events, and direct messages to the teacher. This can be a beneficial tool for improving EFL learning in general and listening comprehension and motivation for listening in particular. Online discussion on Google Classroom encouraged incidental learning to take place perfectly among the experimental participants.

12. The Recommendations:

In the light of the current study results and conclusions, the following would be recommended:

1. It is necessary to devote more effort to teaching listening comprehension activities as these are the basis of thinking and learning.
2. EFL teachers have to provide students different levels with equal opportunities to listen in a good way.
3. EFL teachers should use various listening strategies to help

their students listen in a good manner.

4. A classroom atmosphere conductive to listening comprehension should be established.

5. EFL teachers should emphasize the importance of developing students' listening skills and their motivation in the early educational stages to be easily developed later in the following stages.

6. Google Classroom Platform should be used in the teaching of English listening comprehension texts to lead students to deep levels of comprehension and engagement in listening comprehension and also make listening comprehension more enjoyable and interesting.

7. In order to attract the students' attention to listen to different topics, some extracurricular activities should be introduced into the course schedule. This should lead to strong positive feelings about listening and create an encouraging circle in which poor listeners get better.

8. Curriculum designers and implementers should utilize oral exams for listening at the end of each term.

9. EFL instructors should integrate strategies to their EFL classes in order to improve listening comprehension skills.

10. Designing EFL curricula should contain attractive topic related to students' needs and interests to motivate students to learn English in general and speaking skills in particular.

11. Designing EFL curricula should contain attractive activities to motivate students to participate in EFL discussions.

13- Suggestions for further research:

In the light of the study findings and results, the following are suggested for further research:

1. Further research would be needed to examine the relation of Google Classroom Platform to other language skills such as reading, writing, and speaking.

2. More researches are needed to provide effective strategies for developing listening comprehension skills.

3. Replicating the experimental treatment with a larger sample of students from a more representative sector of students to identify accurately listening comprehension skills to help curriculum designers integrate the appropriate texts in their textbook.

4. The present study opens up a new dimension of research by introducing Google Classroom Platform as an effective technique to develop listening comprehension skills and motivation for listening.

5. Further studies are needed to design many training programs for pre- and in- service English language teachers to help them develop their students' listening comprehension skills.

6. Improving listening skills by different technological areas of study such as Moodle, on-line programs or You-tube channels.

7. Investigating Google programs as learning tools in relation to developing EFL writing, speaking and reading skills.

8. Encourage Students' motivation inside and outside classroom and in relation to language learning in different stages.

14. Definition of terms:

1. Google Classroom:

One of the ways that can be used to do the learning process online is to use Google Classroom. Google Classroom is to

offer a platform of blended learning in schools in order to simplify creating assignments and getting the grade out to the students in a paperless way (Donald Yates, 2017).

Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, communicate with their classes with ease online and offer a style of teaching that offers many advantages over the traditional classroom teaching style (J. E. Gallagher, K 2005)

Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, mark, and return graded papers. It was created as a way to eliminate paper in classes and to make digital learning possible (Izenstark, A., & Leahy, K. L. (2015).

For the purpose of this study, Google Classroom is a free web service developed by Google for schools that aim to simplify creating, distributing and grading assignments in a paperless way. Students can be invited to join a class through a private code, or automatically imported from a school domain.

2. Motivation

Motive: a factor or circumstance that induces a person press to act in a particular way. (Oxford dictionary: 2009)

Jenkins & Demaray (2015) defined motivation as "the force which provides the impetus for human behavior, causing individuals to initiate and sustain goal-directed actions".

Richards and Schmidt (2008) defined motivation as a combination of learner's attitudes, desires and willingness to expend effort in order to learn the second language.

According to Lai (2011), motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related.

Dörnyei (2001) mentioned that motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity.

For the purpose of this study, listening motivation can be operationally defined as the students' readiness to be engaged in listening activities because of their possession of positive attitudes toward it according to their beliefs, perceptions, values, interests, and actions that are all closely related.

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