

# CHALLENGES AND SOLUTIONS IN DEVELOPING EFL LEARNERS' WRITING SKILLS THROUGH GOOGLE CLASSROOM

**Usmanova Shokhsanam Avazovna**

*English Language Instructor, University of World Economy and Diplomacy Tashkent, Uzbekistan*

*E-mail: [usmanova.sh@uwed.uz](mailto:usmanova.sh@uwed.uz)*

**Abstract:** Google Classroom offers opportunities to enhance EFL learners' writing skills, but practical challenges can limit its effectiveness. This study explores key obstacles, including technological issues, platform navigation, and language barriers, using surveys and interviews with 72 students and 8 teachers. Results show that targeted training, bilingual guidance, and structured support improve engagement and writing performance.

**Keywords:** Google Classroom, EFL writing, digital learning, technological barriers, linguistic barriers

## INTRODUCTION

The use of digital learning platforms in language education has changed the way English as a Foreign Language (EFL) students learn to write. Google Classroom has become very popular around the world because it is easy to use, works with many devices, and is available to everyone. Even though Google Classroom has many benefits for teaching, many schools, especially in developing countries, have trouble using it well for writing instruction. Some of these problems are not enough digital literacy, not enough technology, and language barriers that affect both students and teachers. Consequently, the aim of this study is to pinpoint the primary challenges faced in utilizing Google Classroom for EFL writing development and to suggest evidence-based solutions that can improve instructional efficacy.

## LITERATURE REVIEW

Researchers stress that learning environments that use technology can greatly improve students' writing skills. Dudeney and Hockly (2016) contend that digital platforms facilitate genuine communication and promote learner autonomy [1]. Amalia (2020) found that Google Classroom makes it easier to turn in assignments, give feedback, and organize the classroom, which makes writing instruction more effective [2]. Putri (2021) observes that students frequently encounter difficulties in comprehending platform functionalities during initial usage [3].

Other researchers underscore analogous challenges. Al-Marroof and Al-Emran (2018) found that how much students like Google Classroom depends on how easy they think it is to use and how ready they are for technology [4]. Albashtawi and Al Bataineh (2020) indicated that students encountered connectivity challenges and exhibited a lack of confidence in utilizing digital tools for writing assignments [5]. Kumi-Yeboah et al. (2020) likewise discovered that inadequate digital proficiency can hinder learning in online contexts [6]. Language barriers are another problem, as students with low English skills have trouble understanding instructions in English (Heggart & Yoo, 2018) [7]. Çakır and Aydin (2021) also said that the quality of feedback on online platforms has a direct effect on how well students write [8]. The literature collectively illustrates that technology, digital literacy, interface language, and feedback quality significantly influence learners' success in acquiring writing skills via online tools. So, to get the most out of Google Classroom as a teaching tool, you need to find solutions that work in your specific situation.

## METHODOLOGY

This research utilized a mixed-methods design that integrated both quantitative and qualitative data. A survey was given to 72 students and 8 English teachers at an academic lyceum. The

questionnaire examined three categories of challenges: technological constraints, platform usability, and linguistic obstacles. We did semi-structured interviews with 10 students and 3 teachers to learn more about specific problems and how to fix them. Descriptive statistics were used to look at quantitative data, and qualitative responses were coded thematically to find common themes and suggest actions to identify recurring patterns and recommended interventions.

## RESULTS

The findings indicate that challenges related to technological access, platform literacy, and linguistic comprehension significantly influenced the effectiveness of writing instruction through Google Classroom. In total, 63% of students reported unstable or slow internet connectivity, which hindered timely submission of writing tasks; 57% struggled with platform navigation during the initial learning period, particularly in locating feedback, uploading files, and following deadlines; and 41% encountered difficulties understanding English-language instructions, which sometimes resulted in incomplete or incorrect assignment submission. Interview data revealed that these problems diminished considerably after targeted training, provision of bilingual (L1 + English) guidelines, and teacher-led orientation sessions. Teachers also emphasized that sustained technical support and structured digital skill development positively affected student confidence and writing performance. Overall, the integration of Google Classroom became more effective once technological support, scaffolded guidance, and linguistic accommodations were introduced.

## DISCUSSION

The results align with previous studies suggesting that the successful implementation of Google Classroom depends on both technological preparedness and learner readiness. Internet connectivity challenges observed in this study corroborate findings by Albashtawi and Al Bataineh (2020), who noted that unstable access reduces student engagement [5]. The digital literacy challenges recorded mirror the findings of Kumi-Yeboah et al. (2020), highlighting that insufficient digital competence limits learning outcomes [6]. Linguistic barriers experienced by learners also support Heggart and Yoo's (2018) claim that English dominance in interfaces can disadvantage lower-proficiency EFL students [7]. The study further confirms that structured feedback and platform-specific writing guidance, as suggested by Çakır and Aydın (2021), are key components in improving writing development through digital tools [8]. Based on the evidence, a holistic approach involving technical support, bilingual materials, ongoing training, and enhanced feedback practices is crucial for maximizing the pedagogical value of Google Classroom.

## CONCLUSION

Google Classroom offers a flexible and efficient digital environment for EFL writing instruction, but its potential is strongly influenced by institutions' technological capacity and learners' digital and linguistic readiness. This study identified three main sets of challenges—technological limitations, platform navigation difficulties, and comprehension barriers—and demonstrated that targeted interventions can significantly improve learners' writing performance. Implementing bilingual support materials, providing regular orientation sessions, and ensuring stable technological infrastructure are essential strategies for optimizing the integration of Google Classroom. Educators and policymakers are encouraged to adopt comprehensive, context-appropriate approaches to support both teachers and learners in digital writing environments.

## REFERENCES

1. Dudeney, G., & Hockly, N. (2016). *Digital Literacies: Research and Policy*. Routledge.
2. Amalia, R. (2020). The effectiveness of Google Classroom in managing EFL writing assignments. *Journal of Language Teaching and Research*, 11(5), 623–630.
3. Putri, S. (2021). Students' perceptions of Google Classroom for writing development. *International Journal of E-Learning and Educational Technology*, 2(3), 45–54.

4. Al-Marooof, R. A., & Al-Emran, M. (2018). Students' acceptance of Google Classroom: An exploratory study. *International Journal of Emerging Technologies in Learning*, 13(6), 112–123.
5. Albashtawi, A., & Al Bataineh, K. (2020). The effectiveness of Google Classroom in improving reading and writing skills among EFL learners. *Education and Information Technologies*, 25(4), 1–17.
6. Kumi-Yeboah, A., Dogbey, G. Y., & Yuan, G. (2020). Digital literacy in online learning environments. *Online Learning Journal*, 24(3), 158–180.
7. Heggart, K., & Yoo, J. (2018). Getting the most from Google Classroom: A pedagogical framework. *Australian Educational Computing*, 33(2), 27–39.
8. Çakır, R., & Aydin, S. (2021). Online feedback practices and their impact on EFL writing. *Computer Assisted Language Learning*, 34(3), 257–276.
9. Sanchez, R., & Hueros, A. (2010). Motivational factors influencing students' acceptance of educational technologies. *Computers & Education*, 54(4), 1321–1328.
10. West, R. (2012). Digital writing in EFL contexts: Challenges and opportunities. *TESOL Quarterly*, 46(2), 273–299.