Tinjauan Sistematis Google Classroom Sebagai Platform Kolaboratif Untuk Pengajaran Bahasa Inggris

A Systematic Review Of Google Classroom As A Collaborative Platform For English Language Teaching (ELT)

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Article Info	Abstract
	Technology has revolutionized English Language Teaching (ELT), and Google Classroom has become a popular medium for teamwork. This study examines its efficacy in promoting group learning methodically and using the keywords "Google Classroom" and "Collaboration" across five databases—Mendeley, ScienceDirect, ERIC, Taylor & Francis Online, and Registers—the search method adhered to PRISMA requirements. 18 studies were utilized for the final analysis after the 3.808 studies found in the first search were filtered and reduced to 481 studies that satisfied the requirements for full-text review. The results demonstrate how interactive features like discussion boards, document sharing, and assignment tracking in Google Classroom improve student engagement, communication, and work management. There are still issues, though, such as the dependence on internet connectivity, inequalities in digital literacy, and the absence of real-time communication tools. Google Classroom works well for online and blended learning despite these drawbacks, especially when it comes to encouraging collaboration and dynamic learning settings. It is advised that teachers and students receive training in digital literacy and integrate complementary platforms to optimize their potential.

Keywords : *Collaborative Learning, English language Teaching (ELT), Google Classroom.*

Abstrak

Teknologi telah merevolusi pengajaran bahasa Inggris (ELT), dan Google Classroom telah menjadi platform populer untuk kerja sama tim. Studi ini mengkaji efektivitasnya dalam mempromosikan metode pembelajaran berkelompok secara sistematis, dengan menggunakan kata kunci "Google Classroom" dan "Kolaborasi" di lima basis data—Mendeley, ScienceDirect, ERIC, Taylor & Francis Online, dan Registers— metode pencarian mengikuti persyaratan PRISMA. Dari 3.808 studi yang ditemukan pada pencarian awal, 481 studi yang memenuhi syarat untuk tinjauan teks lengkap disaring dan digunakan dalam analisis akhir. Hasil menunjukkan bagaimana fitur interaktif seperti forum diskusi, berbagi dokumen, dan pelacakan tugas di Google Classroom meningkatkan keterlibatan siswa, komunikasi, dan manajemen pekerjaan. Namun, masih ada beberapa masalah, seperti ketergantungan pada koneksi internet, ketidaksetaraan dalam literasi digital, dan ketidakhadiran alat komunikasi real-time. Meskipun demikian, Google Classroom tetap efektif untuk pembelajaran online dan blended learning, terutama dalam mendorong kolaborasi dan lingkungan belajar yang dinamis. Disarankan agar guru dan siswa mendapatkan pelatihan dalam literasi digital dan mengintegrasikan platform komplementer untuk memaksimalkan potensinya.

Kata Kunci : Pembelajaran Kolaboratif, Pengajaran Bahasa Inggris (ELT), Google Classroom.

INTRODUCTION

Digital technology's quick development has drastically changed many facets of human life, including education. Traditional learning settings have changed as a result of technology integration in education, becoming more interactive and accessible. The use of Learning Management Systems (LMS), which enable blended and distant learning via digital platforms, is among the most important advancements in this area. With the use of these platforms, teachers may effectively and efficiently oversee student interactions, assignments, and course materials.

Google Classroom is one of the most well-known LMS platforms accessible and is a potent instrument for online learning. Because of its easy-to-use interface, Google services integration, and capacity to promote communication and cooperation between educators and learners, it is extensively utilized in English Language Teaching (ELT). Through assignment distribution, task grading, and real-time feedback, Google Classroom helps teachers simplify the teaching process. Students also gain from an organized learning environment that encourages self-directed learning and teamwork (Andrini & Yusro, 2021) . Google Classroom has some benefits for learning (Anjarwati & Sa'adah, 2022). In addition to organizing, facilitating, and enhancing 21st-century learning, Google Classroom has the benefit of fostering a culture of technology in classrooms (Martin, 2021).

Google Classroom is essential to both teacher-centered and student-centered learning strategies, even beyond administrative convenience. It offers resources to facilitate interactive assignments, group projects, and peer conversations, all of which improve student participation and language development (Hamad, 2023). According to a study comparing Google Classroom and Zoom, Google Classroom provides a more structured approach to learning management and student interaction, even though both platforms support online learning (Hilal dkk., 2022). Additionally, according to student experiences, Google Classroom improves blended learning by facilitating smooth transitions between online and offline learning settings (Hamad, 2023).

As educational technology continues to advance, gamification has become a popular tactic to boost student participation in online learning settings. Game-like components in Google Classroom have been demonstrated to inspire students and improve their learning process, making language acquisition more engaging and fun (Güzel, 2023). In ELT contexts, gamified learning has been very successful in increasing participation and engagement, highlighting how Google Classroom can be used in conjunction with creative teaching techniques to enhance teamwork and communication.

Additionally, the way artificial intelligence (AI) is used in ELT is beginning to influence digital learning environments. Applications powered by AI improve evaluation, personalize learning, and foster students' cross-cultural competency (Nursyahida dkk., 2024). Although Google Classroom lacks AI-driven capabilities, its ability to work with AI-based language learning programs shows that it might be improved even further in collaborative learning settings.

Research on Google Classroom's efficacy as a collaborative platform in ELT is still underway, despite its many benefits. A lack of real-time interaction, disparities in digital literacy, and technological difficulties are some of its drawbacks, while other studies stress its advantages in improving student engagement, communication, and work management. Given these conflicting

results, a thorough and methodical evaluation is required to combine previous studies and offer a more comprehensive understanding of Google Classroom's function in ELT (Andrini & Yusro, 2021), (Hilal dkk., 2022).

Since collaboration is crucial to students' development of language proficiency, critical thinking, and communicative competence, it is imperative to comprehend how Google Classroom affects collaborative learning in ELT. This evaluation attempts to determine the trends, advantages, and drawbacks of Google Classroom in supporting collaborative learning in ELT classes by looking at previous research.

Based on this background, this systematic literature review seeks to synthesize research on the use of Google Classroom as a collaborative platform in ELT across different educational contexts and the underlying factors that influence its effectiveness. Therefore, this study aims to answer the following research questions: 1. What is the trend of using Google Classroom in ELT learning? 2. To what extent does Google Classroom support collaborative learning in ELT? 3. What are the challenges and limitations of using Google Classroom for collaborative learning in ELT?

LITERATURE REVIEW
Google Classroom in English Language Teaching (ELT)

Google Apps for Education launched Google Classroom for the first time in 2004. This platform is specifically made to support interactive learning environments in educational settings. In this online classroom, educators can create and share resources (images, videos, links), invite and assign students, administer tests, and handle administrative tasks (Qibtiya dkk., 2024). Teaching and learning methods have changed dramatically as a result of the incorporation of technology into education, especially in the area of English Language Teaching (ELT). One popular Learning Management System (LMS) that makes online learning, teamwork, and task management easier is Google Classroom (Qibtiya dkk., 2024). It is a favored tool for ELT instruction because of its accessibility and interaction with other Google services, which improve the learning process (Selvia & Suri, 2022). Nevertheless, even with its growing popularity, more research is still needed to determine how well it fosters collaborative learning.

Google Classroom is an important tool for promoting learning that is both student-centered and teacher-centered. It allows teachers to conduct discussions, issue assignments, and deliver classes in a virtual setting (Pham & Nguyen, 2024). Additionally, it enables students to participate in interactive assignments, group projects, and peer discussions—all of which support the growth of writing and communication abilities (Pham & Nguyen, 2024). However, in order to maximize its potential as a collaborative learning tool, issues including limited contact, reliance on teacher guidance, and passive participation must be addressed (Padohinog dkk., 2022).

The Role of Technology in Collaborative Learning for ELT

ELT requires collaborative learning because it encourages student interaction, critical thinking, and active participation (Jumadi dkk., 2021). Google Classroom and other digital tools facilitate collaborative learning by providing discussion boards, feedback systems, and task sharing (Qibtiya dkk., t.t.). As stated in Abstrak 6, Google Classroom is a useful tool for digital language learning since it gives students the chance to feedback on the course materials and start discussions. Furthermore, its Google Drive integration enables smooth document sharing and real-time

teamwork.(Selvia & Suri, 2022). However, in contrast to other LMS platforms, Google Classroom does not include synchronous communication facilities, which can impede real-time interaction (Padohinog dkk., 2022).

The Effectiveness of Google Classroom in Collaborative Learning

Numerous research have looked into how Google Classroom affects ELT collaborative learning. According to a systematic review, Google Classroom improves writing instruction and ELT, and educational institutions can use it as a supplementary tool to help students develop their creative and effective communication abilities (Qibtiya dkk., 2024). Furthermore, Google Classroom enhances students' cognitive, emotional, and psychomotor learning outcomes by facilitating structured peer collaboration, according to research by Abstrak 3. In research contrasting Google Classroom with Blackboard Learn, students thought Google Classroom was less useful than Blackboard for delivering online courses, but faculty members thought it was more user-friendly (Padohinog dkk., 2022). These results demonstrate Google Classroom's varying efficacy in various educational contexts.

METHODS

The methodology used in this study is a systematic review. An all-encompassing method for compiling all pertinent data on a specific research topic is a systematic review. Finding, assessing, and synthesizing research findings is part of this method's methodical and structured process. A systematic review typically consists of the following steps: developing a research question, creating a research protocol, searching the literature extensively, applying inclusion and exclusion criteria, extracting and analyzing data, and creating the final report. A thorough explanation of each step should be included in the methods section to guarantee transparency and clarity and help readers understand the research procedures and their justifications.

Description of Sample

In this systematic review, research on Google Classroom's function as a collaborative platform in ELT is reviewed. The sample was gathered from Mendeley, ScienceDirect, ERIC, Taylor & Francis Online, and Registers and includes peer-reviewed journal papers published between 2020 and 2025. Research examining Google Classroom in English language instruction settings, especially those that examined collaborative learning elements, was the main emphasis of the inclusion criteria. A thorough synthesis of pertinent literature was ensured by selecting articles that satisfied these criteria for additional examination.

Procedure

To guarantee transparency and reproducibility, the study adheres to PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines and employs a systematic review technique. Search phrases including "Google Classroom in ELT," "collaborative learning in Google Classroom," and "Google Classroom for language learning" were used to find pertinent publications from Mendeley, ScienceDirect, ERIC, Taylor & Francis Online, and Registers. To guarantee a unique dataset, duplicate publications were eliminated after gathering the original pool of studies. After that, the remaining studies were vetted based on their abstracts, titles, and applicability to collaborative learning and ELT. Methodological rigor and relevance to the research

aims were used to further evaluate full-text papers that satisfied the inclusion criteria. Key elements from each study, such as the methodology, research design, sample size, and conclusions, were identified in order to do data extraction. In order to synthesize the gathered data and identify patterns, obstacles, and research gaps pertaining to the usage of Google Classroom as a collaborative platform in ELT, a thematic analysis was conducted. This methodical methodology guarantees that the review offers a thorough and impartial assessment of Google Classroom's advantages, disadvantages, and efficacy in ELT collaborative learning settings.

Since this study is a **systematic review**, no unique tools for gathering data, like achievement tests or questionnaires, were created. Rather, information was taken from previously released research that satisfied the requirements for inclusion. Key elements like research design, sample characteristics, techniques, and conclusions pertaining to Google Classroom in ELT were the focus of the extracted data. This method eliminates the necessity for primary data collection and guarantees an organized synthesis of the body of existing literature.

Study Selection Criteria

This systematic review analyzed empirical studies based on the following inclusion criteria: (1) Articles indexed in Mendeley, ScienceDirect, ERIC, Taylor & Francis Online, and Registers (2) Articles published within the last five years (2020–2025); (3) Studies focusing on undergraduate university students in ELT contexts; (4) Articles written in English; (5) Original research articles available in full text.

Exclusion criteria were also established to ensure the relevance and quality of the included studies. The excluded studies were: (1) Research involving employees or working students; (2) Studies focusing on postgraduate students; (3) Studies that did not specifically examine collaborative learning in Google Classroom; (4) Review papers or meta-analyses that did not provide primary research findings.

By applying these selection criteria, this review ensures that only highly relevant and methodologically sound studies are included in the synthesis of Google Classroom's role in ELT collaborative learning.

RESULT AND DISCUSSION

Result

Based on the results of a systematic search across four online research platforms, only those articles that are relevant to the topic of Google Classroom, Collaboration platform, and ELT. A search across all online research platforms with the keyword 'Google Classroom & Collaboration' yielded 3.808 articles identified through the combined screening. After removing duplicate articles, titles, and abstracts, the authors had 2.310 studies ready for further review. From there, the authors obtained 481 qualified full-text articles and 18 of them were selected for further analysis. The research results of each platform are described in Table 1. This report is in accordance with the Preferred Items for Systematic Review and Meta-analysis (PRISMA) reporting guidelines (Page dkk., 2021). The PRISMA flow Diagram (Figure 1) describes the article selection process.

Overall, research on the use of Google Classroom in ELT learning shows that the app has become a useful tool to support education, especially in collaborative and online learning

environments. The characteristics of participants consisting mainly of students indicate that Google Classroom is more widely used in higher education institutions, where digital capabilities and access to technology are essential for success. To evaluate the effectiveness of these platforms, most studies use quantitative and mixed approaches. This approach emphasizes the user experience aspect and how it impacts learning outcomes.

Google Classroom is a collaborative learning platform with features such as discussion forums, task management, and integration with other tools to support student and teacher interaction. Nonetheless, limited live communication features and the need for a stable internet connection are still a challenge to implement, especially in areas with less technological infrastructure. Studies have also shown that Google Classroom is better for structuring content and tasks compared to platforms like Zoom or Microsoft Teams, but less flexible for real-time communication.

Overall, Google Classroom has improved English learning, especially in terms of group work and task management. However, to fully use its features in various learning contexts, it needs to be integrated with other platforms and provide additional training to users.
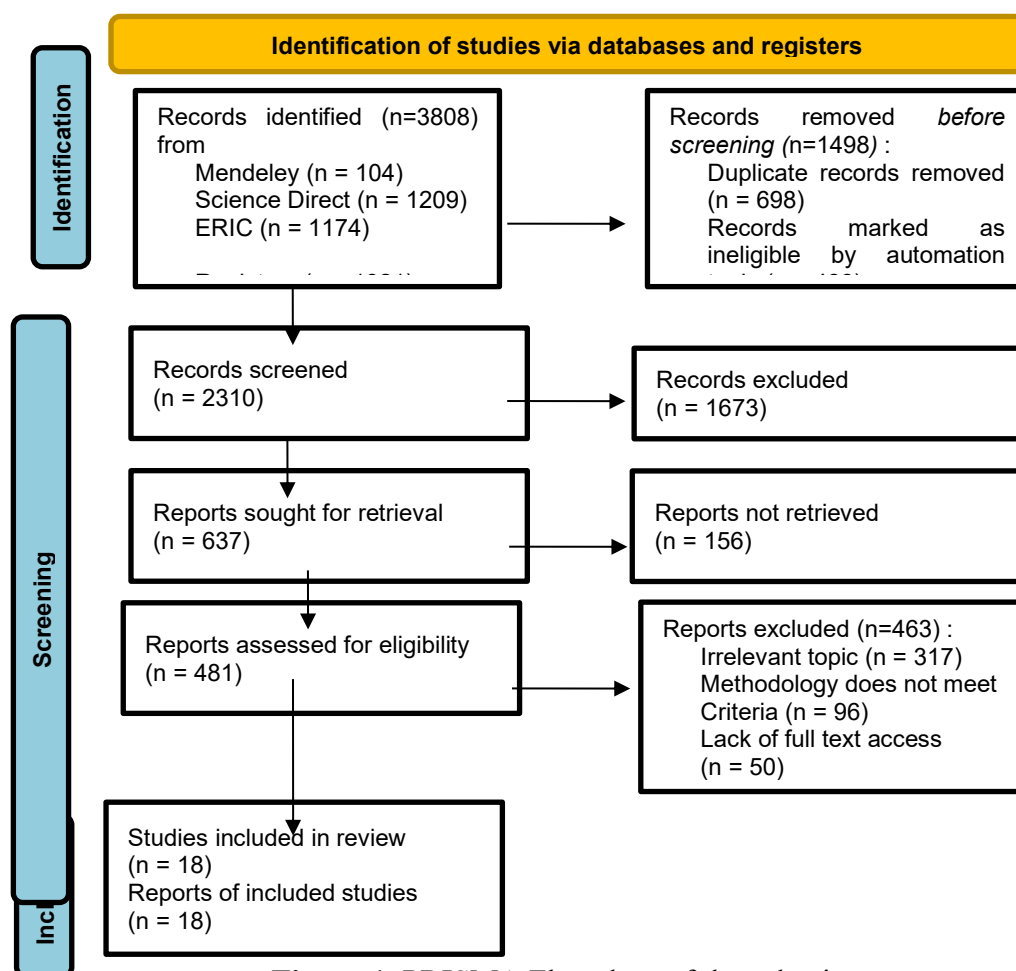

Figure 1. PRISMA Flowchart of the selection process.

Discussion

Table 1. Summary and characteristics of the final studies selected

NO	AUTHORS (Country, Year)	DESIGN/ VARIABLE / STUDY/ MEASURE	FINDINGS

1	Annita Stell, Noriko Iwashita (Australia, 2024)	- Qualitative study using transcribed audio recordings of six international postgraduate students during two CW activities. - Languaging episodes were the unit of analysis. - Coding for RL strategies and three regulatory agents (self, other, social group).	- Pairs used varied RL strategies to address local and global issues while maintaining collaborative patterns. - Knowledge was transferred from the first CW activity to the second, improving time management and writing efficiency. - RL strategies can be appropriated as conceptual knowledge to enhance collaborative writing (Stell & Iwashita, 2024).
2	Myagmarsuren Orosoo, Namjildagva Raash, Mark Treve, Hassan Fareed M. Lahza, Nizal Alshammry, Janjhyam Venkata Naga Ramesh, Manikandan Rengarajan (Mongolia, Thailand, Saudi Arabia, India, 2025	Method: Hybrid MLP-LSTM model for speech recognition, Data from Kaggle, Performance metrics include accuracy, word error rate (WER), precision, recall, F1-score	MLP-LSTM model achieved 98.25% accuracy and reduced Word Error Rate (WER) to 0.075, showing improved effectiveness over traditional language learning tools (Orosoo dkk., 2025).
3	Vocational Teaching Practices for Online Learning During a State of Emergency and Its Relation to Collaboration with Colleagues (Sirk, 2024	Quantitative study using a web-based survey; K-means cluster analysis; Data from 104 Estonian VTs	Identified three VT clusters based on teaching practices: (1) Traditional, (2) Innovative & student-supporting, and (3) Creative. More collaborative VTs used learner-centered and innovative teaching methods (Sirk, 2024)
4	Hanifa Maudy Nursyahida et al. (Indonesia, 2021)	Systematic review; Data from scientific databases (2017-2023); AI applications in ELT	AI significantly enhances ELT by improving accessibility, assessment, cultural sensitivity, and learning engagement. It personalizes learning and supports cross-cultural competence (Nursyahida dkk., 2024)
5	Devi Sela Eka Selvia, Indah Resti Ayuni Suri (Indonesia, 2022)	Qualitative research; Field study with interviews and documentation	Teachers face issues with student attendance, active participation, and motivation in Google Classroom. Solutions include adjusting mastery criteria and collaborating with counseling teachers (Selvia & Suri, 2022)

6	María Goretti Alonso de Castro, Francisco José García-Peñalvo (Spain, 2023)	Systematic review of educational projects	Success factors include sustainability, innovative methodologies, and strong collaboration among project partners (Alsaidi dkk., 2023)
7	Vera Septi Andrini, Andista Candra Yusro (Indonesia, 2021)	Quasi-experimental; one-group pretest-posttest design; N-Gain test	Blended learning improves 4C competencies, with a moderate effect (N-Gain = 0.6) (Andrini & Yusro, 2021).
8	Alfi Fithrotul 'Aini, Annisa Navira, Nita Noviyanti Rahayu, Siti Indah, Naf'an Torihoran (Indonesia, 2024)	A systematic review using PRISMA; meta-analysis of 18 studies	Videos enhance language skills and motivation but are hindered by internet issues and audio problems ('Aini dkk., t.t.)
9	Jumadi Jumadi, Riki Perdana, Muhammad Helmi Hariadi, Warsono Warsono, Andi Wahyudi (Indonesia, 2021)	Quasi-experimental; pretest-posttest; ANOVA	Collaborative learning with Google Classroom improves creative thinking skills significantly (Gain Score = 0.47) (Jumadi dkk., 2021)
10	Serhat Güzel (Türkiye, 2023)	Mixed-method; online survey; qualitative interviews	Gamification enhances motivation, engagement, and lesson quality for ELT pre-service teachers (Güzel, 2023)
11	Wahid Bakar Hamad (Tanzania, 2023)	Quantitative study; survey with ANOVA	Students perceive Google Classroom positively, with better engagement in online/blended learning (Hamad, 2023)
12	Binti Muflikah, Swidarto, Vica Ananta Kusuma (Indonesia, 2021)	Research and development (R&D); expert validation	Online Research Clinic improves students' scientific writing skills through collaborative mentoring (Muflikah dkk., 2021)
13	Pablo-César Muñoz-Carril, Nuria Hernández-Sellés, Eduardo-José Fuentes-Abeledo, Mercedes González-Sanmamed (Spain, 2021)	Partial Least Squares (PLS) modeling; survey with 701 students	Perceived usefulness, enjoyment, and ease of use significantly impact satisfaction in CSCL (Muñoz-Carril dkk., 2021)
14	Elgien C. Padohinog, Nilda W. Balsicas, Laudimer C. Hingada (Philippines, 2022)	Descriptive survey; 536 respondents	Blackboard Learn is perceived as more effective than Google Classroom, though both are useful (Padohinog dkk., 2022)
15	Anh Tuan Pham, Toan Bao Nguyen (Vietnam, 2024)	Mixed methods; Likert-scale survey and interviews	Students positively accept Google Classroom for writing classes, highlighting its benefits for learning (Pham & Nguyen, 2024)

16	Tariq Abu Hilal, Ala' Abu Hilal, Hasan Abu Hilal (United Arab Emirates, 2022)	SWOT analysis and DeLone & McLean's information system success model; empirical survey	Google Classroom offers better functionality for learning, while Zoom excels in real-time communication (Hilal dkk., 2022)
17	Maryatul Qibtiya, Neli Amaliyah, Fidela Anindya, Dinda Fatimah, Naf'an Tarihoran (Indonesia, 2024)	Systematic review of existing literature	Google Classroom is effective in ELT, particularly for writing instruction, and supports innovative learning strategies (Qibtiya dkk., 2024)
18	Zelhendri Zen, Reflianto, Syamsuar, Farida Ariani (Indonesia, 2022)	Mixed-method (quasi-experimental and qualitative); Two-Way ANOVA, surveys, interviews	PBOL significantly improves student engagement and academic performance, fostering entrepreneurial skills (Zen dkk., 2022)

What is the use of Google Classroom in ELT learning?

The use of Google Classroom in the context of English Language Teaching (ELT) has shown a significantly increasing trend in recent years. This is due to the increasing integration of technology in education that has been widely adopted by educational institutions around the world, especially after the COVID-19 pandemic that forced many institutions to switch to online learning (Sirk, 2024). With features that support teaching and learning, such as task management, material delivery, and communication between teachers and students, Google Classroom is an effective choice for presenting lesson materials in an interactive and engaging manner through various formats, including videos, documents, and online quizzes (Sirk, 2024).

Google Classroom has proven to be effective in supporting the online learning process because it provides wider access for students and teachers to interact and manage assignments efficiently (Padohinog dkk., 2022). Another study by Pham and Nguyen (2024) revealed that students received Google Classroom well in writing learning due to its ability to provide fast electronic feedback and reduce the administrative burden on teachers(Pham & Nguyen, 2024). In the context of ELT, this platform makes it easier to teach language skills through the integration of various media formats, such as documents, videos, and online quizzes, which further increases student learning motivation (Qibtiya dkk., 2024).

In addition, Google Classroom allows the use of Google Docs, Google Slides, and Google Forms to help students work together and share ideas. An effective task-collection feature allows teachers to provide immediate feedback to students, which is essential for language learning. According to research, students who follow technology-based learning have higher motivation and achieve better learning outcomes compared to students who follow conventional learning (Qibtiya dkk., 2024). Therefore, the trend of using Google Classroom in ELT reflects the advancement of educational technology as well as the need to create a learning environment that is more flexible and tailored to the needs of students.

To what extent does Google Classroom support collaborative learning in ELT?

Google Classroom is very helpful in supporting collaborative learning in ELT. Students can interact with each other effectively with its features, such as discussion forums, group assignments,

and document collaboration. Students learning English should work closely with each other to improve their communication skills. They can learn from each other, share ideas, and get constructive feedback through well-designed Google Classroom group activities.

Collaboration in a digital environment can improve learning satisfaction as well as student academic outcomes, especially in the context of Computer-Based Learning (Muñoz-Carril dkk., 2021). In addition, project-based learning models implemented through online platforms such as Google Classroom can improve student engagement and learning outcomes in ELT (Zen dkk., 2022). The use of collaboration-based learning models in a digital environment can help improve students ' academic skills (Muflikah dkk., 2021).

Google Classroom supports collaborative learning by providing features such as discussion forums, group assignment collection, and document collaboration. In English learning, collaboration between students is essential to improve their communication skills (Sirk, 2024) . Through well-designed group activities in Google Classroom, students can exchange ideas, provide constructive feedback, and learn from each other.

Group projects in which students can work together to complete a specific task are a clear example of this collaborative support. They can write together in Google Docs or use the comments feature to provide feedback on their classmates ' work. In addition, the ability to access lessons at any time allows students to cooperate with each other outside of the classroom. This is especially helpful for students with different schedules or who may not be able to attend class in person. Therefore, Google Classroom not only serves as a platform to manage classes but is also a tool that helps students collaborate and interact socially while learning English. Google Classroom is one of the best online learning tools because of its innovative features (Dewi dkk., 2022). Google Classroom, one of Google's free offerings, is intended to assist educators in organizing and managing the learning process. It enables them to communicate with students quickly and in several ways, and it provides them with all the resources they need to deliver the curriculum in an organized and useful way (Alsaidi dkk., 2023).

What are some challenges and limitations in using Google Classroom for Collaborative Learning in ELT?

Students can participate in 21st-century learning by using Google Classroom (Shaharanee dkk., 2016). Students can develop their ability to work together, solve problems, be creative, think critically, and become accustomed to using technology in the classroom (Saavedra & Opfer, 2012). Although it has many advantages, the use of Google Classroom in ELT collaborative learning has some problems and disadvantages. One of the main challenges is the reliance on consistent internet access. In many places, especially in developing countries, unstable internet connections can prevent students from participating in learning activities or accessing course materials. This can result in unevenness in the student's learning experience (Padohinog dkk., 2022).

In addition, some features of Google Classroom are still limited when compared to other platforms designed specifically for shared learning. For example, when compared to platforms like Zoom or Microsoft Teams, live chat or video call features make student interactions less dynamic (Pham & Nguyen, 2024). This can reduce the sense of connection between students and teachers. A study by Abu Hilal et al. (2022) even compared Google Classroom to Zoom and found that

although Google Classroom is more effective for the task and Material Management, Zoom is superior in the aspect of live communication (Hilal dkk., 2022)

Document access permission settings and task management are also additional constraints. Teachers may have difficulty setting up document-sharing permissions so that some students cannot access certain materials or assignments. In addition, the demands of new technologies may make some students depressed or uncomfortable with digital interfaces. The number of different digital skills students have can prevent them from making full use of Google Classroom for collaboration (Qibtiya dkk., 2024).

Educators should teach students the use of technology before they use Google Classroom to address these issues. Teachers can help students use this platform to work together with more confidence with the right methods and additional support such as Q&A sessions and video tutorials. The application of gamification strategies in Google Classroom-based learning can increase student engagement and motivation in ELT (Qibtiya dkk., 2024).Therefore, despite the challenges, the potential of Google Classroom as a collaborative learning tool in ELT remains enormous and can continue to be developed to create a more effective and engaging learning environment for students.

CONCLUSION

The results of this systematic review clearly indicate that Google Classroom facilitates collaborative learning in English language teaching (ELT) effectively and efficiently. Its features, such as discussion forums, task planning, and sharing documents, greatly facilitate student interaction, enhance participation, and reduce the learning process complexity, whether in online or blended learning. Its seamless integration with other digital resources also ensures maximum accessibility and flexibility in language teaching.

There are advantages to the Google Classroom software, yet there are some issues to be resolved in order for it to be used to its highest potential. It is hard to learn when internet connectivity is not stable, particularly in regions with restricted technological infrastructure. The absence of a real-time communication element, i.e., built-in video conferencing, means that interactions will not be as interactive as other programs such as Zoom or Microsoft Teams. Level variations in digital literacy among users can also influence the efficiency of the maximum use of this platform.

To break through these challenges and maximally employ the services of Google Classroom, it is suggested that educators complement it with other synchronous communication tools like Google Meet and offer comprehensive digital literacy training to instructors and students. Schools can also close the technology gap by offering resources in offline mode and making an equitable distribution of resources. Consequently, Google Classroom will remain an essential and innovative tool in contemporary ELT, making the learning process more interactive, collaborative, and productive. Subsequent research can specialize in particular strategies to incorporating AI functionality in Google Classroom for personalizing learning and developing cross-cultural competency, and more detailed implementation case studies in regions with poor internet connectivity.

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