

Measuring Libyan University EFL Students' Attitudes Toward the Use of Google Meet in Classroom Settings

Isra Abukres^{*1}, Almakki Rumadhan Alsabiri²

Postgraduate Student, School of Languages, Department of Translation, The Libyan Academy for Postgraduate Studies, Alkhums, Libya

Department of English, Faculty of Languages, Elmergib University, Alkhums, Libya

قياس اتجاهات طلاب اللغة الإنجليزية كلغة أجنبية في الجامعات الليبية نحو استخدام منصة Google Meet في البيئات الصفية

إسراء سالم أبوخرىص^{*1}، المكي رمضان الصابري²

¹ طالبة دراسات عليا، مدرسة اللغات، قسم الترجمة، الأكاديمية الليبية للدراسات العليا، الخمس، ليبيا

² قسم اللغة الإنجليزية، كلية اللغات، جامعة المرقب، الخمس، ليبيا.

*Corresponding author: isra.abukres@gmail.com

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المخلص

يهدف هذا البحث إلى استقصاء آراء طلاب اللغة الإنجليزية حول استخدام منصة Google Meet في فصول تعليم اللغة الإنجليزية كلغة أجنبية (EFL). أجريت الدراسة على عينة مكونة من (220) طالباً ليبياً من قسم اللغة الإنجليزية بكلية اللغات والتربية والفنون، جامعة المرقب - ليبيا. يهدف هذا البحث إلى تحديد ما إذا كان الطلاب ينظرون إلى Google Meet كأداة مفيدة في تجربتهم التعليمية، كما يسعى إلى استكشاف اتجاهاتهم نحو دمج Google Meet في فصول اللغة الإنجليزية كلغة أجنبية. اعتمدت الدراسة على المنهج الكمي، حيث جُمعت البيانات من خلال استبيانات مكونة من (14) بنداً قُسمت إلى ثلاثة محاور رئيسية: المحور الأول تناول تصورات الطلاب حول استخدام Google Meet، والمحور الثاني ركز على مزاياه، بينما المحور الثالث أبرز التحديات المرتبطة باستخدامه. أظهرت النتائج أن الطلاب يحملون موقفاً إيجابياً تجاه الاستفادة من Google Meet في أنشطتهم التعليمية، مما يشير إلى إمكانية توظيفه بفاعلية في تعليم اللغة الإنجليزية كلغة أجنبية، وكذلك في سياقات تعليمية أخرى.

الكلمات المفتاحية: الفصول الدراسية، اللغة الإنجليزية كلغة أجنبية (EFL)، Google Meet، التصورات، الطلاب.

Abstract

The purpose of this research is to investigate what English language students think about using Google Meet in an EFL classroom. The research was conducted on a sample of 220 Libyan students of EFL at the Faculty of Languages, Education, and Arts of English Language Department, El-Merghib University, Libya. This study aims to determine whether students perceive Google Meet as a beneficial tool in their learning experience. Furthermore, it investigates student attitudes toward the integration of Google Meet within English as a Foreign Language (EFL) classroom. Employing a quantitative approach, data were gathered via questionnaires comprising 14 items categorized into three distinct sections: The first addressing students' perceptions of Google Meet, the second focusing on its advantages, and the third highlighting the challenges associated with its use. The findings indicate that students hold a favorable view of utilizing Google Meet for their learning activities. Consequently, it demonstrates potential for effective application in EFL instruction as well as in other educational contexts.

Keywords: Classrooms, EFL, Google Meet, Perceptions, Students.

Introduction

Over the previous decade, the implementation of technology in education has a major effect on universities all over the world. As stated by Suwaed (2020) emphasizes that technology can enhance teaching and learning amid the COVID-19 pandemic. The epidemic has had a global impact on teaching as a result of its multiplication. Numerous nations have proposed new policies to facilitate distance education.

Online education is not a novel way of instruction, it is popular for its effectiveness and accessibility. As reported by Zhou et al. (2020), a shared characteristic among them is that they all "pertain to the techniques of content distribution and accelerated learning facilitated by the use of information technology and internet technology" (p. 502).

According to Lobe et al. (2020), there are several applications designed to facilitate online learning, including Zoom, Google Classroom, and Google Meet. Specifically, Google Meet is a video conferencing tool developed by Google Inc. This platform enables educational activities via video calls and can accommodate up to 250 participants in a single session.

There are multiple features accessible to promote learning activities via chat associated with Google Meet, teachers and students can collaborate. This platform is available on mobile devices, laptops, and desktop computers.

As per Nehe (2021), he pointed out that Google Meet functions as a secure platform for educational contacts, as Google has prioritized the security of its applications and ensures that all personal user information is securely preserved. There are numerous benefits associated with utilizing Google Meet, including the following:

First off, participants have the ability to see and hear fellow students during sessions. Furthermore, Google Meet is accessible from any location at any time, provided there is an internet connection. Following that, the platform includes a screen-sharing feature that allows users to display their presentation screen. In conclusion, students have the option to customize their screen backgrounds on Google Meet.

In this study, the purpose was to find out the perception of Libyan EFL students about online learning through Google Meet. The research questions in academic English can be phrased as follows:

1. How do EFL students at the Department of English at Elmergib University perceive the use of Google Meet in their educational experience?
2. Do students believe that Google Meet can assist them in their educational journey?

Methodology

The methodology section of this study elaborates on essential components such as the research process design, participants, data collection methods, and analysis procedures.

Research Design

This study is quantitative research carried out to find out the perceptions of EFL students about using Google Meet for online learning. Quantitative researchers frequently criticize quantitative studies for being overly simplistic, lacking contextual depth, reductionist in their generalizations, and inadequate circumstances. Due to these shortcomings, (Brannen, 2005).

The Participants

This research encompasses 220 undergraduate participants from the English Department of Elmergib University. All participants (220 undergraduate students) consented to participate in the study by completing the consent form provided by the researcher, which guarantees the confidentiality of the information utilized in the study. One hundred twenty-seven participants were female students, whereas ninety-three were male students, indicating that female students outweigh male students. There were eighty-three freshmen, sixty-seven sophomores, thirty-two juniors, and thirty-eight seniors among the competitors. The demographic features of the students involved in the study are illustrated in Table 1.

Age	Frequency	Percent
18-20	133	60.4%
21-23	79	35.9%
24 and older	8	3.7%
Gender		
Female	127	57.7%
Male	93	42.3%
Level		
Freshmen	83	37.7%
Sophomore	67	30.4%

Junior	32	14.5%
Senior	38	17.4%
Nationality		
Libyan	220	100%
Other	0	0%
Total	220	100.00

Table 1 indicates that 60.4% of the students who participated in the study were aged 18-20 years, 35.9% of them were aged 21-23 years, and 3.7% of them were aged 24 years and older. Of the participants, 57.7% were female and 42.3% were male. Considering the level of students, 37.7% of the students were freshmen, 30.4% were sophomores, 14.5% were junior students, while 17.4% were senior students. 100% of the students who participated in the study are citizens of the State of Libya.

Data collection instrument

As part of the research approach for this quantitative study, data was gathered via an online questionnaire. Regmi et al. (2016) state that online questionnaires are good since they can quickly gather a lot of information. Also, they save the researcher time and money. If done carefully and with a lot of thought, online data collection can be both useful and accurate.

The questionnaire included two parts. The first part of the questionnaire, which was set by the researcher, involved four questions to identify students' age, gender, level, and nationality. In the second section of the questionnaire, there were fourteen questions with closed response items that were adapted from the study by Carkawati (2017). The instrument employs a five-point likert scale, Where (1) represents "strongly agree" and (5) denotes "strongly disagree", indicating the degree of agreement or disagreement participants have with each statement. The statement are divided into three themes, namely, the students' perceptions toward the use of Google Meet, it's importance and benefits, and the challenges of using Google Meet. See Appendix A for the questionnaire used.

Data analysis

Individually, each participant answers the questionnaire, and their responses from the closed-ended questionnaires were transferred from Google Forms to Excel, enabling an analysis of the percentage of answers for each statement, followed by a descriptive interpretation of the results.

Results and Discussion

The researcher administered a questionnaire to address the research questions. This survey aimed to gather insights into students' perceptions of the Google Meet application as a learning tool, which comprised 14 questions in total.

Below are the results from the questionnaire.

Table 2. Students' View about using Google Meet.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is easy to access to Google Meet.	68.2%	22.7%	9.1%	0%	0%
Students find Google Meet interesting for learning.	36.4%	50.00%	13.6%	0%	0%
Google Meet enhances students' academic performance.	50.00%	36.3%	9.2%	4.5%	0%
Google Meet helps speed up the assignment process more effectively.	41.00%	50.00%	4.5%	0%	4.5%
Google Meet permits actual communication and sharing.	28.4%	43.7%	18.6%	9.3%	0%
Google Meet enables interaction and communication between instructors and learners.	22.7%	48.1%	17.9%	11.3%	0%

Considering the students' views toward the use of Google Meet in the EFL classroom, , 90.9% of them signified that access to Google Meet was easy. 86.4% of the respondents mentioned that Google Meet was interesting. 86.3% of the respondents also mentioned that Google Meet enhanced their learning performance. Meanwhile, 91% mentioned that Google Meet helped them speed up the assignment process more effectively. In addition, 72.1% said that Google Meet allowed for effective communication and sharing. Finally, 70.8% of the participants said that Google Meet facilitated interaction between them and their teachers.

Table 3. Students' Perception about the benefits and importance of using Google Meet.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It saves both time and effort by allowing and submitting assignment electronically.	45.8%	27.2%	20.2%	6.8%	0%
Students can provide feedback and receive prompt responses from their instructors through Google Meet.	21.3%	56.8%	20.4%	1.5%	0%
Via Google Meet, you can easily access to class material and task when you are absent.	43.1%	35.4%	13.6%	7.9%	0%
Quick and convenient access to assignments is a key feature of Google Meet.	18.2%	59.3%	22.5%	0%	0%

Table 3 on the basis of the response from the participants relating to several statements in the table, it is clear that a vast number of participants assume that Google Meet has been highly advantageous, providing them with numerous benefits. Most of them, 73%, signified that it saved both time and effort by doing and submitting assignments electronically. 78.1% of the respondents mentioned that Google Meet allowed them to give feedback and receive immediate feedback from their teacher. 78.5% mentioned that Google Meet allowed them to access the material and assignments when they are absent. Finally, 77.5% of the participants said that Google Meet provided quick and easy access to assignments.

Table 4. Students' Perceptions about the Challenges of Using Google Meet.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Access to Google Meet is always available.	24.7%	26.3%	11.2%	18.3%	19.5%
Internet network speed affects the use of Google Meet.	65.9%	23.7%	10.4%	0%	0%
Through Google Meet, students have the opportunity to seek assistance with any questions they may have.	58.6%	27.6%	13.8%	0%	0%
Google Meet can be annoying, due to the slow-speed internet.	52.7%	37.2%	8.6%	1.5%	0%

Considering the challenges regarding the use of Google Meet in the EFL classroom. 51% of the respondents signified that access to Google Meet was always available. 89.9% of the respondents mentioned that internet network speed affected the use of Google Meet. 86.2% of the respondents also mentioned that Google Meet allowed students to get help when they had questions. Finally, 89.9% of the participants said that Google Meet could be frustrating due to the slow internet speed.

Conclusion

Based on the aforementioned findings, it can be inferred that Google Meet serves as a valuable educational resource, facilitating student learning through enhanced engagement in online discussions and activities. The results indicate that the majority of participants had a favorable responses, recognizing Google Meet as a intuitive and effective learning platform that allows students to engage with their studies from any location and at any time, without necessitating direct interaction with instructors or peers. The user-friendly nature of Google Meet enables students to access assignments, submit their work, and complete tasks online with ease. Students appreciate this tool for it is straightforwardness in bolstering their educational experience.

Moreover, most participants concurred that Google Meet serves as an effective educational resource to enhance in-person discussions and acts as a valuable collaborative platform for both students and educators. Nonetheless, there are notable drawbacks associated with its use, primarily the lack of internet access among certain students. The most significant challenge reported by many participants was related to internet connectivity issues.

Limitations and Recommendations

Despite the fact that the current research collected data from a proportional sample in it is instance, but it could have gotten more useful data that might have led to different results. Getting data from the teachers as well could have added to the study. It would have also shown how they feel about using Google Meet in the EFL classroom. Additionally, the data for this study were obtained from only a single source, which may introduce potential biases and limitations in the overall data.

These limitations highlight the need for future research efforts to address these issues by including larger and more diverse pools of participants, utilizing multiple data sources for a more comprehensive understanding,

and engaging in more extensive and frequent interactions to increase the overall rigor and reliability of the research.

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Appendix A

QUESTIONNAIRE

i. PERSONAL INFORMATION

Age

- ☐ 18-20
- ☐ 21-23
- ☐ 24 and older

Gender

- ☐ Male
- ☐ Female

Level

- ☐ Freshmen
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Nationality

- ☐ Libyan
- ☐ Other

ii. LIKERT SCALE

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It is easy to access to Google Meet.					
Students find Google Meet interesting for learning.					
Google Meet enhances students' academic performance.					
Google Meet helps speed up the assignment process more effectively.					
Google Meet permits actual communication and sharing.					
Google Meet enables interaction and communication between instructors and learners.					
It saves both time and effort by allowing and submitting assignment electronically.					
Students can provide feedback and receive prompt responses from their instructors through Google Meet.					

Via Google Meet, you can easily access to class material and task when you are absent.					
Quick and convenient access to assignments is a key feature of Google Meet.					
Access to Google Meet is always available.					
Internet network speed affects the use of Google Meet.					
Through Google Meet, students have the opportunity to seek assistance with any questions they may have.					
Google Meet can be annoying, due to the slow-speed internet.					