

The use of modern scientific applications and their relationship to teaching the Arabic language among academics. Google applications as an example

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Abstract

In this research, the effectiveness of various Google educational applications in teaching the Arabic language specialty was studied to develop the skills of academics by identifying the level of use of Google applications in education in teaching the Arabic language and identifying the level of skills of academics in society. This study was applied at the universities of Baghdad, Al-Mustansiriya, and Iraqi . The sample included 100 academics. The descriptive approach was used in this study. A questionnaire was designed as a tool for conducting research. It included two axes. The first was about using Google applications in education and included 8 statements. The second axis dealt with questions about academics' skills in teaching. It included 7 questions, and statistical methods were used to analyze the data. It was found that there was a statistically significant relationship to the use of Google applications in education on developing the skills of academics in teaching the Arabic language. The study recommended the necessity of developing the infrastructure of educational institutions and training academics on an ongoing and permanent basis to keep pace with ongoing developments and updates in educational applications. digital.

Keywords: Google Apps, Arabic language, Academics, Skills

1. Introduction

The rapid developments that have occurred in the field of technology have imposed themselves on all areas of life, especially the educational sector. Today, interest in learning using technological applications has increased, especially after exposure to the Corona pandemic in 2019 (Al-Jundi, 2022)

The Internet has added new and modern concepts in the educational field, such as the virtual classroom, e-learning, the use of mobile phones and computers in learning, etc., and this is what prompted many educational institutions to develop their teaching methods (Al-Najjar, 2019).

Learning through digital applications is considered one of the most important methods that give freedom and sufficient space for interaction between the student, teacher, and colleagues at various times and from any place, unlike traditional learning methods (Al-Yousifi, 2015).

Learning using digital applications is an organized process that aims to achieve educational production through technological methods that provide sound, image, and interaction between the recipient and the content provided (Basilaia 2022).

Google offers integrated programs and applications in the field of e-learning, including Google Classroom , Google docs , Google Translate , and other applications. They are free on the Internet and are used in educational fields aimed at simplifying the completion of tasks and distributing them electronically. The main purpose of Google applications is to simplify the file exchange process between the teacher and his students. Google offers dozens of free services that are used in institutes, schools, and universities. YouTube is also used by about 400 universities around the world, which record lectures visually and upload the lectures to students via this platform (Al-Najjar, 2019).

Today, in the electronic age, teachers are required to possess many modern and multiple skills to use digital applications in light of the increasing need to use technology represented by educational websites and applications as an easy way to exchange knowledge and ideas and meet educational needs and requirements in light of the technological revolution (Abdul Hakim, 2022).

Previous studies:

(Al-Rawahneh, 2022) The aim of the research is to investigate the training requirements necessary to develop teachers' skills in distance e-learning through training programs on both Google and Microsoft applications. The study sample included 31 male and female teachers from the city of Madaba. The researcher divided her sample into two groups and applied pre- and post-tests as a tool for the study. The results showed that there was an important impact of Google and Microsoft applications on developing e-learning skills and recommended that attention be paid to determining training requirements for teachers in the field of e-learning.

(Al-Ashqar, 2021) studied the impact of applying the SAMR model on teaching the science curriculum through Google Classroom to develop female student teachers' deep understanding and

acceptance of technology in education. The sample included 90 female students and the results showed that teaching the curriculum using the SAMR model via Google applications contributes to developing understanding and enhancing technology acceptance. Among female students in the studied community.

(Ibrahim, 2019) The research aimed to identify the effectiveness of Google educational applications in developing the competence of student teachers and their electronic skills. The sample included 20 students. The researcher used a quasi-experimental methodology and used Google applications as a tool to implement the study in addition to achievement tests to measure the cognitive aspects of skills. The results showed the presence of statistically significant differences. Between the pre- and post-measurement scores on the scale used to measure self-efficacy. The results showed the effectiveness of Google applications in developing students' self-efficacy.

(Shaheen, 2019) identified the necessary skills needed to use Google applications in vocational education for supervisors and teachers. The researcher used two questionnaires, one containing a list of Google applications and the other related to skills specific to Google applications. The results showed that the availability of the necessary skills for using Google applications in vocational education was moderate and weak, and it was proven that The researcher found that there were no differences among the sample members with regard to the demographic variables of the sample studied.

(Jadallah, 2022) The researcher's goal is to identify the role that professional digital development plays in enhancing the performance of academic teachers. He used a descriptive methodology, and the researcher concluded that attention must be given to establishing and securing the foundations of digital development for teachers and overcoming the difficulties in applying it.

(According, 2021) The study aimed to explore the effectiveness of using programs based on Google educational applications in teaching geography and enhancing research and learning skills. The sample included 80 female students, and the researcher divided it into two control groups containing 40 female students and experimental groups containing 40 female students. The results showed that there were statistically significant differences between the average The scores between the two groups in the post-test in geography learning skills are in favor of the "experimental group".

Syakur (2020) This study aimed to determine the effectiveness of implementing education through teaching methods in the Covid -19 period. Online education is one of the technologies used in blended learning. All academics at the higher education institution participate in teaching through blended learning. This research was carried out through a two-cycle experiment, the data results were compared with the learning implementation cycle. The results of the study showed a description of blended learning, Google Classroom as an alternative process for teaching English , and Google Classroom as a process for teaching blended learning. The results of the first cycle are on average lower than the results of the second cycle in terms of learning (69 to 100 percent), in terms of active student (27 to 100 percent), achievements (89 to 96 percent), learning process (70 to 100 percent), and full score (25 to 86 percent), the researcher found that using Google Classroom helps improve the average achievement of students in English language education departments.

(Brand, 2019) This research aimed to study the impact of Google applications with a group of students. The researcher used two questionnaires before and after applying (Google Classroom) as an educational platform to assist students during the learning process of the course. The research aimed to reveal students' use of information and communication technology to practice their writing skill outside the classroom and to analyze the impact of Google Classroom on developing students' writing skill outside the school environment. The results revealed that using this platform brings benefits that allow students and teachers to facilitate the process of teaching and learning writing. Students also expressed that they practice their writing primarily for academic and non-academic purposes.

Theoretical framework of the research:

- Applications Google Education :

The concept of digital learning is comprehensive and broad and has several aspects in teaching. It includes learning via networks, including official and informal assignments and tasks based on interaction with teachers through educational technology and the use of the Internet. The use of the Internet, computers and their various applications has spread greatly in recent years, and these applications have been mixed with life. Daily in various fields, especially educational (Tohme, 2019).

Google Educational Applications are known as a group of programs provided by Google for free to educational institutions and include the following applications:

- Google Drive. (Drive).

Which represents document synchronization and cloud storage , where the user stores personal files or folders containing various visual, audio, and read documents and shares them with others, in addition to the ability to add comments and interact with them. This service provides 15 GB of storage space (Soliman, 2016).

- Google Docs .

It allows you to convert any Word document to a Google Doc, format it, and archive its revisions, and it can be downloaded to your computer. Through this service, cooperation and sharing with others takes place and does not require any external intermediary to store files.

- Google translate app :

Google offers free translation between languages for sentences and files and provides more than 70 languages, including Arabic. It provides the advantage of formulating and coordinating sentences in a correct linguistic manner (Talaba, 2016).

- Google sites :

It supports the design of a digital page, whether in Arabic or other languages, and converts the language of instructions to the desired language in the control panel to simplify understanding the options to be used. It allows uploading files with a size of up to more than one hundred megabytes and allows the participant to participate in the designed site (Al-Moumin, 2017)

- Google slides :

It allows the creation of presentations on any electronic device and is linked to cloud storage if the user wishes to modify the presentation without the need for a specific device, as the presentations can be accessed from any device through the user's account (Al-Najjar, 2019).

- Google meet :

It is one of the services that use the distance learning process. Teachers can talk to their students through audio and video lectures, in addition to chats and direct interaction. Through this application, students' computer screens and files can be shared with their teachers (Talaba, 2016).

- Google Classroom :Google-Classroom

It is a free application affiliated with Google. The teacher can prepare an entire classroom virtually in a matter of minutes, creating free educational content for students. It is easy to use and can be used through a mobile phone, and thus it can be accessed at any time and place (Hassab, 2021).

And other applications that can be accessed directly via the Internet, in addition to the possibility of storing them through a cloud storage service (Zaytoun, 2022).

(Mohamed, 2021) defined them as tools that provide key services to help complete work, and they are effective methods that are used in building learning environments based on participation and cooperation.

Advantages of using Google applications in education:

(Zaytoun, 2022) mentioned a group of advantages that prompt the use of Google applications in education:

1-Cooperation and sharing:

Through Google applications, which modified the concepts of the learning environment to be based on interaction between the teacher and his students and between students, forming teams and groups, sharing files, and exchanging knowledge through these applications.

2-Simplicity in use:

These applications provide simplified and easy use and operate through a simple interface, and updates and extensions can be added to them as desired.

3- Quick access and synchronization:

The user can access documents at any time via various devices from anywhere, whether computers, mobile phones, tablets, etc. These applications feature the ability to edit and return to saved files at any time.

(Mohamed, 2021) added the following advantages to it:

1-Protection and security of user data.

2- Raising the learner's personal skills.

3- These applications do not require installation and installation on computer devices because they work via the Internet.

Skills:

It represents performance and learning the individual to perform something simply and efficiently, in a way that shortens time and mental or motor effort. It also represents simple performance based on realizing what the individual learns, motor or intellectual, while shortening time and effort (Abu Shawish, 2013).

Many studies have recommended the necessity of training teachers and academics in educational fields in order to develop their skills in employing digital applications in the educational process. Training should be conducted continuously to raise their professional level in line with emerging developments in the fields of e-learning (Ibrahim, 2018).

Factors that should be taken into consideration to ensure the effectiveness of education using Google applications:

Logofatu (2015) mentioned a group of factors, including:

1- Electronic skills: which ensure the success of the educational process, as users should have the necessary capabilities to communicate through these methods easily and simply so that problems do not occur with these technologies.

2- Procedures and instructions: They should be non-restrictive. If the instructions are strict and strict, they create an obstacle to use, which prompts participants to be cautious.

3- Participation: It is one of the main elements for the success of education using digital applications that lead to enriching dialogue and exchanging information.

4-Cooperative education: Joint efforts among learners enable them to achieve high levels of learning through interaction with teachers and interaction among themselves.

5- Evaluation: Its importance lies in obtaining feedback from the teacher or colleagues in order to avoid errors and develop the educational process.

Research problem:

The widespread use of Google applications such as cloud storage Drive, YouTube, etc. in all areas of life, makes it necessary to benefit from these applications in the educational field because these applications are characterized by simplicity of use, freeness, and the various services they provide, such as sharing read, audio, or video files in the form of images. These services allow the possibility of holding virtual lectures and lessons, and thus Shortening distances and time, the ability to attend and receive lessons from different places and times, with the ability to access files from any device via the electronic account on these sites, thus ensuring that these files are not lost, and most importantly, the importance of interaction between students and teachers. From this, the need arises for the importance of academics having the skills. Which enables them to deal with technology and digital applications easily and effectively, ensuring the effectiveness and efficiency of teaching using these applications (Abdul Hakim, 2022). In our research, we will study the impact of using Google applications on developing the skills of academics specialized in teaching the Arabic language. Using Google applications to learn the Arabic language requires special skills in dealing with Google applications, as it requires designing explanatory files that include multiple skills such as reading, writing, and exercises, in addition to the necessity of recording audio files to clarify pronunciation and training students in using them. The nature of the specialization also requires explanation and clarification with audio and video. Therefore, the academic must possess skills that enable him to create electronic files that include exercise exercises, record audio files, edit files, store them, and exchange them with students.

Research questions:

1 - "What is the reality of using Google applications in teaching the Arabic language?"

2- What is the level of academics' skills in teaching the Arabic language using Google's interactive applications?

3- What is the effectiveness of using Google educational applications in teaching the Arabic language to develop the skills of academics?

research assumes:

Ho : There is no statistically significant effect of using Google educational applications in teaching the Arabic language on developing academic skills

H1 : There is a statistically significant effect of using Google educational applications in teaching the Arabic language on developing the skills of academics

research importance:

theoretically:

The importance of the research is that it attempts to shed light on one of the modern applications in distance learning technology and helps identify the benefit that learning using Google applications achieves in developing the skills of academics.

Applied: This research contributes to producing results that contribute to enhancing the skills of academics and enriching their culture with regard to dealing with Google applications in teaching the Arabic language. The results of the research may contribute to developing the education system and developing the skills of academics in terms of the ability to select free applications via the Internet and work to use them as an alternative to traditional education.

Search terms:

A- Google Educational Applications:

(Girgis, 2016) defined these applications as a set of programs provided by Google to users via the Internet for free, which only require creating a Google account and securing an Internet connection, regardless of place and time, and through which various visual, read, and audio files can be created and shared between the teacher and the learners. .

B- Academic skills:

They are among the skills associated with the ability to use various techniques, technology, and advanced ideas and employ them in the education process. These skills relate to the ability to deal with equipment, materials, and programs, in addition to personal skills such as the teacher's ability to present, analyse, understand, and clarify (Abu Qwaider, 2019).

research aims:

- 1-Learn about free Google applications.
- 2- Identify the reality of using Google applications in education
- 3- Identify the level of academics' skills in using Google applications.
- 4- Identify the impact of Google applications in developing the skills of academics in teaching the Arabic language.

Study methodology:

In this research, the descriptive approach was used, relying on relevant research, studies related to the subject studied, books, and others. To collect and analyze data and complete field research procedures, the analytical method was used and the questionnaire was used as a tool for the study.

The limits of the study:

Objective limits: Employing Google applications in teaching the Arabic language - academics' skills.

Spatial boundaries: Baghdad, Al-Mustansiriya and Iraqi universities

Human limits: a sample of academics in teaching the Arabic language.

Time limits: The study was implemented from September 17 to 29, 2023.

research community:

The research community consists of academics specialized in teaching the Arabic language at the universities of Baghdad, Al-Mustansiriya, and Iraqi universities

The research sample:

The study sample included (100) academics in teaching Arabic, and questionnaires were distributed electronically

Search tool:

was developed by reviewing theoretical literature and related studies and included two axes. The first represented the independent study variable (Google Educational Applications). It included 8 items, and the answers were formulated based on a five-alternative Likert scale.

The second axis represents the study's dependent variable (academic skills) and included 7 items, and the answers were formulated based on a five-alternative Likert scale.

Validity of the tool:

A- Apparent honesty:

The questionnaire axes were presented to a number of specialists in teaching the Arabic language to verify the validity of the tool and that it is capable of measuring what it was designed for. Their opinions were that the tool is honest, correct, characterized by clarity, and free of linguistic errors.

B- Internal consistency validity:

To verify this, the questionnaire was applied to a random exploratory sample that included 60 individuals from the studied sample, and the correlation coefficient was calculated between the person's score on the paragraph and his total score on the tool:

Table (1): Correlation coefficients between a person's score on the item and his overall score

The second axis (academic skills)		The first axis (Google applications)	
Correlation coefficient	the number	Correlation coefficient	the number
0.446	1	0.442	1
0.423	2	0.412	2
0.448	3	0.456	3
0.364	4	0.387	4
0.435	5	0.405	5
0.396	6	0.399	6
		0.371	7

From the above, we find that the scale statements achieved correlation coefficients within the range (0.364 and 0.456), all of which have statistical significance at the significance level (0.05).

Tool stability:

Cronbach's alpha coefficient was used to verify the reliability of the tool, and the following table shows the values of the reliability coefficients for the studied axes.

Table (2): Check stability

Cronbach 's alpha coefficient	Paragraphs	the hub

0.83	1-7	Google applications
0.86	8-13	Academics skills
0.84	13	Total

We note from the above that the total reliability coefficient for the tool reached 84%, which is an excellent value, and thus the studied tool is characterized by stability.

Distribution of the studied sample:

Table (3): Distribution of the studied sample

The ratio	the number	Sex
% 50	50	male
50 %	50	feminine
100%	100	Total

Presentation and discussion of results:

Results of answers to the first axis:

"What is the reality of using Google applications in teaching the Arabic language?"

Table (4): Analysis of answers to the first axis

Ranking	Importance	percentage	standard deviation	SMA	Phrase	the number
5	high	80%	0.96	3.99	Google Chrome is used for searching and gathering information	1
2	very high	85%	0.91	4.23	The use of Google applications contributes to achieving the required goals in teaching the Arabic language	2
6	high	78%	0.75	3.89	Google drive is used to upload and download files and refer to them at any time	3
3	high	84%	0.83	4.18	Using Google apps makes learning Arabic easier and more fun	4

8	high	76%	0.89	3.78	Google Slide application is used to design presentations that include Arabic language training exercises	5
4	high	81%	0.87	4.05	YouTube is used to watch video clips in teaching the Arabic language	6
7	high	77%	0.93	3.84	I find using Google apps easy to use	7
1	very high	86%	1.02	4.31	Google docs and Google slides are used to edit and share files	8
	high	81%	0.88	4.03	Total	

Google docs and Google slides are used to edit and exchange files) ranked first, with an average of (4.31) and a standard deviation of (1.02). Very high, while the statement (The Google Slide application is used to design presentations that include training exercises on the Arabic language) has a mean (3.78) and a deviation of (0.89), and despite that, it occupies a high degree.

Results of the second axis

"What is the level of academics' skills in teaching the Arabic language specialty using Google's interactive applications?"

Table (5): Analysis of answers to the second axis

Ranking	Importance	percentage	standard deviation	SMA	Phrase	the number
6	high	76%	0.87	3.80	I have sufficient skills to use Google applications in teaching the Arabic language	1
7	high	76%	0.69	3.79	I can easily deal with smart device and computer applications	2
1	very high	87%	0.95	4.35	I have sufficient knowledge to create and upload files using Google applications	3
2	very high	86%	0.74	4.29	I have no problem writing and designing lessons	4

					electronically	
3	very high	84%	0.69	4.21	I have skills in playing educational video files from YouTube	5
5	high	77%	0.72	3.85	I have sufficient skills necessary to design professional educational content	6
4	high	82%	0.92	4.08	I do not face a problem creating an electronic .account on Google sites	7
high	high	81%	0.80	4.05	Total	

From the above, we find that the total average of academics' answers about the level of their skills in teaching the Arabic language specialty using Google applications was 4.05, with a standard deviation of 0.80. The statement (I have sufficient knowledge to create files and upload them using Google applications) occupied first place, and its average was (4.35) and standard deviation (0.95) . With a very high degree, while the phrase (I can easily deal with smart device and computer applications) was in last place, as the average value was (3.79) and the deviation was (0.69) . Despite this, it occupies a high degree.

The third question:

"What is the effectiveness of using Google educational applications in teaching the Arabic language to develop academic skills?"

To answer the previous question, the correlation test and one-way analysis of variance were applied in addition to regression analysis

Table (6): Hypothesis testing through Pearson imputation and one-way analysis of variance

indication	f value	Degree of freedom	Mean squares	sum of squares	R2 -	R	
0.00	75.34	99	4.03	52.141	0.73	0.86	Google applications
			4.05	41.05			Academics skills

From the above, and through Pearson calculation, we find that it is equal to 0.86, and this indicates the strong correlation between the use of Google applications and developing the skills of academics, in addition to the value of $f = 75.34$, which is significant at a significance level less than 0.05. Which means that there is a significant positive relationship between the use of Google applications and the development of academic skills

Table (7): Calculating the t value and beta coefficient

indication	Standard " error	Beta value	T value	
0.00	0.152	0.57	14.56	Google applications
	0.420			Academics skills

The t value of 14.56 is significant at a level less than 0.00. From the previous tests, we can accept the hypothesis which states that the use of Google applications in the Arabic language specialization has a significant impact at a level less than 0.05 on developing the skills of academics in the studied sample.

Results:

- 1- The level of use of Google applications in the studied community was high, as the arithmetic mean of the measure of use of Google in educational processes was equal to 4.03.
- 2-The level of academics' skills in teaching the Arabic language was high.
- 3- It was found that there was a statistically significant effect at a significance level of less than 0.05, for using Google educational applications in developing the skills of academics in teaching the Arabic language.

Recommendations:

This study recommends the following:

- 1- Developing the infrastructure of educational institutions by strengthening Internet networks and equipping them with computer laboratories so that students and teachers can use digital technologies easily and simply.
- 2- Holding training courses for academics and teachers specializing in the Arabic language as well as other specializations to increase their technical skills and employ them in the education process.
- 3- Conduct a study to identify the challenges facing the use of Google applications in teaching the Arabic language in the studied community.

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