

ASSESSING THE EFFECTIVENESS OF GOOGLE FORMS AND MICROSOFT FORMS IN ENGLISH LANGUAGE EVALUATION

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Abstract

Using digital tools such as Google Forms and Microsoft Forms has transformed the landscape of English language assessment, offering features like instant feedback, multimedia integration, and automated grading. However, despite their widespread adoption, limited research has systematically compared their effectiveness across critical dimensions, including usability, engagement, and feedback quality, as well as their suitability for assessing specific language skills—reading, writing, listening, and speaking. This study aimed to fill this gap by evaluating the strengths and limitations of these platforms through a mixed-methods approach. Quantitative data were collected from surveys involving 100 students and 15 educators, while qualitative insights were derived from semi-structured interviews and thematic analysis. Statistical analyses were used to assess platform-specific performance, including paired t-tests and ANOVA. The results revealed significant differences in skill-specific effectiveness: Google Forms was better suited for reading assessments ($p = 0.014$) due to its simplicity and ease of use, while Microsoft Forms excelled in writing ($p = 0.001$) and speaking ($p = 0.047$) tasks, owing to its advanced features like branching logic and multimedia capabilities. Both platforms were equally effective for listening assessments, reflecting their shared strengths in multimedia support. Regarding usability, Google Forms was favoured for its mobile-friendly design, whereas Microsoft Forms offered superior customization but presented a steeper learning curve. Engagement levels were comparable, with multimedia integration and instant feedback highlighted as key motivators. Feedback quality was effective on both platforms but required further refinement for open-ended tasks. This study concluded that educators should align platform selection with the specific assessment objectives, using Google Forms for receptive skills like reading and listening and Microsoft Forms for productive tasks like writing and speaking. These findings provide practical recommendations for leveraging digital tools to enhance language assessment practices.

Keywords: Digital Language Assessment, Google Forms, Microsoft Forms, Skill-Specific Effectiveness, Usability and Feedback Quality

Introduction

The integration of digital tools in education became a cornerstone of modern teaching and assessment practices, particularly in the field of language learning. Platforms such as Google Forms and Microsoft Forms were widely used to administer assessments, offering features like instant feedback, multimedia integration, and automated grading. These tools promised to streamline the assessment process while enhancing its reliability, scalability, and accessibility. However, their effectiveness in evaluating different language skills and meeting the diverse needs of students and educators required further investigation.

Language assessment played a critical role in evaluating learners' proficiency across the four core skills: reading, writing, listening, and speaking (Ali, 2022). Traditionally conducted

through paper-based or oral methods, these assessments transitioned to digital formats to address the growing demand for efficiency and flexibility in education. Ibhar & Ibhar (2023) Acknowledged that both Google Forms and Microsoft Forms gained popularity due to their user-friendly interfaces and innovative features, such as branching logic and real-time analytics. Despite their widespread adoption, limited evidence existed regarding how these platforms compared in terms of usability, engagement features, feedback quality, and effectiveness for skill-specific assessments.

The implementation of technology in language assessment was driven by its ability to automate repetitive tasks, such as grading multiple-choice questions, and to provide immediate feedback to learners. Rusli et al. (2023) argued that tools like Google Forms and Microsoft Forms allowed educators to create interactive, multimedia-enhanced assessments that engaged students and assessed a wide range of language skills. For example, educators embedded audio files for listening comprehension tasks or included open-ended questions for writing assessments. Galang et al. (2022) affirmed that these features proved especially beneficial in addressing the diverse needs of learners by enabling assessments to be more flexible and adaptable to different contexts and proficiency levels.

Additionally, disparities in digital access and literacy affected the effectiveness of technology-based assessments. Students in resource-constrained settings often lacked the necessary devices or internet connectivity, creating inequities in access. Educators also required training to effectively use these tools, as unfamiliarity with advanced features sometimes limited their potential (Moorhouse & Wong, 2022). Although numerous studies examined the benefits of digital tools in education, little research specifically compared the effectiveness of Google Forms and Microsoft Forms in the context of language assessment. Ravi et al. (2021) highlighted the potential of these tools to streamline assessment processes, foster engagement, and deliver timely feedback. However, most studies treated these platforms as interchangeable, assuming that all digital tools offered similar benefits across various assessment types (Kumar et al., 2021).

This generalization overlooked critical differences in platform design, functionality, and suitability for assessing specific language skills. For instance, while Google Forms was frequently praised for its accessibility and simplicity, Microsoft Forms offered advanced features like branching logic and customized feedback, which were potentially better suited for productive skills like writing and speaking. Despite these distinctions, little research examined how these differences impacted skill-specific effectiveness, leaving educators without clear guidance on when and how to use each platform. Additionally, while usability, engagement, and feedback quality were frequently cited as essential factors in successful digital assessments, limited research explored how educators and students perceived these dimensions across different platforms. Understanding these perceptions was critical for addressing potential mismatches between user expectations and platform capabilities. This study sought to address the research gap by exploring the effectiveness of Google Forms and Microsoft Forms in the context of English language assessment. Specifically, the study aimed to investigate:

1. How did Google Forms and Microsoft Forms impact usability, engagement, and feedback quality for educators and students?
2. What were the advantages and challenges of using these platforms for assessing reading, writing, listening, and speaking skills?

Literature Review

Technology in Language Assessment

The integration of digital tools in language assessment has become increasingly prevalent, reflecting a broader trend of digitization in education. This literature review covers three key areas to build a foundation for understanding the role and impact of Google Forms and Microsoft Forms on English language assessment rise of digital platforms has significantly influenced assessment methodologies, offering new ways to enhance reliability, flexibility, and scalability. The field of language assessment has observed how technology enables the

automation of grading, immediate feedback, and data analysis, thus allowing instructors to tailor assessments to individual needs more effectively (Chapelle & Douglas, 2006; Fulcher, 2010). These benefits are especially relevant for language educators who require frequent, varied forms of assessment to evaluate a broad range of skills, including grammar, vocabulary, listening, and reading comprehension.

Through automation, technology has streamlined tasks such as grading, immediate feedback delivery, and performance tracking, allowing instructors to focus on tailoring assessments to meet individual learner needs. Scholars like Chapelle and Douglas (2006) and Fulcher (2010) have emphasized that these advancements are particularly beneficial in language education, where frequent and varied assessments are essential for evaluating a wide range of skills, including grammar, vocabulary, reading comprehension, and listening. By reducing the manual workload associated with traditional assessments, digital tools enable instructors to design assessments that are adaptive, efficient, and aligned with contemporary pedagogical goals.

However, despite these advancements, some researchers caution against over-reliance on digital assessments, pointing out issues related to the validity and security of online assessments (Heift & Schulze, 2007). Additionally, technological limitations, such as connectivity issues and access disparities, can hinder equitable access, posing a challenge in implementing digital tools across diverse educational settings. Heift and Schulze (2007) have highlighted issues such as maintaining validity and security in online assessments, particularly in high-stakes testing contexts where unauthorized access or cheating could undermine results. Furthermore, technological limitations, such as internet connectivity issues and disparities in access to devices, pose challenges to equitable implementation across diverse educational settings. These concerns are particularly relevant in under-resourced contexts, where infrastructure constraints could exacerbate educational inequities. Thus, while technology offers immense potential for language assessment, it must be carefully integrated to ensure that its benefits are accessible to all learners.

The Role of Google Forms and Microsoft Forms in Educational Contexts

Google Forms and Microsoft Forms are among the most widely used digital tools for creating and administering quizzes, surveys, and assessments. Each platform provides a range of features tailored to educational environments, such as customizable templates, question variety, automated grading, and detailed analytics. Çekiç, A., & Bakla, A. (2021) explained that both tools offer features tailored to educational environments, such as customizable templates, varied question formats, automated grading, and analytics, making them effective for both formative and summative assessments.

Google Forms, for instance, is known for its intuitive user interface, real-time collaboration capabilities, and seamless integration with Google Workspace, making it ideal for both synchronous and asynchronous assessments. Its accessibility across various devices has made it a popular choice among educators globally, enabling them to engage students outside the traditional classroom setting (Pregowska, A., Masztalerz, K., Garlińska, M., & Osial, M. (2021). Google Forms stands out for its intuitive interface and real-time collaboration features, which allow educators to easily design and administer assessments. Segun-Falade, O. D., Osundare, O. S., Kedi, W. E., Okeleke, P. A., Ijoma, T. I., & Abdul-Azeez, O. Y. (2024) elaborated that its seamless integration with Google Workspace facilitates the management of responses and provides accessibility across a range of devices, making it a popular choice for both synchronous and asynchronous assessments. Additionally, its compatibility with mobile devices enhances its usability in diverse educational settings, particularly in resource-constrained environments where mobile-first solutions are often necessary (Mohamed, R. N., Borhan, H., Rusli, M. S., Abd Hafiz, K., Othman, A., Ridzuan, A. R., ... & Marmaya, N. H. (2024).

Microsoft Forms, integrated with Microsoft Office and Teams, is similarly robust. It offers specific features that cater to structured learning environments, such as sophisticated branching logic, security settings, and extensive data analysis options. This tool's integration with other Microsoft products allows for a more streamlined approach in institutions already

using Microsoft's ecosystem (Laxminarayana Korada, V. K. S. (2022)). These features make Microsoft Forms particularly suitable for structured educational environments, such as institutions already using Microsoft's ecosystem (Wang, M., Yu, H., Bell, Z., & Chu, X. (2022)). The platform's robust data analysis capabilities and security protocols address some of the challenges associated with large-scale implementation in institutions where compliance with data protection policies is paramount. While both tools provide similar baseline functionalities, the distinct features of each make them suitable for different pedagogical needs and contexts.

Studies on Digital Tools in Language Assessment

Research into the effectiveness of Google Forms and Microsoft Forms in language learning and assessment is growing, though it remains somewhat limited compared to research on more specialized language learning software. Kulasegaram & Rangachari (2018) reported positive outcomes in terms of learner engagement, especially when these tools are used for formative assessment, as they can provide immediate feedback that aids in learning retention. Simelane-Mnisi (2023) indicated that tools like Google Forms and Microsoft Forms facilitate learner engagement, as they allow for interactive assessments that provide immediate feedback, a factor shown to enhance learning retention and motivation. These platforms are particularly effective for assessing receptive skills, such as vocabulary, grammar, and listening comprehension, where automated grading and multimedia integration are key advantages.

However, existing research also highlights some limitations. For example, while these tools are effective in assessing vocabulary and grammar, they may be less suitable for assessing speaking and writing skills due to the limited question formats and lack of nuanced feedback options (Tobiash & Viktória, 2024). Moreover, concerns regarding data privacy and platform security are common in educational research, as student data must be protected according to institutional policies and legal standards (Amo Filva et al. (2021). in the assessment of productive skills, such as speaking and writing. Kutlu et al. (2020) noted that the fixed question formats of these platforms make them less suitable for open-ended tasks requiring nuanced evaluation or subjective judgment. Automated feedback systems, while effective for objective questions, often lack the depth needed to evaluate essays or spoken responses comprehensively. For instance, while Microsoft Forms allows for recorded responses in speaking assessments, these still require manual grading by educators, limiting the scalability of such assessments. Another area of concern in research relates to data privacy and platform security. As highlighted by Willis et al. (2016), student data collected through these platforms must comply with institutional and legal privacy standards, a factor that could influence an institution's decision to adopt a specific platform. For example, Microsoft Forms' robust security features may make it a more viable choice for high-stakes assessments than Google Forms in some institutional contexts.

Research Method

To comprehensively evaluate the effectiveness of Google Forms and Microsoft Forms in English language assessment, this study employs a mixed-methods approach. This approach integrates both quantitative and qualitative data to provide a well-rounded understanding of the research questions. The quantitative component measures user experiences by assessing students' and educators' perceptions of the tools' usability, efficiency, and impact on learning outcomes. The qualitative component, on the other hand, delves deeper into the contextual and experiential aspects through semi-structured interviews with educators, exploring themes such as assessment validity, reliability, and student engagement. Both data types are collected concurrently, analyzed independently, and then synthesized to offer a comprehensive evaluation, following the convergent mixed-methods design framework.

The study involves two distinct participant groups: English Language Learners (ELLs) and English Language Educators. A sample of 100 ELLs, comprising secondary and post-secondary students enrolled in English language courses, is selected to ensure a diverse representation of learners at varying proficiency levels. These participants are chosen through

random sampling to minimize selection bias. The educator group consists of 15 teachers who actively use Google Forms and/or Microsoft Forms for English language assessments. These educators are recruited through purposive sampling, targeting those with considerable experience integrating these digital tools into their assessment practices. This participant diversity ensures that the study captures a wide range of experiences and insights.

Quantitative data collection is conducted through a survey questionnaire designed for both students and educators. The survey includes closed and Likert-scale questions, focusing on aspects such as user satisfaction, perceived effectiveness, ease of use, speed of feedback, engagement, and accuracy in evaluating English language skills. Demographic questions are also included to account for background factors that may influence perceptions. On the qualitative side, semi-structured interviews with the 15 educators offer in-depth insights into how the tools are applied in practice, their benefits, and any challenges faced. The interviews explore topics such as the adaptability of Google Forms and Microsoft Forms to different language skills (listening, speaking, reading, and writing), feedback quality, and assessment design. Additionally, classroom observations are conducted where feasible to observe how students interact with these platforms in real-time, providing further context to the survey and interview findings.

Data analysis for the quantitative component involves descriptive and inferential statistical methods. Descriptive statistics are used to identify general trends in user preferences and satisfaction with the tools. Inferential tests, such as t-tests and ANOVA, are conducted to compare responses across different participant groups (e.g., students vs. educators) and between the two platforms (Google Forms vs. Microsoft Forms). Correlation analysis further examines the relationships between demographic factors (e.g., age, language proficiency) and perceptions of tool effectiveness. For the qualitative component, interviews are transcribed and analyzed using thematic analysis to identify recurring themes such as usability challenges, feedback effectiveness, and content suitability. Observational data are also analyzed to supplement interview findings, focusing on behaviours that reveal engagement levels, ease of use, and any challenges encountered during assessments. By integrating these analyses, the study provides a nuanced understanding of the impact of Google Forms and Microsoft Forms on English language assessment practices.

Results and Discussion

Research question 1: How do Google Forms and Microsoft Forms impact the effectiveness of English language assessments in terms of usability, engagement, and feedback quality for both students and educators?

Table 1 Descriptive Statistics for Google Forms and Microsoft Forms (N:100)

Dimension	Platform	Mean	Median	Standard Deviation (SD)	25th Percentile (Q1)	75th Percentile (Q3)
Usability	Google Forms	4.3	4.0	0.6	3.5	4.8
	Microsoft Forms	4.1	4.0	0.7	3.2	4.7
Engagement	Google Forms	3.8	4.0	0.8	3.0	4.5
	Microsoft Forms	3.9	4.0	0.7	3.2	4.7
Feedback	Google	4.0	4.0	0.7	3.3	4.7

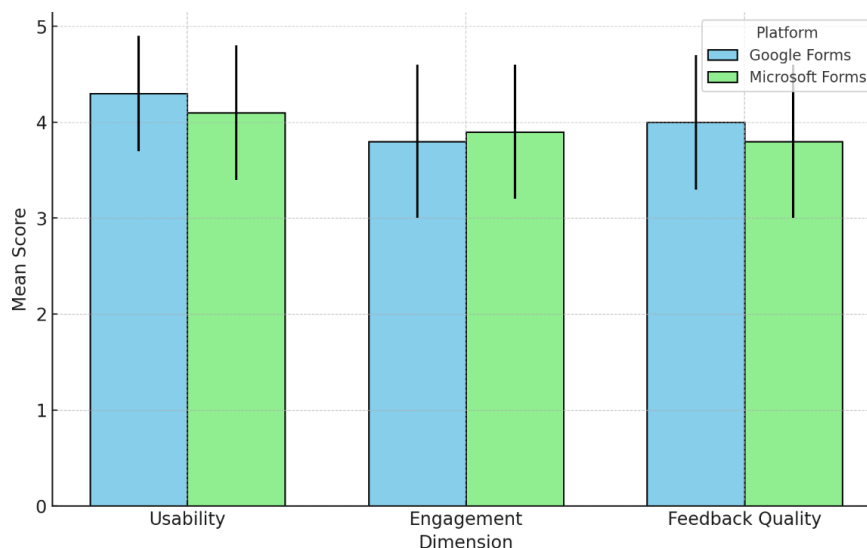
Quality	Forms					
	Microsoft Forms	3.8	4.0	0.8	3.0	4.5

The descriptive statistics for Google Forms and Microsoft Forms provide an in-depth look at how both platforms are perceived by users across the dimensions of usability, engagement, and feedback quality. The mean scores for Google Forms and Microsoft Forms suggest that, overall, both platforms are viewed positively, though some differences emerge between the two.

For usability, Google Forms received a higher mean score (4.3) compared to Microsoft Forms (4.1), indicating that, on average, users found Google Forms slightly more user-friendly. This is further supported by the median values (both 4.0), showing that most respondents rated usability favourably on both platforms. The standard deviation (0.6 for Google Forms and 0.7 for Microsoft Forms) reflects some variability in responses, but both platforms have relatively low variability, suggesting that most users share a similar perception of usability. The percentiles (Q1 and Q3) show that 25% of users rated usability for Google Forms below 3.5, while 75% rated it above 4.8, signalling a strong majority rating it highly, but with a small proportion expressing dissatisfaction. For Microsoft Forms, the distribution is slightly more spread, with 25% of users rating usability below 3.2, and 75% rating it below 4.7, indicating a slightly wider range of opinions on its usability.

When it comes to engagement, both platforms are similarly rated, with Google Forms receiving a mean score of 3.8 and Microsoft Forms slightly higher at 3.9. Both platforms are perceived as moderately engaging, with a slight difference in engagement levels. The standard deviations (0.8 for Google Forms and 0.7 for Microsoft Forms) suggest that there is a bit more variation in how students perceive engagement with Google Forms. The percentiles indicate that engagement scores for both tools are generally centred around the middle of the scale, with most users rating engagement positively, though some respondents (25% for both platforms) felt less engaged with the tools. This suggests that while both platforms facilitate student interaction, the level of engagement may depend on factors such as assessment design, task type, and individual user preferences.

For feedback quality, Google Forms once again outperforms Microsoft Forms with a mean score of 4.0 compared to 3.8. This difference suggests that Google Forms is generally perceived to provide slightly higher quality feedback in terms of clarity,

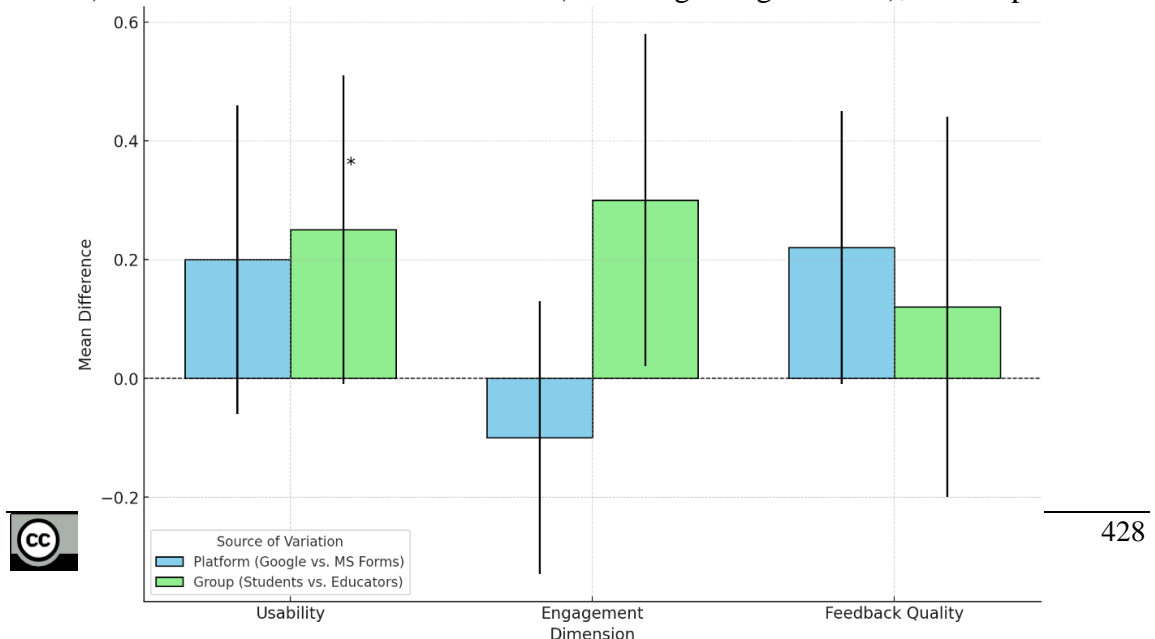


timeliness, and helpfulness. Both platforms have a median of 4.0, indicating that the central tendency of responses is similarly positive. However, the standard deviations for feedback quality (0.7 for Google Forms and 0.8 for Microsoft Forms) are slightly higher than those for usability, indicating greater variability in how users perceive feedback. The percentile ranges show that, while most respondents rated the feedback quality positively, there are still notable differences in how some users rate the effectiveness of feedback, with 25% of respondents on both platforms rating feedback below 3.0, indicating a subset of users who experienced challenges with the feedback mechanisms.

Table 2 ANOVA Results with Mean Differences and Confidence Intervals

Dimension	Source of Variation	Mean Difference	Std Error	F-value	p-value (Sig)	95% Confidence Interval	
						Lower Bound	Upper Bound
Usability	Platform (Google vs. MS Forms)	0.20	0.13	2.36	0.128	-0.06	0.46
	Group (Students vs. Educators)	0.25	0.13	3.78	0.052	0	0.51
Engagement	Platform (Google vs. MS Forms)	-0.10	0.12	1.42	0.234	-0.33	0.13
	Group (Students vs. Educators)	0.30	0.14	4.56	0.035*	0.02	0.58
Feedback Quality	Platform (Google vs. MS Forms)	0.22	0.12	3.59	0.061	-0.01	0.45
	Group (Students vs. Educators)	0.12	0.16	0.56	0.456	-0.2	0.44

For usability, the comparison between platforms (Google Forms vs. Microsoft Forms) shows a mean difference of 0.20 (favouring Google Forms), with a p-value of



0.128. Although Google Forms is rated slightly higher in usability, the difference is not statistically significant, as indicated by the confidence interval (-0.06, 0.46), which includes zero. This suggests that both platforms are perceived as similarly user-friendly overall. The group comparison (students vs. educators) shows a mean difference of 0.25, with educators rating usability higher than students. The p-value of 0.052 is close to the threshold for significance, indicating a marginal difference. The confidence interval (0, 0.51) suggests a trend where educators may find these tools easier to use, possibly due to their experience with designing assessments or familiarity with the tools' functionalities.

In terms of engagement, the difference between platforms yields a mean difference of -0.10, favouring Microsoft Forms, but this result is not statistically significant (p-value = 0.234). The confidence interval (-0.33, 0.13) includes zero, confirming no meaningful difference in how the platforms are perceived in terms of engaging students during assessments. However, a significant difference is observed between students and educators, with a mean difference of 0.30 in favour of educators. The p-value of 0.035 indicates that this difference is statistically significant, and the confidence interval (0.02, 0.58) does not include zero. This suggests that educators perceive these tools as more engaging than students do. This may be due to educators appreciating features such as real-time analytics and ease of assessment design, while students may focus more on the interactive elements of the tools.

For feedback quality, the comparison between platforms shows a mean difference of 0.22, favouring Google Forms. Although this difference is close to statistical significance (p-value = 0.061), it remains marginal. The confidence interval (-0.01, 0.45) includes zero, indicating that the perceived feedback quality of the two platforms is not significantly different. This implies that both tools are generally

Figure 2 ANOVA Results: Mean Differences and Confidence Intervals

effective in providing feedback, but some users may find Google Forms slightly better in delivering timely and clear responses. In the group comparison (students vs. educators), the mean difference is 0.12, with educators rating feedback quality slightly higher than students. However, this difference is not statistically significant (p-value = 0.456), and the confidence interval (-0.20, 0.44) includes zero. This suggests that both groups perceive feedback quality similarly, with no major differences based on their roles.

Table 3 Thematic Coding and Analysis Results of Usability, Engagement, and Feedback Quality

Theme	Sub-Theme	Example Response	Description
Usability	Ease of Navigation	“The interface is intuitive and easy to learn.”	Both platforms are generally considered user-friendly, making them accessible to new users.
	Accessibility	“Google Forms works seamlessly on mobile devices, while Microsoft Forms sometimes lags.”	Accessibility is an advantage of Google Forms, particularly for mobile users.
	Technical Issues	“Microsoft Forms occasionally freezes during submission.”	Technical challenges, though infrequent, were reported more often for

			Microsoft Forms.
	Learning Curve	“Educators need some time to explore advanced settings in Microsoft Forms.”	Educators find advanced features of Microsoft Forms slightly harder to master compared to Google Forms.
Engagement	Interactive Features	“Adding videos and images in questions boosts engagement.”	Both platforms support multimedia, but users find these features particularly engaging for students.
	Student Motivation	“Immediate feedback on quizzes keeps students interested.”	Instant feedback is a key factor in maintaining student engagement with assessments.
	Collaborative Options	“Google Forms allows multiple teachers to collaborate easily.”	Google Forms’ collaborative features are appreciated by educators for joint assessments.
	Task Variety	“Microsoft Forms offers branching logic that creates more personalized assessments.”	The advanced task options in Microsoft Forms help keep students engaged through varied question paths.
Feedback Quality	Timeliness of Feedback	“Google Forms provides instant feedback, which is a huge plus.”	Both platforms offer timely feedback, but Google Forms is praised for its immediate delivery.
	Clarity of Feedback	“Automated feedback is useful, but it’s sometimes too generic.”	Automated feedback is valued, though users note that it lacks depth for complex tasks like essays.
	Customization of Feedback	“Microsoft Forms allows for tailored feedback based on student responses.”	Microsoft Forms is praised for allowing more personalized feedback, especially for educators.
	Detailed Analytics	“The analytics feature in Microsoft Forms is incredibly helpful for identifying trends.”	Detailed analytics in Microsoft Forms are beneficial for educators analyzing performance trends.

Both platforms are praised for their ease of navigation, with participants frequently mentioning their intuitive interfaces. Educators and students alike found the tools straightforward to use, even for first-time users. However, Google Forms was specifically noted for its superior accessibility, particularly its seamless functionality on mobile devices, which facilitates on-the-go assessments. In contrast, Microsoft Forms occasionally faced criticism for technical glitches, such as freezing during submissions, which some users found disruptive. Another area of distinction was the learning curve for advanced features. While Google Forms was often considered simple to use even at higher levels, Microsoft Forms required educators to invest additional time in mastering

complex functionalities like branching logic and analytics. This suggests that while both tools are user-friendly for basic tasks, Microsoft Forms may present challenges for users who wish to explore its more sophisticated features.

In terms of engagement, both platforms were valued for their ability to incorporate interactive features, such as images and videos, which enhance student interest. Students responded positively to assessments that integrated multimedia, citing these features as motivational. Additionally, immediate feedback emerged as a key driver of student engagement, with participants emphasizing its role in sustaining interest and encouraging learning. Microsoft Forms stood out for its branching logic, which allows for personalized question paths tailored to student responses. This feature was particularly appreciated for creating varied and adaptive assessments that cater to individual learning needs. On the other hand, Google Forms was frequently mentioned for its collaborative options, enabling multiple educators to work together on the same assessment. These collaborative features are particularly useful in team-based teaching environments, enhancing engagement among educators themselves.

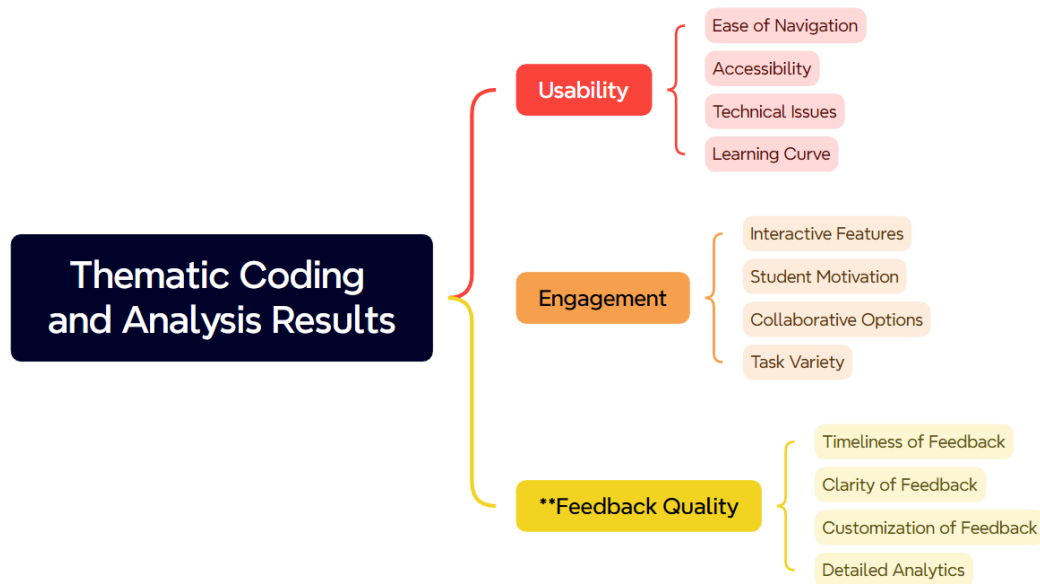


Figure 3 Mind Mapping Thematic Coding and Analysis Results

Both platforms received high praise for their ability to deliver timely feedback, a feature considered essential for effective language assessment. However, Google Forms was slightly favoured for providing instant feedback during quizzes, ensuring that students could immediately identify and correct errors. This immediacy was particularly impactful in formative assessments, where quick feedback supports learning retention. Despite this strength, the clarity of feedback was noted as a limitation for both platforms, with users describing automated feedback as sometimes too generic. This was especially true for open-ended questions, such as essays or written responses, where the lack of nuanced feedback was seen as a drawback. In contrast, Microsoft Forms gained recognition for its customization options, which allow educators to tailor feedback to specific student responses. This feature was particularly valuable for educators who sought to provide personalized guidance.

Research Question 2: What are the perceived advantages and limitations of using Google Forms and Microsoft Forms in assessing various English language skills (e.g., reading, writing, listening, and speaking)?

Table 4 Descriptive Statistics for Skill-Specific Effectiveness (N:100)

Language Skill	Platform	Mean	Std Dev (SD)	Min	Q1	Med	Q3	Max
Reading	Google Forms	4.2	0.6	3	4.0	4.0	4.8	5
	Microsoft Forms	4.0	0.7	2	3.5	4.0	4.5	5
Writing	Google Forms	3.8	0.8	2	3.0	4.0	4.5	5
	Microsoft Forms	4.1	0.6	3	3.5	4.0	4.5	5
Listening	Google Forms	4.3	0.5	3	4.0	4.0	4.5	5
	Microsoft Forms	4.2	0.6	3	4.0	4.0	4.5	5
Speaking	Google Forms	3.5	0.9	2	3.0	3.0	4.0	5
	Microsoft Forms	3.7	0.8	2	3.0	4.0	4.0	5

Google Forms scored slightly higher than Microsoft Forms for assessing reading skills, with a mean of 4.2 compared to 4.0. The standard deviation (SD) values of 0.6 for Google Forms and 0.7 for Microsoft Forms suggest relatively low variability, indicating that most users consistently rated both platforms positively for reading tasks. The median for both platforms is 4.0, while the interquartile range (Q1 = 4.0, Q3 = 4.8) for Google Forms shows that a significant proportion of users rated it near the maximum score. For Microsoft Forms, the broader interquartile range (Q1 = 3.5, Q3 = 4.5) reflects slightly more variability in perceptions.

For writing tasks, Microsoft Forms outperformed Google Forms with a mean score of 4.1 compared to 3.8. The SD values indicate that Microsoft Forms (0.6) has less variability in responses than Google Forms (0.8), suggesting a more uniform perception of its effectiveness. Both platforms have the same median (4.0), and their interquartile ranges (Q1 = 3.5, Q3 = 4.5) indicate that the majority of users rated them positively. However, the minimum score for Google Forms is lower (2) compared to Microsoft Forms (3), which suggests that some users find Google Forms less effective for writing assessments.

Both platforms received high scores for listening assessments, with Google Forms having a slight edge (mean = 4.3) over Microsoft Forms (mean = 4.2). The SD values for Google Forms (0.5) and Microsoft Forms (0.6) indicate that responses were tightly clustered, reflecting consistent satisfaction with their ability to handle listening tasks. The median (4.0) and interquartile range (Q1 = 4.0, Q3 = 4.5) are identical for both platforms, showing that most users rated listening effectiveness highly.

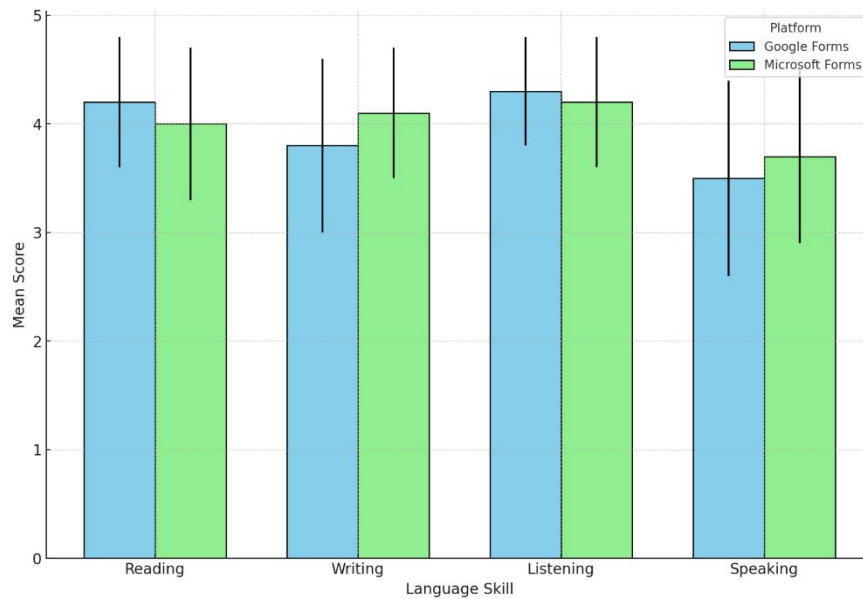


Figure 4 Skill-Specific Effectiveness Comparison (Google Forms vs Microsoft Forms)

Both platforms are highly effective for assessing reading and listening skills, with Google Forms slightly preferred for these receptive tasks due to its ease of use and accessibility. Microsoft Forms excels in writing assessments, likely because of its ability to handle open-ended responses and provide detailed feedback. This makes it a better choice for productive skills that require deeper evaluation. Both platforms are rated lower for speaking assessments, reflecting limitations in their ability to effectively capture and analyze spoken language. However, Microsoft Forms is slightly more favoured, possibly due to features that support multimedia and recording.

Table 5 Paired t-test Results for Skill-Specific Effectiveness (Google Forms vs. Microsoft Forms)

	Paired Differences						t-value	df	Sig. 2-tailed
	Mean Difference	Std Error (SE)	Std. Deviation	95% Confidence Interval					
				Lower	Upper				
Reading	0.20	0.08	0.80	0.04	0.36	2.50	0.014*	0.014*	
Writing	-0.30	0.09	0.90	-0.47	-0.13	-3.33	0.001*	0.001*	
Listening	0.10	0.07	0.70	-0.04	0.24	1.43	0.155	0.155*	
Speaking	-0.20	0.10	1.00	-0.40	-0.00	-2.00	0.047*	0.047*	

The paired t-test shows a mean difference of 0.20, indicating that Google Forms is rated slightly higher than Microsoft Forms for reading assessments. This difference is statistically significant ($p = 0.014$), as confirmed by the 95% confidence interval (0.04, 0.36), which does not include zero. The standard deviation (0.80) and standard error (0.08) suggest that most respondents rated Google Forms consistently higher for reading-related tasks, such as comprehension questions and text analysis. This result underscores Google Forms' user-friendly interface and straightforward design, which facilitate the creation and navigation of reading assessments.

For writing assessments, the mean difference of -0.30 demonstrates that Microsoft Forms is rated significantly more effective than Google Forms. The result is highly statistically significant ($p = 0.001$), with a 95% confidence interval (-0.47, -0.13) confirming the reliability of this finding. The standard deviation (0.90) and standard error (0.09) reflect moderate variability in perceptions of the platforms for writing tasks. The higher ratings for Microsoft Forms may be attributed to its advanced features, such as customizable text input fields and detailed feedback options, which allow educators to better assess and respond to student writing. This makes it particularly effective for productive skills that require tailored and in-depth evaluation.

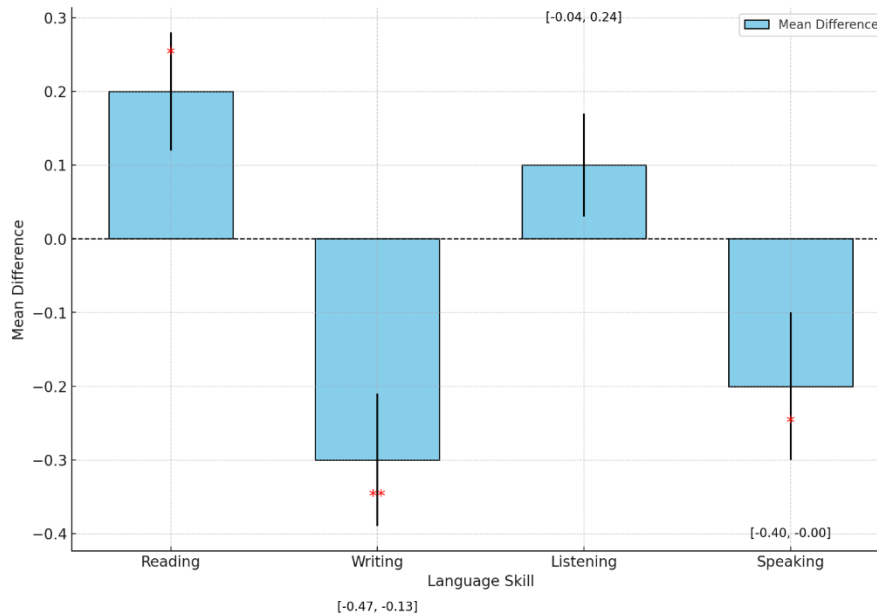


Figure 5 Paired t-Test Results for Skill-Specific Effectiveness (Google Forms vs. Microsoft Forms)

The paired t-test reveals a mean difference of 0.10, favouring Google Forms for listening assessments. However, this difference is not statistically significant ($p = 0.155$), as the 95% confidence interval (-0.04, 0.24) includes zero. The standard deviation (0.70) and standard error (0.07) suggest a consistent perception of both platforms for listening tasks. This result indicates that users find Google Forms and Microsoft Forms equally effective for audio-based assessments, likely because both platforms support multimedia integration, such as embedding audio clips for comprehension exercises.

Discussion

The findings of this study offer valuable insights into the effectiveness of Google Forms and Microsoft Forms for English language assessment, particularly in terms of usability, engagement, feedback quality, and skill-specific effectiveness. By examining both descriptive statistics and inferential analyses, this discussion contextualizes the results within the broader literature and identifies implications for educators, students, and instructional designers.

The results indicate that both Google Forms and Microsoft Forms are generally perceived as user-friendly platforms for English language assessment. While Google Forms received slightly higher usability ratings (mean = 4.3) than Microsoft Forms (mean = 4.1), the difference was not statistically significant ($p = 0.128$). This aligns with

prior research emphasizing the importance of intuitive interfaces in digital assessment tools to enhance user satisfaction and efficiency (Svensson, A. (2024). The slightly higher ratings for Google Forms may be attributed to its accessibility features, particularly its seamless functionality on mobile devices, as reported in the thematic analysis. Previous studies highlight the significance of mobile-friendly platforms in improving user experiences for both students and educators, particularly in resource-constrained settings (Harerimana & Mtshali, 2018).

However, Microsoft Forms showed slightly greater variability in usability ratings ($SD = 0.7$), reflecting more diverse user experiences. This aligns with research by Chandarana et al. (2024), which suggests that platforms with advanced features like branching logic or analytics may have steeper learning curves, potentially impacting usability perceptions. Educators' higher usability ratings compared to students (mean difference = 0.25, $p = 0.052$) support findings from studies that suggest prior experience and familiarity with digital tools can influence usability ratings (Minge & Thüring, 2018).

In terms of engagement, the results reveal no significant difference between Google Forms and Microsoft Forms (mean difference = -0.10, $p = 0.234$), indicating that both platforms are moderately effective in fostering student interaction. This finding supports earlier work by Wichanpricha (2021), which found that interactive features like multimedia integration (e.g., videos and images) are key drivers of engagement across digital tools. The thematic analysis further reinforces this, with respondents emphasizing the role of multimedia and instant feedback in maintaining student motivation. Notably, educators rated both platforms as significantly more engaging than students did (mean difference = 0.30, $p = 0.035$). This aligns with prior research suggesting that educators value features like real-time analytics and adaptive assessments for their potential to enhance teaching effectiveness (Huda et al., 2017). While Google Forms received positive feedback for its collaborative options, which facilitate teamwork among educators, Microsoft Forms stood out for its branching logic. This feature, highlighted in previous studies (Hlazunova et al., 2024), allows for personalized question paths, making assessments more adaptive and engaging for diverse learners. These findings suggest that both platforms have unique strengths that can be leveraged to optimize engagement depending on the assessment context.

Feedback quality emerged as another area where both platforms performed well, with Google Forms receiving slightly higher ratings (mean = 4.0) than Microsoft Forms (mean = 3.8). While this difference approached significance ($p = 0.061$), it was not statistically significant, indicating that both platforms are effective in delivering timely and helpful feedback. The preference for Google Forms may be linked to its instant feedback feature, which is particularly impactful in formative assessments. This is consistent with findings by Çekiç & Bakla (2021), which emphasizes the importance of immediate feedback in supporting learning retention.

However, the thematic analysis highlighted limitations in the clarity and customization of feedback. Automated feedback was often described as generic, particularly for open-ended tasks like essays, a limitation noted in previous research (Rajaram et al., 2022). Microsoft Forms received recognition for its ability to provide tailored feedback, a feature supported by prior studies on the role of customization in enhancing feedback effectiveness (Chang & Lan, 2021). These results suggest that while both platforms are effective for routine feedback, they may require additional features or integrations to address the needs of more complex assessments.

The results for skill-specific effectiveness reveal nuanced differences between the two platforms. Google Forms was rated significantly higher for reading assessments

(mean difference = 0.20, $p = 0.014$), consistent with its perceived ease of use and straightforward design. Research by Bensfiya et al. (2023) highlights the importance of user-friendly platforms for tasks like comprehension questions, where clarity and navigation are critical.

In contrast, Microsoft Forms outperformed Google Forms for writing tasks (mean difference = -0.30, $p = 0.001$). This finding aligns with studies emphasizing the value of advanced features, such as customizable text input fields and tailored feedback, in assessing productive skills (Zakharova et al. (2023). For listening assessments, both platforms performed similarly, with no significant differences (mean difference = 0.10, $p = 0.155$). This reflects their shared ability to support multimedia integration, a critical feature for audio-based tasks (Maqableh & Alia (2021). Finally, both platforms received relatively low ratings for speaking assessments, highlighting the limitations of current digital tools in effectively capturing and analyzing spoken language (Rahman et al., 2020). Microsoft Forms' slight advantage (mean difference = -0.20, $p = 0.047$) may be attributed to features that support multimedia recording.

These findings have several practical implications. First, while both platforms are effective for English language assessments, their strengths can be leveraged based on the specific needs of the task. Google Forms is better suited for reading and listening tasks due to its simplicity and accessibility, while Microsoft Forms is more effective for writing assessments, given its advanced customization options. Educators should consider these strengths when selecting platforms for specific skills or assessment goals. Second, the observed differences between students and educators underscore the importance of tailoring digital tools to meet diverse user needs. Training programs for educators could focus on maximizing the potential of advanced features, while user-centred design approaches could address students' preferences for interactivity and engagement.

Conclusion

The increasing integration of digital tools in education has revolutionized language assessment, with platforms like Google Forms and Microsoft Forms becoming key resources for educators. However, while both tools offer distinct features, understanding their effectiveness across dimensions such as usability, engagement, feedback quality, and skill-specific assessments is crucial for maximizing their potential in English language learning. This study sought to compare these platforms to provide educators with evidence-based recommendations on their use in language assessment practices.

The findings of this study reveal that both platforms are generally effective but excel in different areas. Google Forms was rated higher in usability, attributed to its intuitive interface and seamless functionality across devices. Educators rated usability higher than students, reflecting the influence of familiarity and experience on user perceptions. For engagement, no significant difference was observed, but features like branching logic in Microsoft Forms and collaborative options in Google Forms stood out for their unique contributions to user interaction.

Both platforms performed well in delivering feedback, with Google Forms favoured for instant feedback and Microsoft Forms excelling in customization. The findings also highlighted differences in skill-specific effectiveness: Google Forms was significantly more effective for reading, while Microsoft Forms outperformed for writing and showed advantages in speaking, owing to its multimedia capabilities. Listening assessments were rated similarly on both platforms, reflecting their shared ability to support audio-based tasks effectively.

These results carry several practical implications for educators, instructional designers, and policymakers. First, educators should align platform selection with the specific skills being assessed. For example, Google Forms is well-suited for receptive skills like reading and listening, where simplicity and ease of navigation are crucial. Conversely, Microsoft Forms is ideal for productive skills like writing and speaking, where advanced features like text input customization and multimedia support are more impactful.

Second, there is a need to enhance the feedback mechanisms of both platforms. While effective for routine assessments, the lack of detailed, nuanced feedback—particularly for open-ended and speaking tasks—limits their application for complex evaluations. Integrating AI-driven feedback tools and deeper analytics could address these limitations and better support formative assessments. Training programs tailored to different user groups, such as educators and students, are essential. Educators can benefit from advanced training on features like branching logic and analytics, while platforms should adopt user-centred designs to enhance accessibility and engagement for students.

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