

# Implementing Online Tests with Google Forms in a Large-Scale Coordinated Listening Course

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## Abstract

新型コロナウイルス感染症の拡大に際し日本中の教育機関で遠隔授業への対応が迫られ、行政から各教員まで、様々なレベルでの挑戦がいまなお続けられている。そのような状況において、成績評価に直接関係するテストの実施はとりわけ大きな課題となる。ひとりの教員が担当する授業においても、初めてオンラインテストを導入するまでにはそれなりの試行錯誤があるだろう。複数の教員が関わる大規模な必修語学科目での共通テストともなれば、なおさら慎重な準備と工夫が必要となる。本稿では、著者らがコーディネーターを務める獨協大学全学共通カリキュラム英語部門のリスニング科目 (Academic Listening Strategies I) において、それまで紙ベースで行われていた共通テストを2020年度から Google Forms を用いたオンラインテストに転換した経緯、ならびにテスト作成と実施の手順を報告する。そして、大学における大規模な英語リスニング科目の共通テストを Google Forms を用いて作成し実施する意義を示す。

## 1. Introduction

Making the most of rapidly advancing information and communication technologies for pedagogical purposes in general, and in EFL classrooms in particular, had long been advocated by some innovative teachers and school administrators. The COVID-19 pandemic turned it into a necessity for educators across the board. Arguably, bringing teaching from physical classrooms to somewhere online, whether it is synchronous or asynchronous, is not just a matter of tools and devices, but it involves reimagining the whole process of what one used to think of as teaching. Nonetheless, to identify certain technologies that practically, if not best, suit educational objectives can still be at the crux of designing an online course. To report one such case is the aim of this paper.

In what follows, it will be described how Google Forms has been adopted to implement online tests in a large-scale English listening course in the Interdepartmental English Language Program (usually referred to as the Zenkari English Program), at Dokkyo

University. In section 2, the basic features of the course and some details of the discussion toward adopting Google Forms for its online test platform are described. In section 3, the test-making guidelines and workflow framework that the coordinators of the course followed in creating tests are explained. In section 4, the overall features, and merits of using Google Forms for online tests are summarized. Also, how the tests created with Google Forms were distributed to teachers is explained. In section 5, the different types of inquiries and incident reports from teachers that were directed to the coordinators during the semesters of 2020 (Spring and Fall) and 2021 (Spring) are classified and explained. Finally, how the coordinators responded to these inquiries is also discussed.

## 2. Background

In early April 2020, Dokkyo University officially announced that it would delay the beginning of the spring semester until May and asked its faculty members be ready to adopt an online teaching format in the coming semester. It was during this time that the authors of the paper developed a plan for an online alternative of the unit tests for Academic Listening Strategies I (ALSI), the English course that they oversaw.

There is an abundance of literature on the merits and limits of using information and communication technology tools in educational settings. Their effective use for assessment is of particular interest to some EFL instructors and researchers. As for research focusing on adopting Google Forms for an online test platform, Milliner and Barr (2017) made a case for Google Forms as well as for the LMS while they discussed the overall benefits and concerns of computer-assisted language testing (CALT). Thuận (2018), Ivanova et al. (2018), Sari et al. (2020), and Alharbi et al. (2021) investigated introducing Google Forms as an assessment tool into EFL classrooms of different groups (students from a Vietnamese university, a Russian university, an Indonesian college, and Saudi Arabian secondary schools, respectively). Along with some negative features and limitations, all these researchers report that there are a great number of positive features and benefits to using Google Forms as platform for testing and assessment. As will be explained in section 4, the coordinators of ALSI also confirmed such benefits as usability in creating and implementing their unit tests with Google Forms.

### 2.1. Overview of ALSI and its course-wide unit tests

Academic Listening Strategies (referred to as ALSI for first-year students, and ALSII for second-year students) is one of the two pillars of the Zenkari English Program, along with Academic Reading Strategies (ARSI and ARSII). These are the only courses that are taken by all the students enrolled in the program (approximately 1,400 students per course per year). Since the inception of the Zenkari program in 2003, a great deal of effort has been made to develop and enhance the curriculum for the Listening courses (Iijima, Kikuchi, and Tsujita, 2011) and Reading courses (Iijima, Shimura, Kikuchi, and Nagasaka, 2011). With

regard to ALSI, all courses are now taught in CAL (Computer-Assisted Learning) classrooms equipped with the latest technology, such as a multimedia audio-visual system and voice-recording software, and teachers are provided with an assistant in every class to take on the technical responsibilities of supervising the technology. This allows the instructors to focus on the educational aspects of the class, rather than the technology. These assistants are affiliated with the Academic Support Center, which provides various forms of support, such as preparing and distributing teaching materials for teachers in a variety of classes.

Despite the extensive use of technology in ALSI, until the onset of COVID-19 the unit tests that are an important part of the curriculum had been conducted on paper. The final exam, on the other hand, utilized mark sheets and the implementation of the exam was entrusted to a company that specializes in educational technology. With the arrival of COVID-19 to Japan in early 2020, the coordinators of the course faced a difficult decision about whether it was possible to move the unit tests and the final exam to a completely online format. After extensive consideration, it was decided that it would be difficult to conduct the final exam completely online, but that for the unit tests it would be feasible.

## **2.2. Planning online unit tests**

Like many other educators across the nation and worldwide, the coordinators of ALSI were forced to make quick decisions on almost every aspect of the course when the university announced a transition to online (or remote) teaching for the spring semester of 2020. Items on the agenda for the ALSI coordinators included a schedule, teaching materials and formats, and among other things, methods of assessment and evaluation. Compared with other courses in the Zenkari English Program, the ALSI curriculum is rather rigidly coordinated. More than 30 instructors proceed at the same pace toward shared educational goals. Individual teachers would have to adopt the unavoidable changes in personal teaching methods. Therefore, it soon became clear that it would not be feasible, or even desirable, to keep the same level of uniformity over the course as before the pandemic. In view of the situation, the coordinators of ALSI decided to maintain coordination in terms of units covered and tests.

When the coordinators started looking for an online test platform that could meet their needs, a prime candidate for it was, naturally, the existing learning management system that the university had already been using for a number of years. In fact, Blackboard (named My DOC at Dokkyo, from “My Dokkyo Online Community”) had already long been an essential tool for the coordinators of the Zenkari English Program for sharing information with teachers and students, as well as for some teachers in teaching their own classes. However, it turned out that there were certain risks in using My DOC as an online test platform because the system had a limit of 150 concurrent users due to the capacity of the server.

The next option considered was ClassMarker, a web-based quiz making software. One of the coordinators had used it for quizzes in his non-ALSI classes. This online exam platform seemed to meet most of the basic requirements, and it could be used with free accounts. However, only with

paid accounts was it possible to embed audio files in tests or to have many students sit for tests multiple times during a semester as is done in ALSI. At that point it was also difficult to acquire a budget for it, so the only option remaining was to construct what was wanted with something free of charge. Among such free online services, Google Forms was the first to be considered. Several members of the coordinating team had some experience using it and knew that it was relatively easy to operate. It was also a plus that a wide range of tutorials for educational purposes were available online. Google Forms was thus chosen as the platform of online unit tests of ALSI.

### 3. Test content and workflow

Each test was designed to assess students' knowledge of one unit of the textbook, *Pathways* (Chase, 2018), and four sections of supplementary listening materials created in the style of the Test of English for International Communication (TOEIC). Each unit of the textbook included two lessons and a video section. Each lesson featured a focus on vocabulary and listening and the video section consisted mostly of listening and viewing comprehension tasks. The TOEIC materials consisted of sets of short listening passages and questions focused on the key expressions and vocabulary necessary for comprehending dialogs in real-world contexts. The tests were devised to cover these materials via five sections of multiple-choice questions: vocabulary, listening comprehension, video content questions, vocabulary introduced in the TOEIC materials, and conversational expressions also introduced in the TOEIC materials. Question-writing duties were divided among six course coordinators and a series of successive deadlines were set to complete and check each test.

The first section, Section A, tested for knowledge of keyword usage highlighted in the textbook. This section of the test consisted of eight multiple-choice questions. Each question was in the form of a sentence where the keyword had been omitted and all the options were keywords from the same unit (see Example 1).

*Example 1. Section A vocabulary question.*

In order for students to do well, they need to \_\_\_\_\_ on what the teacher says in class.

- a. generate
- b. concentrate
- c. function
- d. control

The next section of the test was based around a listening passage that accompanied the textbook materials. Students had either listened to the script in class via CDs or had heard them online from where they were posted on the common LMS website. Each passage was approximately three and a half minutes long. Students were to listen to the passage again during the test and complete six multiple-choice comprehension questions while listening.

Section C was similar to the second section in that it was based around materials accompanying the textbook. In this case, it concerned the contents of a related video. Again, the students had either viewed this in class via DVD or via an online file posted to the LMS. This section differs from the previous section in that students would not listen to or view the video during the test. For this reason, these questions are considered to be content questions rather than comprehension questions.

Finally, Sections D and E of each test were devoted to the supplementary listening materials created in the style of TOEIC. The first of these sections included three questions testing knowledge of the vocabulary encountered in the passages. These questions were similar to the Section A vocabulary questions, except here there were five options selected from the materials (Example 2) and these options were reused in all three questions.

*Example 2. Section D vocabulary question.*

Both sides will have to work hard to \_\_\_\_\_ the problem.

- a. deposit
- b. postpone
- c. resolve
- d. establish
- e. misread

The final section was designed to test knowledge of the use of expressions that had appeared in the study materials, presented here in different contexts. Students were required to know how to use these expressions to complete short dialogs with an appropriate response given the scenario in the passage (Example 3). Here too, there were three options to choose from.

*Example 3. Section E vocabulary question.*

What was the reason for your absence?

- a. I disagreed with him.
- b. I'm not really sure.
- c. My car broke down

After the individual course coordinators had finished creating questions for their sections, they passed the questions along to another coordinator who took on the role of editor. It was this coordinator's responsibility to check for typographical and other errors. After this, the test was submitted to another coordinator who was responsible for creating the Google Form in which the test would appear online. Finally, one more course coordinator was responsible for adding sound file links to the forms so that listening passages could be heard during the test.

## 4. Features and merits of adopting Google Forms

Recently, Google Forms has been widely used to create online-based surveys as it is an easily accessible tool to plan events, ask questions, or collect information that is diverse in nature (Fransen, Kocher, & Kempf, 2011; Simpson, 2012). Because of the ease of accessibility and other numerous advantages, it is gaining remarkable popularity in business, education, marketing, and in pedagogical settings, including online quizzes and tests (Milliner & Flowers, 2015), and even in managing extended reading program (Firth & Mesureur, 2010). The following section briefly discusses some of the important merits of using Google Forms from the perspectives of the ease of accessibility, and the variety in the organization.

### 4.1. Accessibility

One of the most important advantages of Google Forms is that it is free. Though the resources that can be used here are limited compared to other paid software and online platforms, Google Forms still offers the basic features that are required in conducting a survey. For the process of online test-making too, it offers various question and answer types without any limitation in the number of questions. As test-makers can create many types of questions, Google Forms makes dealing with maintaining variations between question types easy and makes innovative learning experiences possible (Jennifer & Lipin, 2020). In addition, the test-making is extremely smooth as one can copy the test directly into the Google Forms. Of course, as the forms are a part of Google Documents, typing the questions and answers directly into the forms is straightforward, too. To access Google Forms, the only requirement is a Gmail account and reliable Internet service. Furthermore, as the work progress is automatically saved to Google Drive, the test items can be collaboratively edited and saved, and the information can be easily shared among collaborators. It is therefore natural to use online tools like Google Forms in addressing recent pedagogical issues (Saienko, Lavrysh, Lukianenko, 2020). Thus, both from an economic perspective, and time taken to make the tests, using Google Forms is highly efficient for making online quizzes.

### 4.2. Varieties of question and organization

Google Forms offers more than ten different kinds of questions that are required to conduct different types of surveys. Questions can be set depending on the answers we want to obtain from the participants. As shown in the figure (Figure 1), test-makers can set questions in Google Forms based on the type of response they look for. For example, to simply obtain information such as names and some specific expressions, one can choose “short answer” or “paragraph” type responses. Furthermore, if the quizzes are made for comprehension checks or vocabulary exercises with multiple choice options, it is easy to select “multiple choice” type of questions and type in or copy as many alternative choices as required. When making online

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tests to have test-takers provide long answers, Google Forms also allow to set questions to require a “paragraph” as a type of response.

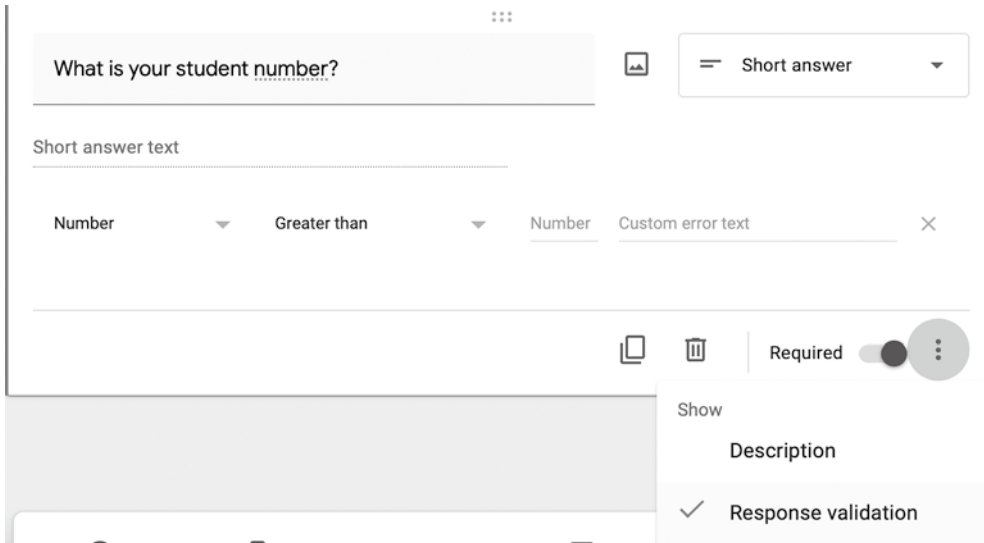


Figure 1 Question Patterns Available in Google Forms

If necessary, Google Forms also allows test makers to validate the response types so that the respondents are obliged to provide the information that is specifically required. For example, if the test-makers want to obtain information such as email addresses, they can validate the response to be email address type as demonstrated in Figure 2.

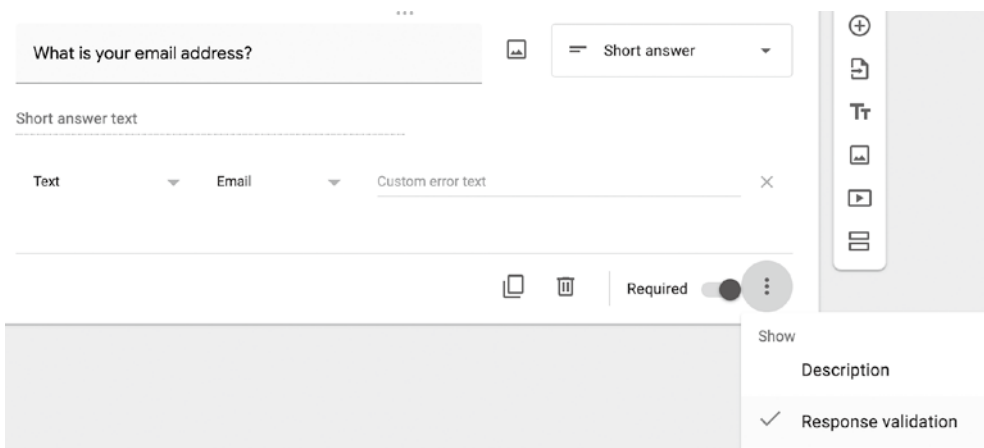


Figure 2 Validating Response to Collect Email Addresses

Furthermore, when used specifically in pedagogical settings, Google Forms can be used for test-making purposes. In the present situation when it is rather inconvenient to conduct a paper-based test due to the pandemic, setting a Google Form in quiz mode helps teachers conduct a test online by simply sending a link to the students. Once the settings are customized and scores are assigned for each question, it automatically grades student responses. However, it depends on the question type. For example, if the questions ask for some sort of “short answer” or “paragraph”, it might need the test-maker’s decision and calls for feedback to finalize the grading process. When the questions require exact answers, for example one of the alternatives in multiple-choice questions, the auto-grading option helps test-makers a great deal as it saves a huge amount of work.

Furthermore, for users implementing Google Forms in pedagogical settings such as classrooms, it is very simple to organize questions in different sections depending on their categories. In this way, one section can present vocabulary exercises and the other section may focus on comprehension checks, for example. If the questions are not required to be in a specific order, randomizing them within a section is a great tool that can be used to cause the questions to appear in different order each time the test is accessed. Obviously, a setting to randomize the answers is also available to make the answers appear in different order while opening the forms.

Apart from the main advantages of using Google Forms discussed above, users can easily view the forms in a preview mode and experience how they would appear for the respondents. In addition, sending the forms to the respondents is easy as it is simply copying the link to the Google Forms and sharing through email, messages, or other sharing platforms. Google Forms also helps the test-makers to organize the responses as they are automatically recorded in spreadsheets in the Google Documents that can be shared by the collaborators. Also, for advanced users, there are helpful “Add-Ons” available as Google Chrome extensions that are designed to make the making of Google Forms easier and flexible to suit the requirements of its users. In this way, using Google Forms can be highly effective in numerous fields, including educational settings.

### **4.3. Specific features of our test forms**

The course where Google Forms was implemented as an online testing system was a large-scale coordinated listening course. For this reason, the forms were handled by multiple teachers, and the tests were implemented in separate time slots depending on the class schedule of individual teachers. Thus, to maintain the quality of the test, we incorporated some specific features in designing the forms, sharing it among the teachers and students, and implementing the tests. Also, the questions in our tests mainly come from categories, such as vocabulary, listening, content from a video students watched in regular lessons, and TOEIC materials. Each of the categories was presented in a separate section in the Google Forms. In what follows, we present the specific features from two broad perspectives: (a) the question types and organization of the forms, (b) settings related to test implementation.



#### **4.3.1. Question patterns and organization**

The tests in each unit included questions from vocabulary comprehension exercises, one listening activity, content question from a video students watched in class, and questions related to understanding TOEIC vocabulary and expressions. While creating Google Forms for the test, we separated each of them into different sections. Before the students got to any of the questions, they were asked to provide their university-issued email address and the last four digits of their student numbers. Students' names were not required because of security reasons and to prevent potential third-party access to their personal information. Each question was allotted a certain number of points to be automatically calculated and recorded in the spreadsheet. Although the answer key was prepared beforehand and Google Forms automatically evaluated student responses, releasing of the scores to students was done later after individual teachers manually reviewed the scores. For the listening section, a link to an audio file was added within the test forms and an explanation on how to access the audio was provided in English as well as Japanese. The audio files were stored in Google Drive and made accessible by anyone who had the test link. Although the setting of Google Forms allows the test-makers to randomize questions in each section, the questions in the tests this report discussed were not randomized to keep the questions to appear in the order the students hear information in the linked audio. The answer options, however, were randomized where possible.

#### **4.3.2. Settings and test implementation**

One big challenge in using Google Forms for online testing in our large-scale coordinated listening course was its implementation. The whole process of distributing the tests to individual teachers and making them available to the students will be discussed below in Section 4.4. In this section, we describe the basic settings adopted in Google Forms to make the distribution and implementation process easy. Since the test day and time differ in each teachers' individual classes, the tests were completed and distributed to teachers with the "accepting responses" option set to "off" (Figure 3). This option was used to prevent students from viewing the form and the questions in case an error was made during the distribution process. The forms were prepared in a way so as to display a message in Japanese (Figure 3) if some students accessed the test prior to the actual test time stipulated by individual teachers in charge of respective classes. A detailed manual on how to turn the "accepting responses" option to "on" (Figure 4) and implement the test was sent to teachers.

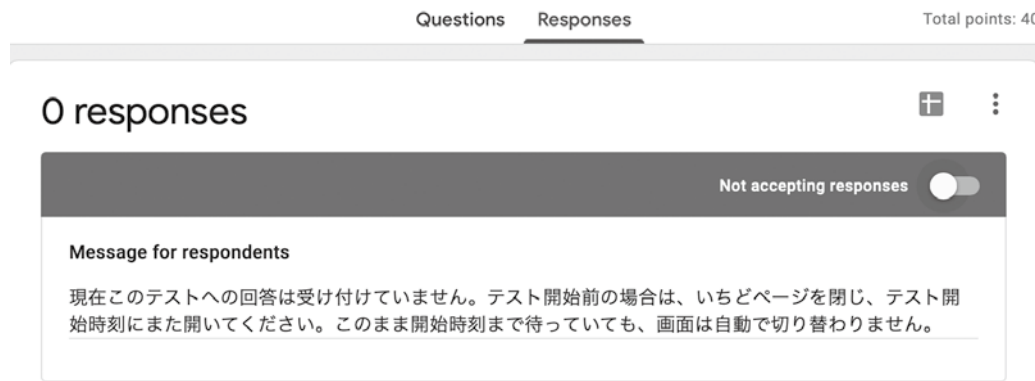


Figure 3 Setting for not Accepting Responses (Before and After Actual Test Time)

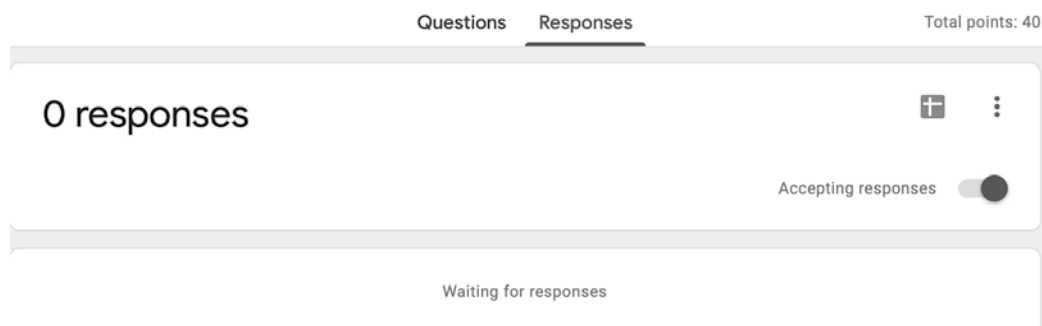


Figure 4 Setting for Accepting Responses (During Test Time)

Additionally, the responses for each question, including students' email and specific identification number issued by the university, were made mandatory to make sure the students do not fail to respond to any questions. Collecting email addresses also helped in releasing scores after the teachers who were responsible for the class reviewed them. Despite some challenges related to test-timing, issues of simultaneous access by students from different classes, embedding audio in the forms, and others, using Google Forms for online testing appeared a worthy choice considering its easy access and availability at no cost.

#### 4.4. Distribution

Once common test questions were created and input into a Google Forms format with such settings as described in the previous section, the next step was to distribute the test forms to individual teachers for use in their own classes. Before the academic year of 2020, unit tests in ALSI were conducted in an entirely paper-based process. Test sheets with common questions were printed by assistants of the Academic Support Center and handed to teachers on the test day. Teachers distributed test sheets to students, conducted the test, and

collected the test sheets in class. Making this whole process paperless using Google Forms might seem to make things easier, but in reality, there were some issues to be addressed.

For one, different classes needed separate test forms even though they use the same textbook. Individual teachers therefore had to handle test forms on their own when starting and ending accepting responses, as well as when releasing test scores to students at a later date. This meant it was necessary to have individual teachers as the collaborator of test forms for their classes, and they needed their own Google account to be a collaborator. Some teachers already had theirs, and others prepared ones for this specific purpose.

Technically, the process to distribute a test form to individual teachers was simple in itself. Once an original test form (called a “prototype” or “parent” form) was created by the coordinators, its exact copy (called a “child” form) was made, and a teacher’s account was added as a collaborator. Once added as a collaborator, the test form would appear on the teacher’s Google Drive, and the teacher would also receive a notification message in the Gmail inbox. A collaborator of a test form could do almost everything as an owner could do but delete the form. Although making a copy involved only several steps, some small precautionary measures were required so that teachers could avoid unnecessary confusion. One such measure was methodical naming of a form. Since teachers would receive many test forms at a time depending on the number of classes they taught, the teacher’s name, the day and time of the class, the unit of the textbook that the test covered, etc., were included in the name of the test form. Also, the same information was included in the body of the notification message that was sent to teachers when they were added to the form as a collaborator.

There was one major issue when distributing test forms, which was peculiar to listening tests. Since an audio file could not be embedded in a test form itself, it had to be stored somewhere else online and linked to a test form. There was no server available to the coordinators, so it was decided to place audio files for the tests in Google Drive. Once an audio file was uploaded there, it was easy to create a URL link that could be shared by anyone who knew it, so students could access the audio file and listen to the passage by clicking the link provided in the test form.

However, sharing audio files with Google Drive raised another issue. In 2020, there were up to 35 classes that used the same test type (which had the same listening question) through a test week, and 11 of which classes were held on Friday. The second period of Friday was especially busy because there were five classes within the same time slot. Given that one class had approximately 25 students on average, then there was a possibility that well above 100 students would be attempting to access one single audio file within a short time frame. That might exceed the download quota of Google Drive although there seemed no official information regarding a precise download limit for a free Google account. Making an estimate from the relevant information and reports from the teachers who had encountered such incidents in past days, it was possible that some students might not be able to access the audio file at least temporarily. Even when the possibility would have been very low, this

could still have potentially caused significant issues. Therefore, it was decided to take safety measures. To avoid excessive simultaneous access to one single file, several copies of one audio file were uploaded to Google Drives. The link to one audio file was shared with only a few test forms so that each of them was used after an interval of at least 24 hours. This way, excessive access to an audio file within a short period of time was avoided.

The scale of the course itself was another factor that made the test distribution process laborious. In 2020, the total number of classes of ALSI was 62, and they were taught by 31 teachers including the course coordinators. Also, since new editions of the textbooks were used in coordinators' classes to pilot them, it was necessary to create different versions of the tests. All of these made the distribution process quite burdensome. Fortunately, the Academic Support Center came to the aid of the coordinators in this regard. As mentioned in section 2.1, assistants there had usually given technical support to teachers in CAL classrooms. Since classes were held online, they could relocate the workforce flexibly and offered to assist in distributing the test forms to teachers. This allowed the coordinators to focus on answering questions from individual teachers as well as solving some technical problems, which will be discussed in the next section.

## 5. Incident management

Course coordinators received emails from teachers regarding unit tests. The inquiries during May 2020 to May 2021 are divided into four topics: test administration, test content, students' test taking behaviors, and test scores. The following tables summarize the details of inquiries and their solutions.

**Table 1 Inquiry Topic: Test Administration**

Content of Inquiry	Solution
(1) Can students use their personal email addresses instead of the campus email addresses as instructed?	Students should use campus email addresses because they contain their student number.
(2) What should I do if I cannot find the emails which contained the test links?	Teachers are able to find the test links in Google Drive.
(3) Is it okay that test instructions do not say students should not use textbooks or other materials when taking the test at home?	Before the tests began, coordinators told students not to use textbooks or other materials during test time.
(4) Is it possible for teachers to add Japanese instructions to the tests?	Teachers are allowed to add instructions to test forms.
(5) Can teachers use one test form for different classes?	The teacher should avoid using one test form for multiple classes because there is a potential risk of leakage of test questions.

In Table 1, inquiry (2) shows an advantage of using Google Forms to distribute common tests to teachers because you can share test forms via Google Drive.

**Table 2 Inquiry Topic: Test Content**

Content of Inquiry	Solution
(1) A 'correct' answer was actually incorrect.	The error was corrected, and the student scores were revised before releasing the scores.
(2) The links to sound files on the test form might not work on some devices.	Back up sound files were shared with students before the test date.

In Table 2, the solution for inquiry (1) suggests an advantage of using Google Forms to create tests because such errors can be fixed even after the test is given, if it is done before the scores are released to students. It is also important not to release test scores too early in order to have an adequate amount of time to fix errors if they are found.

**Table 3 Inquiry Topic: Students' Test Taking Behaviors**

Content of Inquiry	Solution
(1) Students failed to submit the test on time.	A retest should be scheduled using the second version.
(2) Students failed to submit the retest.	Another retest should be scheduled using either one of the two versions of the test, but the test time should be reduced.
(3) Students took a photo of the test on the computer screen.	The teacher instructed the student not to take unnecessary photos of the tests.
(4) Proxy-test taking was suspected.	The test score was invalidated.

In Table 3, inquiries (1) and (2) indicate that students need to be instructed to be careful about test time because Google Forms does not keep data if the response is not submitted within the test time. Moreover, inquiries (3) and (4) point to the problems of cheating and dishonesty in conducting online tests in general.

**Table 4 Inquiry Topic: Test Scores**

Content of Inquiry	Solution
(1) How to send out the test questions and answers when releasing test scores	Test questions and answers will be made available by using the score release function.
(2) Students did not receive test scores due to typing the wrong email addresses in the form.	When the student contacts the teacher about not receiving results, the teacher should send the test score in a reply to the message.
(3) A teacher wished to give a test one week later than the common test schedule.	Teachers can give a test at a delayed date as long as it is before the scheduled release of test scores.

All the inquiries listed in Table 4 indicate that teachers were cooperative in conducting the common tests using Google Forms. Teachers communicated well with the course coordinators and their own students to give tests properly and solve problems. These inquiries helped improve the test management procedure and the test content.

## 6. Conclusion

The ALSI course coordinators used Google Forms as the platform to create online unit tests. Google Forms has several advantages in making and managing course-wide common tests. The main advantage in test making is that the process is smooth. The coordinators could often make use of the paper-based test data by copying it directly into the forms. As the service offers a variety of question-and-answer types, the tests could be prepared with, for example, the same “multiple choice” type of questions as in the paper-based tests. Also, the URL link to the audio file, which used to be played on a CD player in a classroom, could be included in the test form. Another advantage of using Google Forms is that the data of students’ results can be analyzed relatively easily for future improvement of test questions. The comparison made here is the analysis the coordinators used to conduct with paper-based tests. They used to collect data from the students’ hand-written responses on a pile of test papers. Above all, the major advantage of using Google Forms to create tests is that it is efficient for test management. As a Gmail account is the only requirement to use the service, the coordinators could distribute tests to teachers by sharing the files as collaborators. For teachers, the test implementation procedure was as simple as sharing the test URL links with their own students via email messages or an LMS. It was also easy to release the scores after the responses are automatically graded. For coordinators, it was easy to fix errors found after the tests were given as long as it was before releasing the scores. Developing common tests for a large-scale coordinated course is generally a complex task that requires the developers, or the coordinators’ teamwork, hard work, and communication. The above project was not possible without the help of the Academic Support Center, and of course Google Forms, which has provided us with necessary and comprehensive services.

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