



Google Docs in English for Business Purposes courses: The exploration of students' acceptance

Susilawati^{✉1}, Yustika Nur Fajriah², Sri Yunita³

¹Universitas Bina Sarana Informatika, Jakarta, Indonesia

²Institut Pendidikan Indonesia, Garut, Indonesia

³STIE Yasa Anggana, Garut, Indonesia

Article Info

Article History:

Received on 22

March 2023

Approved on 23 July

2023

Published on 31 July

2023

Keywords: EBP; ESP; Google Docs; technology acceptance model; writing

Abstract

Investigating students' acceptance of technology use in the classroom is crucial for serving as the foundation for reflection on learning, including in classes of EBP (English for Business Purposes) as a branch of ESP (English for Specific Purposes). The recent study aims at exploring EBP students' acceptance of the use of Google Docs as a learning platform in their class using the framework of TAM (Technology Acceptance Model). A qualitative case study was adopted by administering an open-ended questionnaire and a structured-group interview. The participants involved were one class of EBP students consisting of 18 persons at one private university in Depok, West Java, Indonesia. The findings revealed that most of the students positively accept the use of Google Docs in their EBP writing class. Particularly, based on PU (Perceived Usefulness), the students viewed that Google Docs gives them assistance to write and improve their writing skills. In the view of PEU (Perceived Ease of Use), Google Docs has been seen as a user-friendly platform. The students also evinced a fine attitude in terms of ATT (Attitude Towards Technology). In the aspect of BI (Behavioral Intention), most students highlighted their preference for the use of Google Docs in the future, both for academic and professional purposes. Recommendations for ESP instructional practices with the utilization of Google Docs and potential research in the future are forwarded.

[✉]Correspondence Address:
Universitas Bina Sarana Informatika
Jakarta, Indonesia
susilawati.sxw@bsi.ac.id

INTRODUCTION

In the contemporary digital environment, ESP students must be provided with enough worthwhile learning opportunities through the use of technology in their classrooms. A meaningful learning experience should concurrently address content knowledge, linguistic proficiency, and technical competency. Borrowing the idea of Rao (2019), professional content should be learned as it is an essential part of business English needs. Language abilities such as vocabulary (Barjesteh et al., 2022) or precisely, technical vocabulary should also be mastered. Simultaneously, technological competence should be enhanced with respect to technology use, since technology application in foreign language learning has been proven to have significant effects on students' language ability (Al-Wasy, 2020), such as technical term enrichment (Gómez-Ortiz et al., 2023). When students are equipped with a combination of these competencies, it will be easy for them to meet both academic demands and professional requirements at the workplace and compete globally.

Among educational technologies utilized in education, Google Docs offered by Google Workspace for Education is recognized as one of the supportive and beneficial technology tools for writing instruction, either in an academic setting or a career for professionals (Faulkner, 2019). The facility provided by Google Docs is proven to facilitate students with many beneficial aspects of language learning such as collaborative learning, classroom interaction, and students' motivation to learn (Aldossary, 2022). Referring to the study conducted by Nasri et al. (2022), the platform has also positively influenced students' learning experience, particularly through the facilitation of feedback from their teacher in Google Docs. This tool also accommodates students' learning engagement and expands their learning strategies (Morse, 2021). In terms of students' capacity for interaction and technological proficiency, Google Docs has also been shown to benefit underachievers (Nguyen, 2023). To that end, Google Docs might receive good acceptance both from students and teachers.

The exploration of students' acceptance of the technology they use in their classrooms, as a part of learning reflection, might be done by adopting particular frameworks. One of them is Technology Acceptance Model (TAM), which is claimed to be one of the most common models to predict technology acceptance in social science (Teo et al., 2018). TAM was introduced by Davis (1986) and has been widely adopted to view users' perceptions of technology acceptance including in an educational setting, by both teachers (Schreekr et al., 2019) and students (Peng et al., 2023). Furthermore, Davis (1986) introduces TAM aspects to predict people's perception of the technology they use: perceived usefulness (PU), perceived ease of use (PEU), attitude towards technology (ATT), and behavioural intention (BI). Perceived ease of use is the state in which a user reckons that using the technology would be simple, whereas perceived usefulness is viewed as the extent to which the technology promotes performance (Lederer et al., 2000). ATT is seen as the degree of evaluative effect that an individual associates with using the target system in his or her job (Davis, 1986). While BI, to Brezavšček et al. (2017) refers to the extent to which a person has made conscious plans to engage in or refrain from engaging in a particular future activity. They primarily believe that users will be more motivated to adopt technology if they believe it will benefit them and be simple to use. In this case study, these 4 aspects will be used to predict the acceptance of Google Docs using a qualitative approach.

Google Docs itself has been widely known to receive well-established acceptance from students. In the context of EFL, students in reading classes shared their positive perceptions of using Google Docs, as reported by Rukmi et al. (2021). The study conducted by Sudrajat & Purnawarman (2019) has shown that students in a translation class also show positive acceptance of Google Docs use. Students also agree that Google Docs assists them with supporting features for collaborative writing (Wahyuningsih, 2021). A study conducted by Aldossary (2022) underlined that Google Docs is perceived by students as an interesting learning platform and a tool to foster their writing skills. Google Docs is also accepted as a learning technology that accommodates group tasks, discussion abilities, communication, and interaction with lecturers (Hidayat, 2020). Additionally, users' positive opinions on the use of Google Docs are consistently proven by their writing performance (Alsubaie & Ashuraidah, 2017).

The research of Rukmi et al. (2021) focused on measuring the students' acceptance based on the percentage for each element of TAM in their EFL course, therefore, they urged administering qualitative research to have more revelations about students' acceptance. Similarly, research by Aldossary (2022) suggested the administration of interviews to gain deeper information about Google

Docs' use. In a translation class, Sudrajat & Purnawarman (2019) investigated students' perceptions of using Google Docs based on its simplicity, user experience, and attitude toward using Google Docs. They also probed further into whether Google Docs use is accepted in traditional classrooms. With a focus on interaction and Google Docs' use in writing (Hidayat, 2020; Wahyuningsih, 2021), as well as its features, performance when using Google Docs, easy communication, and accessibility (Wahyuningsih, 2021), the two scholars both qualitatively portrayed students' perceptions in EFL classes. However, they applied a slightly different model from TAM. While Alsubaie & Ashuraidah (2017) claimed positive acceptance of Google Docs by EFL students based solely on female participants' perspectives.

Based on the above highlights, there are some urgent issues to address. First, since all the above studies were conducted in an EFL setting, it is worth investigating the technology's acceptance in a more specific setting, like English for Business as part of ESP classes. Second, not all research applies specific frameworks when investigating students' acceptance; therefore, applying TAM to explore students' acceptance on Google Docs is promising to explore much wider aspects of technology acceptance. Third, a distinct research approach that is qualitative and uses a range of instruments, including interviews, different subjects (male and female students), and a traditional course setting necessitates attention.

On this basis, the recent study concentrates on exploring students' approval of the use of Google Docs in the context of an EBP traditional writing class by using the TAM framework, which is conducted using a qualitative approach. This study is expected to provide extensive and in-depth references regarding the students' acceptance. It is envisaged that EBP or ESP students will be more familiar with the use of technology to aid their learning. Other associated parties, such as English teachers or lecturers, might use this useful information to best prepare their EBP or ESP classrooms for the digital age by infusing useful platforms into their classrooms. In a broader sense, schools and stakeholders may explore incorporating user-friendly learning platforms such as Google Docs into curriculum development as a means of providing their students with a more current and paperless platform for learning writing for their technological proficiency.

METHODS

The recent study adopted a qualitative approach. The method employed was a case study. The design was selected in reference to Yin (2018), due to its characteristics to generalize and expand theory in non-statistical analyses. It is also chosen to gain a more in-depth understanding and exploration of the phenomenon being studied (Crowe et al., 2011). In this study, the researchers intend to explore students' acceptance of using Google Docs with more detailed information on each acceptance aspect.

The participants involved in the recent study comprised 18 students from a non-English department at one private university in Depok, West Java, Indonesia. They were selected as they had used Google Docs intensively during their whole semester for the subject of English correspondence in the context of EBP.

There are two instruments used to collect data. The first instrument is a questionnaire. As the study employed a qualitative approach, an open-ended questionnaire was utilized as a tool to collect information on the students' views. The open-ended format is chosen to explore more specific and deep answers from participants (Albudaiwi, 2017). The questionnaire was constructed using 4 aspects of TAM consisting of 8 questions on PU, 5 questions on PEU, 6 questions on ATT, and 3 questions on BI. The questionnaire is adopted from Jiang et al. (2021).

The second technique to collect the data is an interview. The type of interviews chosen was a structured interview which was administered in a focus group interview. 3 groups of students (each group consisting of 2 students) were interviewed in groups; they were chosen based on their level of writing performance. The group interview was adopted due to time efficiency and the researcher's intention to discover more aspects (Dilshad & Ijaz Latif, 2013) of the participant's perception of the use of Google Docs. As this instrument was used to confirm or triangulate the students' perceptions stated in the questionnaire, they were only given a few relevant questions. The interview questions focused on their experience, feeling of assistance, features to help them write, and overall views of the learning.

The data were all collected after the students finished their EBP course which was conducted offline in the odd semester of the academic year 2022/2023. The open-ended questionnaires were first administered to all students using Google Forms. After all students completed the questionnaire, a face-to-face group interview was scheduled.

The collected data were analyzed using thematic analysis steps, which were adapted from Lester et al. (2020). Data completeness was initially convinced for both questionnaires and interviews. In the next step, data interviews were transcribed using an intelligent verbatim technique (McMullin, 2021). After reading the general sense of the data, data coding was administered, which then led to a categorization based on aspects of TAM. The last step was interpreting the data and justifying them in light of the current existent literature.

FINDINGS AND DISCUSSION

The current study attempts to explore the students' acceptance of using Google Docs in the context of an EBP writing class. The findings and discussion are presented based on each aspect of TAM and supported by the interview results.

Perceived Usefulness (PU)

In the view of PU, there are four key points highlighted: Google Docs' assistance in improving the students' writing skills, enjoyable learning, effective features, and a general opinion about the use of Google Docs. The results of the questionnaire are presented in Table 1.

Table 1. The results of questionnaires in PU

Statements	Responses
Google Docs' gives assistance in enhancing writing skills of business correspondence	18 students agreed
Aspects of writing improved by Google Docs	Grammar, spelling, vocabulary, writing/language style, letter generic structures
Google Docs accommodates comfortable learning accommodated	18 students agreed
The most accommodating features of Google Docs	Suggestion mode, auto translating feature, auto saving mode, the feature of giving comments in collaborative writing
Google Docs' is effective to use when writing business letters in English	17 students agreed, 1 did not
Most effective features of Google Docs for learning to write	Suggestion mode, auto translating feature, auto saving mode, the feature of giving comments in collaborative writing
In general, Google Docs helps students learn to write business letters in English.	18 students agreed

From Table 1, it is clear that the students all agreed that Google Docs helps them improve their business correspondence skills in English. They mentioned that grammar, spelling, vocabulary mastery, writing styles, and generic structure of their letter are getting better when using Google Docs. Google Docs has been facilitating students with auto-correction for grammar, diction, including sentence styles as a part of writing. When they write their letter in Google Docs, they have been facilitated with a sample of letters for modeling from their lecturer. Therefore, when they write in Google Docs, they write their letters by adopting a similar generic structure. From the interview conducted in groups, relevant reasons are admitted by the interviewed students. They said:

- “Better writing and correct format of business letters.” (St. 1)
- “I got a better understanding of the goo letter structure.” (St. 2)
- “Motivation to write better.” (St. 3)
- “Better understanding of writing letters in English.” (St. 4)
- “Simple, understandable.” (St 5)
- “Correct arrangement of letters in English.” (St 6)

The result corresponds to a study reported by Alwahoub et al. (2022) that content, language use, and organization of writing are fostered by the use of Google Docs. Hoang & Hoang (2022) either proved that Google Docs has been accepted as a useful platform by students due to its assistance in the enhancement of academic writing skills. They reported vocabulary enrichment after the use of Google Docs in their writing class. The study conducted by Ebadi & Rahimi (2019) discovered students' positive acceptance of Google Docs. They underlined that writing ability in the aspects of task

performance, coherent and cohesive writing, vocabulary, structure, and accuracy have been fostered by the use of Google Docs. In this recent study context, the students' genre awareness (Akoto, 2021) is successfully built and comprehended.

The second point is the agreeable learning provided by Google Docs. From Table 1, it is found that all students admitted that they feel comfortable when using the platform to write business letters. Suggestion mode for grammatical correction and diction, translation mode, auto saving mode, and giving comments when writing collaboratively are listed as the features providing comfort in writing. From the interview, the students agreed that suggestion mode is the most accommodating feature in Google Docs. All of them mentioned:

- "Suggestion mode is the most helpful for me." (St. 1)
- "For me, the correction mode." (St. 2)
- "The one that corrects sentences." (St. 3)
- "Feature to correct the writing." (St. 4)
- "Suggestion feature." (St. 5)
- "When I write with a wrong spelling, Google Docs suggests me the correction." (St. 6)

The learning enjoyment they experience with Google Docs might have directed the students to be motivated and enthusiastic in the class. During the interview, they mentioned that:

- "Honestly, yes." (St. 1)
- "Yes, I feel so motivated." (St. 2)
- "Very motivational." (St. 3)
- "Very motivational. I become a diligent student in this class." (St. 4)
- "I feel motivated." (St. 5)
- "I feel very motivated." (St. 6)

This second point represents the students' feel being of excitement to learn using Google Docs. The fact supports what has been highlighted by Shahidan, Ali, & Bakar (2022), that the use of Google Docs helps educators present an encouraging learning atmosphere, in an effort to equip them with technological competence in the digital period (Shahidan, Ali, & Tilwani, 2022). Another study has portrayed that students share a variety of opinions on the delight of using Google Docs (Hoang & Hoang, 2022).

Besides its assistance and enjoyment, in the third point, the students also all approve that Google Docs is effective learning media for their EBP writing class. They highlighted the features of suggestion mode, auto-translation, auto-saving mode, and giving comments when they have collaborative writing as the most effective features to help them write. The results are also supported by the interview. When being interviewed, the students all said the same thing about the use of Google Docs in their business correspondence class,

- "It's very helpful." (St. 1)
- "Yes, it helps me a lot." (St. 2)
- "Google Docs helps me so much." (St. 3)
- "Very helpful." (St. 4)
- "Yes, very helpful." (St. 5)
- "I feel assisted." (St. 6)

This finding corresponds to the study of Ebener (2017), which concluded that the features of giving comments and suggestion mode are helpful for promoting students' writing. In the context of collaborative writing, Google Docs is also well accepted by students for its accommodating features for peer work (Hidayat, 2020).

All in all, at the PU, the students feel that the use of Google Docs generally gives them assistance in writing business correspondence. The students' general views are also in consonance with the study conducted by Wahyuningsih (2021), which supports the students' overall perception that Google Docs is a useful tool for carrying out writing activities, including materials accessibility and teacher-learner interaction during learning (Khalil, 2018).

Perceived Ease of Use (PEU)

Regarding the aspect of PEU, some points to be concerned about consist of Google Docs' easy use in general, its effortless use in writing, and the easy-to-understand instruction in its features. The results of the PEU questionnaire are displayed in Table 2.

Table 2. The results of questionnaires in PEU

Statements	Responses
Google Docs is easy to use	18 students agreed
Google Docs' easy use	Similar features with Ms. Word, easy access at anywhere and anytime, auto saving mode
Using Google Docs to learn to write English business letters is effortless	17 students agreed, 1 did not
Effortless use of Google Docs	Agreement: Auto correction for spelling or suggestion mode, energy saving, similar to Ms. Word, easy to use, easy correction, auto saving mode Disagreement: Not being able to format paragraphs
It is easy to understand instruction in the Google Docs features	17 students agreed, 1 did not
The easiest features to use in Google Docs	18 students agreed The easiest feature: Suggestion modes

Based on Table 2, all students (18) approved that generally Google Docs is easy to use. Similar features to Microsoft Word, flexible access, and auto-saving modes, are the students' agreement. Specifically, when it comes to writing business correspondence, it is evident that the majority of students (17) admitted that Google Docs is effortless to use; only 1 student did not agree with that. Most of the students (17) listed that that Google Docs helps them with automatic helpful features like suggestion modes, especially for spelling, energy saving, similar features to Microsoft Word, easy use, easy correction, and auto-saving modes. While one student that showed her disagreement said that it is not easy for her to her to build and format paragraphs in Google Docs. This student might have less exposure to technology regarding her age and limited resources; therefore, she is categorized into a digital immigrant, as concluded by Li et al. (2019). During the interview, they confirmed the preferences and reasons.

"Google Docs is very easy to use for me. We can soon identify our mistakes in our writing." (St. 1)

"Easy for me. Auto correction mode and auto-saving help me the most." (St. 2)

"Easy to use. It helps me write letters in English. It suggests me corrections." (St.3)

"Very easy. It is effective and efficient to use. It can be linked to many people." (St. 4)

"Easy to use, because of auto-correction, easy to revise letters after getting feedback from the lecturer." (St. 5)

"Very easy to use. Similar to Ms. Word, but it helps to fix incorrect writing." (St. 6)

Google Docs' easy of use has also been a concern in previous studies. Features of Google Docs itself are significant predictors in facilitating students' learning (Moonma, 2021). The study of Khalil (2018) has proven that Google Docs' features have been notable for their simplicity. Its flexible access, which means that Google Docs is always accessible without distance and time restrictions, is also reported by Moonma (2021). As this platform is mostly used in a synchronous mode, immediate edits are possible (Mohammed & Al-Jaberi, 2021); therefore, energy saving in the effortless use of Google Docs are approved by the students in this study. Moreover, similar features of Google Docs and Microsoft Word enable students to cope with Google Docs conveniently, and then they can finish tasks effortlessly. The ease with which tasks can be completed and the accessibility of Google Docs' capabilities are both viewed favorably (Mohamad et al., 2021).

In relation to the easy comprehended instruction, the majority of students (17) also agreed that the instructions in the features are easy to comprehend. In this case, the interviewed students also confirmed that the lecturer's instruction is also useful so that they comprehend the materials and instruction better. They mentioned:

- “She gives very good explanations, ... better comprehension.” (St.1)
- “The instruction is very easy to understand.” (St. 2)
- “Simple, not wordy.” (St. 3)
- “The lecturer explains everything well and clearly. It is very helpful for me.” (St. 4)
- “Yes, understandable.” (St. 5)
- “Easy to comprehend.” (St. 6)

This answer corresponds to what was suggested by Kurniawati (2022) that teachers are advised to provide clear instruction to students when learning with the assistance of a platform. Although Google Docs has provided an auto correction mode for students to revise their writing, the lecturer’s presence in delivering instruction cannot be substituted, specifically for directing the students on how to write accurately based on business letters’ generic structure, then correcting the cohesiveness and coherence of the students’ letters. Referring to the study carried out by Li & Mak (2022), with the help of a well-structured online intervention designed by teachers, fostering students’ writing skills will take place; even those with low written proficiency will be able to follow along and benefit from the learning.

The 18 students also highlighted that the easiest feature they find in Google Docs is suggestion mode. During the interview, the 3 groups all agreed that suggestion mode is their most preferred feature in Google Docs. They mentioned:

- “Auto correction mode”. (St. 1)
- “When I write and it is not correct, Google Docs gives me signs and suggests correction.” (St. 2)
- “Features for correcting sentences.” (St. 3)
- “Correction mode.” (St. 4)
- “Suggestion feature.” (St. 5)
- “Same answer.” (St. 6)

Pursuant to the research findings, it was reported that the correction mode in Google Docs is favorable (Ebener, 2017) since the editing process becomes much simpler and time saving (Colaco & Antao, 2023). A study reported that Google Docs is preferred due to its features for immediate text revision (Mohammed & Al-Jaberi, 2021), which will actually reduce the amount of time needed for writing. On this account, Google Docs is considered an efficient writing tool.

Attitude Towards Technology (ATT)

In the context of ATT, the students’ answers are mainly grouped into these categories: Google Docs as a great option, benefits of writing with Google Docs, and students’ positive perceptions. The results are presented in Table 3.

Table 3. The results of questionnaires in ATT

Statements	Responses
Google is a great option to learn writing English business letters	18 students agreed
Why is Google Docs’ a great option?	Improving vocabulary mastery and grammar, auto correction after getting feedback
Writing with Google Docs is beneficial	18 students agreed
Benefits of writing with Google Docs	Improving understanding of structure when writing a letter, easy for beginners
Students have positive perception of using Google Docs in English letter writing class	18 students agreed
Students’ positive perception	Helpful in completing tasks, easy to use, effective for learning, compatible in many devices, direct feedback from the lecturer

Based on the ATT, all students (18) approved that Google Docs is a good choice to use. They underlined that it helps them with vocabulary enrichment, grammar construction, and writing revision when they get feedback from their lecturer. As mentioned earlier, when being interviewed, the students agreed that their writing structure in English is getting better. They also preferred their lecturer’s feedback as it challenged them to revise their work. They said:

- “I get an okay. I love it.” (St. 1)
- “The feedback is like word arrangement. I prefer getting feedback.” (St. 2)
- “I receive a lot of feedback, like revising salutation in opening letters, commas, dates. It makes me understand the mistake.” (St.3)
- “The feedback that I receive very frequently is word arrangement. Honestly, I like when I get feedback.” (St. 4)
- “Word arrangement, and capitalization. I like it honestly.” (St. 5)
- “Spelling, salutation, and word arrangement. I like getting feedback.” (St. 6)

This finding is in conformity with the study of Wibowo (2021) that has focused on how feedback provided in Google Docs helps students construct their writing. In this study, the synchronous feedback provided in Google Docs also helps the students to interact virtually with their lecturer. As underlined by Saeed & Al Qunayer (2022), delivering feedback using a platform could be more practical in terms of its interactivity. Withal, to Prasetya & Syarif (2022), feedback represents lecturers’ reactions to their students’ writing.

The 18 students also approved that Google Docs gives tem more benefits. They confirmed that they gain better understanding of a good letter structure, and this tool is suitable for use by students at beginner levels. The research of Nasri et al. (2022) noticed that Google Docs positively affected students’ learning experiences and assisted their learning processes. Specifically, Google Docs also provides a unique learning experience (Hidayat, 2020). It has also been researched that this tool is advantageous for students in the category of low achievement (Nguyen, 2023). The interviewed students confirmed the answers by saying:

- “Learning becomes unique and interesting.” (St. 1)
- “It’s my first time using Google Docs, very beneficial.” (St. 2)
- “It’s unique learning.” (St. 3)
- “My experience when using Google Docs ... it is very beneficial. And plus, it’s a great help for my daily activities at the workplace.” (St. 4)
- “It’s unique, beneficial and I enjoy it. It’s a new experience for me.” (St. 5)
- “For me, learning with Google Docs is pleasing. It helps me when typing documents.” (St. 6)

Finally, the 18 students showed a positive perception of Google Docs use in their EBP writing class. Google Docs’ assistance, ease of use, effectiveness for learning, device compatibility and asynchronous feedback are the reasons behind its positive acceptance. On that account, the study of Alharbi (2020) approved that Google Docs supports writing instruction. Therefore, it is understandable that language learners in writing class show positive attitudes towards Google Docs (Nguyen, 2023).

Behavioral Intention (BI)

Considering the aspect of BI, Google Docs is seen based on the students’ preference for its potential use in the future, both in academic and professional settings. The students’ responses are presented in Table 4.

Table 4. The results of questionnaires in BI

Statements	Responses
Google Docs will be used in the next English letter-writing class.	18 students agreed
Courses that will need help from Google Docs	Advanced business correspondence courses, courses related to administration
Google Docs can also be used at work to write documents in English.	17 students agreed, 1 did not

Based on BI, each of the students agreed that they will probably use Google Docs in their future courses. They mentioned that they might use it again in other business correspondence courses or courses that are related to administration, as they will have more English business correspondence courses in the next coming semesters. During the interview, the students stated:

“Yes, for sure. This application helps me so much.” (St. 1)

“Of course. (St. 2)

“I will.” (St. 3)

“Yes, Google Docs really helps me when editing documents. Its simplicity really helps me. It is also good for collaborative writing.” (St. 4)

“I will use it in the future.” (St. 5)

“Surely I will.” (St. 6)

The students’ intention to use Google Docs in their future course, i.e., in an academic purpose, has shown that they have been enlightened by the facility offered by Google Docs. It is understandable as using Google Docs is believed to provide students with an encouraging learning atmosphere (Shahidan, Ali, & Bakar, 2022), or learning motivation (Pratiwi et al., 2021) and it is enjoyable to use (Woodrich & Fan, 2017). More specifically, it is projected that motivational learning environment will significantly give an impact to social and psychological sides or learners (Shahidan, Ali, & Tilwani, 2022). Considering the findings, the possibility of Google Docs practical use in the future might be increasing. By the same token, with the current trends in schooling online, the use of Google Docs in the context of EBP will be very promising.

Further, when asked about using Google Docs in a professional context, most of them (17 students) also concurred with the idea of using Google Docs at work when they had to write documents in English. The arguments mentioned in the views of PU, PEU, and ATT, i.e., its useful assistance, effortless use, and benefits are the determining factors that might have affected their choice. More specifically, for those working students—some of the interviewees are also working students—they said:

“Yes, of course. It is so helpful.” (St. 1)

“I currently use it very often at my office.” (St. 2)

“Yes, maybe I will.” (St. 3)

“Yes, even now, I am using it at campus and in my office. Google Docs helps me simplify and optimize jobs with my team.” (St. 4)

“I have such an intention. Google Docs helps simplify things. It makes my job easier.” (St. 5)

“Of course, I will use Google Docs because I have known that it is helpful.” (St. 6)

This kind of student preference will emerge as Google Docs is proven to get things done more efficiently in document management. When working in a team, Google Docs will be a good choice as it enables multiple people to work together (Aldossary, 2022; Metilia & Fitrawati, 2018; Wahyuningsih, 2021). Another study has proven that it will be a great help for people who work at a distance due to the Google Docs facility for unlimited and flexible access (Mohamad et al., 2021; Moonma, 2021). Creating and editing documents in real-time will also be effortless due to immediate editing (Mohammed & Al-Jaberi, 2021), which makes work more efficient. Even Google Docs, based on the study reported by Opara et al. (2021), has a wider possibility of being used as an online written interview; in their research context, this tool is used to collect data from participants. Then, it is also possible for workers or management teams to conduct synchronously written interviews or meetings with their co-workers, or even interview worker candidates.

To summarize, Google Docs will be an excellent resource for document processing, whether for academic or professional purposes in the workplace. Thus, Google Docs has been listed as one of the trusted instructional synchronous media in writing (Vutha, 2021).

CONCLUSION

The importance of giving students valuable and successful writing experiences cannot be overstated. On that basis, making use of user-friendly platforms is crucial. The results of the current study have demonstrated how beneficial Google Docs is as an instructional platform, regarding the students’ positive acceptance. Based on its utility and user-friendliness, Google Docs is generally well-received by students. Additionally, they exhibit a favorable attitude toward Google Docs and have good intentions to use it more in the future, whether for professional or academic endeavors.

The results of this study might provide exposure to English lecturers when instructing their students in writing class, both for academic or specific purposes, with the expectation that their students will be equipped with good writing ability, content understanding, and technological competence. When remote or hybrid teaching is applied, schools or stakeholders may also consider this platform to be used in designing and developing curricula.

The generalizations made in this study, however, are based on a qualitative approach. Due to the potential use of Google Docs in equipping ESP students with content, language, and technological competence, the investigation of the quantitative effectiveness of Google Docs uses in EBP or more ESP courses with sizable samples is strongly advised.

FUNDING STATEMENT

The present study does not receive any funding from any agencies or institutions.

REFERENCES

- Akoto, M. (2021). Collaborative multimodal writing via Google Docs: Perceptions of French FL learners. *Languages*, 6(140), 1–18. <https://doi.org/10.3390/languages6030140>
- Al-Wasy, B. Q. (2020). The effectiveness of integrating technology in EFL/ESL writing: a meta-analysis. *Interactive Technology and Smart Education*, 17(4), 435–454. <https://doi.org/10.1108/ITSE-03-2020-0033>
- Albudaiwi, D. (2017). Survey: Open-ended questions. In *The SAGE Encyclopedia of Communication Research Methods*. SAGE Publications, Inc. <https://doi.org/10.4135/9781483381411 NV - 4>
- Aldossary, K. (2022). EFL students' perceptions of Google Docs as an interactive tool for learning writing. *International Journal of English Linguistics*, 12(2), 60–69. <https://doi.org/10.5539/ijel.v12n2p60>
- Alharbi, M. A. (2020). Exploring the potential of Google Docs in facilitating innovative teaching and learning practices in an EFL writing course. *Innovation in Language Learning and Teaching*, 14(3), 227–242. <https://doi.org/10.1080/17501229.2019.1572157>
- Alsubaie, J., & Ashuraidah, A. (2017). Exploring writing individually and collaboratively using Google Docs in EFL contexts. *English Language Teaching*, 10(10), 10–30. <https://doi.org/10.5539/elt.v10n10p10>
- Alwahoub, H. M., Jomaa, N. J., & Azmi, M. N. L. (2022). The impact of synchronous collaborative writing and Google Docs collaborative features on enhancing students' individual writing performance. *Indonesian Journal of Applied Linguistics*, 12(1), 113–125. <https://doi.org/10.17509/ijal.v12i1.46541>
- Barjesteh, H., Movafaghardestani, E., & Modaberi, A. (2022). COVID-19's impact on digitalization of education: incorporating visual vocabulary learning application to foster vocabulary knowledge. *Asian Education and Development Studies*, 11(1), 172–187. <https://doi.org/10.1108/AEDS-05-2020-0111>
- Brezavšček, A., Šparl, P., & Žnidaršič, A. (2017). Factors influencing the behavioural intention to use statistical software: The perspective of the Slovenian students of social sciences. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(3), 953–986. <https://doi.org/10.12973/eurasia.2017.00652a>
- Colaco, D. M., & Antao, D. (2023). Perception of pre-service teachers in using Google Docs for lesson plan writing. *Education and Information Technologies*, 0123456789. <https://doi.org/10.1007/s10639-023-11626-7>
- Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC Medical Research Methodology*, 11, 100. <https://doi.org/10.1186/1471-2288-11-100>
- Davis, F. D. (1986). *A technology acceptance model for empirically testing new end-user information systems: Theory and results*. Massachusetts Institute of Technology.
- Dilshad, R. M., & Ijaz Latif, M. (2013). Focus group interview as a tool for qualitative research: An analysis. *Pakistan Journal of Social Sciences*, 33, 191–198. <https://scirp.org/reference/referencespapers.aspx?referenceid=2950411>
- Ebadi, S., & Rahimi, M. (2019). Mediating EFL learners' academic writing skills in online dynamic assessment using Google Docs. *Computer Assisted Language Learning*, 32(5–6), 527–555. <https://doi.org/10.1080/09588221.2018.1527362>
- Ebener, S. (2017). Using Google tools to enhance secondary writing instruction [University of Northern Iowa]. In *Graduate Research Papers* (Vol. 135). <http://scholarworks.uni.edu/grp%0Ahttp://scholarworks.uni.edu/grp>
- Faulkner, J. H. (2019). *Google Docs as supportive technology in high school career and technical education* [Walden University]. <https://scholarworks.waldenu.edu/dissertations>
- Gómez-Ortiz, M.-J., Domínguez Romero, E., & Bobkina, J. (2023). Instagram as a learning tool to

- improve technical vocabulary for sports science students. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 32, 100416. <https://doi.org/10.1016/j.jhlste.2022.100416>
- Hidayat, F. (2020). Exploring students' view of using Google Docs in writing class. *Journal of English Education and Teaching (JEET)*, 4(2), 184–194.
- Hoang, D. T. N., & Hoang, T. (2022). Enhancing EFL students' academic writing skills in online learning via Google Docs-based collaboration: A mixed-methods study. *Computer Assisted Language Learning*, 1–23. <https://doi.org/10.1080/09588221.2022.2083176>
- Jiang, M. Y. chao, Jong, M. S. yung, Lau, W. W. fat, Meng, Y. L., Chai, C. S., & Chen, M. (2021). Validating the general extended technology acceptance model for e-learning: Evidence from an online English as a foreign language course amid COVID-19. *Frontiers in Psychology*, 12(October), 1–14. <https://doi.org/10.3389/fpsyg.2021.671615>
- Khalil, Z. M. (2018). EFL students' perceptions towards using Google Docs and Google Classroom as online collaborative tools in learning grammar. *Applied Linguistics Research Journal*, 2(2), 33–48. <https://doi.org/10.14744/alrj.2018.47955>
- Kurniawati, A. (2022). Google Docs to manage an EFL writing class: How it helps and what to prepare. *Journal of English and Education (JEE)*, 8(2), 97–109. <https://doi.org/10.20885/jee.v8i2.25740>
- Lederer, A. L., Maupin, D. J., Sena, M. P., & Zhuang, Y. (2000). The technology acceptance model and the World Wide Web. *Decision Support Systems*, 29(3), 269–282. [https://doi.org/10.1016/S0167-9236\(00\)00076-2](https://doi.org/10.1016/S0167-9236(00)00076-2)
- Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human Resource Development Review*, 19(1), 94–106. <https://doi.org/10.1177/1534484320903890>
- Li, J., & Mak, L. (2022). The effects of using an online collaboration tool on college students' learning of academic writing skills. *System*, 105, 102712. <https://doi.org/10.1016/j.system.2021.102712>
- Li, Y., Wang, Q., & Lei, J. (2019). Exploring different needs of digital immigrant and native teachers for technology professional development in China. *International Journal of Technology in Teaching and Learning*, 15(1), 32–48. <https://doi.org/10.37120/ijttl.2019.15.1.03>
- McMullin, C. (2021). Transcription and qualitative methods: Implications for third sector research. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*. <https://doi.org/10.1007/s11266-021-00400-3>
- Metilia, T., & Fitrawati. (2018). Using Google Docs for collaborative writing in teaching writing descriptive text to English department students. *Journal of English Language Teaching*, 7(1), 194–200. <http://ejournal.unp.ac.id/index.php/jelt>
- Mohamad, M., Shamsuri, N., Kamal, N. N. M., & ... (2021). TESL trainees' perceptions towards the integration of Google Docs in collaborative learning during Movement Control Order (MCO). *Hong Kong Journal of Social Sciencies*, 57(Spring/Summer 2021), 106–118. <http://hkjoss.com/index.php/journal/article/view/460%0Ahttp://hkjoss.com/index.php/journal/article/download/460/456>
- Mohammed, M. A. S., & Al-Jaberi, M. A. (2021). Google Docs or Microsoft Word? Master's students' engagement with instructor written feedback on academic writing in a cross-cultural setting. *Computers and Composition*, 62(December 2021), 102672. <https://doi.org/10.1016/j.compcom.2021.102672>
- Moonma, J. (2021). Comparing collaborative writing activity in EFL classroom: Face-to-face collaborative writing versus online collaborative writing using Google Docs. *Asian Journal of Education and Training*, 7(4), 204–215. <https://doi.org/10.20448/journal.522.2021.74.204.215>
- Morse, M. L. (2021). Increase engaged student learning using google docs as a discussion platform. *Teaching and Learning Inquiry*, 9(2), 1–18. <https://doi.org/10.20343/TEACHLEARNINQU.9.2.20>
- Nasri, N. F., Mohd Habali, A. H., & Mat Adam, M. H. (2022). Google Docs: Students' perceptions as online collaborative tool in learning writing skills. *International Journal of Academic Research in Progressive Education and Development*, 11(3), 690–705. <https://doi.org/10.6007/ijarped/v11-i3/14611>
- Nguyen, T. H. (2023). Students' perceptions and practice of the blended learning approach to writing skills: Using Google Docs. *ICTE Conference Proceedings*, 3(SE-), 52–67. <https://doi.org/10.54855/ictcp.2335>
- Opara, V., Spangsdorf, S., & Ryan, M. K. (2021). Reflecting on the use of Google Docs for online

- interviews: Innovation in qualitative data collection. *Qualitative Research*, 14687941211045192. <https://doi.org/10.1177/14687941211045192>
- Prasetya, R. E., & Syarif, A. (2022). Assessment and feedback to enhance online English language learning. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(1), 85–100. <https://doi.org/10.31002/metathesis.v6i1.185>
- Pratiwi, A. N., Kusumaningsih, C., & Shari, D. S. (2021). A systematic review of the contribution of Google Docs in teaching writing skill. *JELTE: Journal of English Language Teaching and Education*, 2(1).
- Rao, V. C. S. (2019). English for Business Purposes: An ESP Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 15(3), 1–8.
- Rukmi, N. S., Hartia, N., & Rukminingsih. (2021). Students' perceptions towards distance education with online collaborative platforms in EFL critical reading course. *New Language Dimensions*, 2(1), 1–14. <https://journal.unesa.ac.id/index.php/nld/index>
- Saeed, M. A., & Al Qunayeer, H. S. (2022). Exploring teacher interactive e-feedback on students' writing through Google Docs: factors promoting interactivity and potential for learning. *The Language Learning Journal*, 50(3), 360–377. <https://doi.org/10.1080/09571736.2020.1786711>
- Scherer, R., Siddiq, F., & Tondeur, J. (2019). The technology acceptance model (TAM): A meta-analytic structural equation modeling approach to explaining teachers' adoption of digital technology in education. *Computers & Education*, 128, 13–35. <https://doi.org/https://doi.org/10.1016/j.compedu.2018.09.009>
- Shahidan, S. N., Ali, Z., & Bakar, N. A. (2022). Motivational impacts of the Google Docs integration to support collaborative writing: A review approach. *International Journal of Advances in Social Sciences and Humanities*, 1(3), 166–171. <https://doi.org/10.56225/ijassh.v1i3.54>
- Shahidan, S. N., Ali, Z., & Tilwani, S. A. (2022). Fostering motivation in ESL collaborative online writing through Google Docs. *World Journal of English Language*, 12(7), 166–178. <https://doi.org/10.5430/wjel.v12n7p166>
- Sudrajat, W. N. A., & Purnawarman, P. (2019). Students' perceptions on the use of Google Docs as an online collaborative tool in translation class. *Lingua Cultura*, 13(3), 209–216. <https://doi.org/10.21512/lc.v13i3.5969>
- Teo, T., Sang, G., Mei, B., & Hoi, C. K. W. (2018). Investigating pre-service teachers' acceptance of Web 2.0 technologies in their future teaching: a Chinese perspective. *Interactive Learning Environments*, 27(4), 530–546. <https://doi.org/10.1080/10494820.2018.1489290>
- Vutha, C. (2021). Online collaborative writing through Wikis and Google Docs. *Cambodian Journal of Educational Research*, 1(1), 17–21.
- Wahyuningsih, I. (2021). Students' perceptions of using Google Docs for online collaborative writing during the pandemic. *Undergraduate Conference on ELT, Linguistics and Literature*, 1(October 2021), 64–79. <http://e-conf.usd.ac.id/index.php/ucpbi/UC>
- Wibowo, A. P. (2021). Teaching Efl writing using Google Docs to provide feedback. *LLT Journal: A Journal on Language and Language Teaching*, 24(2), 389–400. <https://doi.org/10.24071/llt.v24i2.3082>
- Woodrich, M., & Fan, Y. (2017). Google Docs as a tool for collaborative writing in the middle school classroom. *Journal of Information Technology Education: Research*, 16, 391–410. <http://www.informingscience.org/Publications/3870>
- Yao-Ping Peng, M., Xu, Y., & Xu, C. (2023). Enhancing students' English language learning via M-learning: Integrating technology acceptance model and S-O-R model. *Heliyon*, 9(2), e13302. <https://doi.org/10.1016/j.heliyon.2023.e13302>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Thousand Oaks, CA Sage.