

**THE EFFECTIVENESS OF COLLABORATIVE
ONLINE LEARNING ACTIVITIES USING
GOOGLE CLASSROOM ON ARABIC WRITING
AND READING PERFORMANCES FOR NON-
NATIVE SPEAKERS IN BAHRAIN**

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UNIVERSITI SAINS MALAYSIA

2024

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NATIVE SPEAKERS IN BAHRAIN**

by

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**Thesis submitted in fulfillment of the requirements
for the degree of
Master of Arts**

December 2024

ACKNOWLEDGEMENT

I want to acknowledge my indebtedness and my sincerest thanks to my supervisor, Dr Siti Mastura Baharudin, who made this work possible. Her expert advice and pleasant guidance have been incredibly precious throughout all stages of the work. Special thanks to my family for their continuous support and encouragement. Lastly, My sincere thanks to everyone who helped me with advice and in any way to accomplish this work.

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LIST OF ABBREVIATIONS

ASL	Arabic as a Second Language
CIPP	Context, Input, Process, Product
CTML	Cognitive Theory of Multimedia Learning
HOTS	Higher-Order Thinking Skill
ICT	Information and communication technology
K–6	Bahraini elementary schools
LMS	Learning Management System
MOE	Bahraini Ministry of Education
QAAET	National Examinations of Arabic
STEM	Science, Technology, Engineering, and Mathematics

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**KEBERKESANAN AKTIVITI PEMBELAJARAN KOLABORATIF DALAM
TALIAN MENGGUNAKAN GOOGLE CLASSROOM TERHADAP
PRESTASI MENULIS DAN MEMBACA BAHASA ARAB UNTUK
PENUTUR BUKAN ASLI DI BAHRAIN**

ABSTRAK

Orang bukan asli dalam kalangan pelajar tahun 6 di Bahrain masih boleh dipercayai dalam komunikasi kerana mereka mempunyai prestasi linguistik yang lebih lemah. Kecekapan bahasa penutur bukan asli selalunya lebih rendah daripada penguasaan bahasa penutur asli. Penggunaan pengurusan pembelajaran digital untuk pembelajaran bahasa masih tidak berkesan di kalangan sekolah di Bahrain. Google Classroom ialah salah satu sistem aktiviti pembelajaran dalam talian yang digunakan oleh guru dan pelajar dalam pendidikan di seluruh dunia kerana keberkesanannya. Objektif utama kajian ini adalah untuk mengkaji keberkesanan aktiviti pembelajaran dalam talian dalam kalangan pelajar darjah enam menggunakan Google Classroom terhadap prestasi penulisan dan pembacaan bahasa Arab bagi bukan orang asli di Bahrain. Data dikumpul menggunakan pendekatan kajian kaedah campuran. Secara keseluruhan, 80 pelajar dari sebuah sekolah rendah swasta menyertai program intervensi yang direka untuk prestasi penulisan dan bacaan Arab pelajar sebagai penyiasatan penyelidikan utama kajian. Kajian ini menggunakan reka bentuk kuasi eksperimen untuk program intervensi, dengan pelajar dibahagikan kepada ujian pra, ujian pasca, dan ujian pasca lanjutan. Secara keseluruhan, penemuan mengesahkan bahawa majoriti peserta menganggap Google Classroom sebagai alat tambahan yang berkesan untuk pembelajaran mereka. Hasil kajian juga menunjukkan bahawa pengalaman pelajar dengan aktiviti pembelajaran dalam talian dalam Google

Classroom mempengaruhi prestasi pembelajaran mereka dalam menulis dan membaca bahasa Arab untuk kemudahan penggunaan. Kesimpulannya, Google Classroom adalah alat yang berkesan untuk aktiviti pembelajaran dalam talian untuk pelajar tahun 6 melakukan penulisan dan bacaan bahasa Arab.

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ABSTRACT

Non-natives among year 6 students in Bahrain are still reliable in communication because they have poorer linguistic performance. The language proficiency of non-native speakers is often lower than the language proficiency of native speakers. The use of digital learning management for language learning is still not effective among schools in Bahrain. Google Classroom is one of the online learning activity systems used by teachers and students in education around the world because of its effectiveness. The main objective of this study is to examine the effectiveness of online learning activities among sixth grade students using Google Classroom on the writing and reading performance of Arabic for non-natives in Bahrain. Data were collected using a mixed method research approach. In total, 80 students from a private primary school participated in an intervention program designed for students' Arabic writing and reading performance as the main research investigation of the study. This study used a quasi-experimental design for the intervention program, with students divided into pre-test, post-test, and extended post-test. Overall, the findings confirm that the majority of participants consider Google Classroom as an effective additional tool for their learning. The results of the study also show that students' experience with online learning activities in Google Classroom affects their learning performance in writing and reading Arabic

for ease of use. In conclusion, Google Classroom is an effective tool for online learning activities for Year 6 students to do Arabic writing and reading.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Bahrain is one of the countries that has entered the world of technological development since its inception, as technology entered all areas of life, including the educational field, but this intervention was very simple until the beginning of the Corona pandemic. Since then, the government has sought to use technology for students to facilitate the process of distance learning. Since that moment, this field has been developed to make the process of communication and teaching students easy and smooth. Therefore, Bahrain is considered one of the countries that now uses the e-learning system in education. With the increase in applications that facilitate education for teachers and students, some schools, especially private schools, have turned to introducing the LMS system in their schools due to its ease of use and the availability of the necessary tools to implement this methodology in education (Razzak, 2018).

In Bahrain, students study in public and private schools according to the programs allocated by the Bahraini Ministry of Education for students, whether they are Bahraini or not, with no regard for the growing number of these non-Arabic speaking students, their tendencies, capabilities, needs, or the requirements of their societies. For a variety of reasons, certain nations have begun teaching Arabic as a foreign language to non-native speakers (Shamsuddin et. al., 2019). Non-native students attempt to study Arabic in Bahrain in order to adjust to life and comply with the Ministry of Education's curriculum, which presents several challenges.

Students at any educational institution are viewed as an entry point into the educational process, therefore boosting their academic performance is one of the most significant objectives of the educational process. However, this performance is frequently influenced by a variety of circumstances that contribute to kids' academic decline. As long as foreign Arabic students are among these kids, they cannot be isolated from the overall academic deficiency that has emerged in Bahraini institutions (Mitchell, 2005). Because the difficulties faced by non-native Arabic language learners in learning Arabic persist, and because the increasing number of foreign students who come to Bahrain because their parents relocate to work there, these students must study Arabic in their homeland and among native speakers, it was decided to conduct a study on this issue and proceed with it in the hope of identifying the obstacles that impede its learning. Teaching Arabic reading and writing to non-native speakers can be challenging, making mastering Arabic impossible.

Arabic is commonly taught to non-native speakers in many countries around the world due to its cultural significance and unique status among Arabs and Muslims alike. Many researchers, especially in the United States, have studied the teaching and learning process. Only a small amount of research has focused on teaching Arabic to non-native speakers in Bahrain. This study may fill a gap in the existing literature.

Guided inquiries involve teachers providing direct instruction to students on discipline-specific concepts and procedures, requiring them to make generalizations (Kirschner et. al., 2006); (Guisti, 2008). The instructor creates a plan, while students do tasks, collect data, and make conclusions. In a non-guided or open inquiry, students state the problem, formulate hypotheses, and create a working plan based on

stated generalizations. They identify questions, discover specifics, and construct essential information using generalized principles (Kirschner et. al., 2006). The researchers found a significant difference between the two techniques in terms of student-centeredness. Guided inquiries involve teachers assisting students with problem-solving and knowledge development. In unguided inquiry, students use scientific techniques to solve problems and reach conclusions. Teaching approaches have been shown to impact achievement, an essential academic aspect. Achievement is the completion of a goal. Academic achievement refers to meeting educational goals and outcomes for students, teachers, and instructors.

Face-to-face learning is beneficial as it is easy for teachers to foresee, manage, and regulate. Face-to-face learning involves direct communication between teacher and students in a classroom setting, using tools such as chalk/whiteboards and projectors to discuss topics. This learning method is considered teacher-centered since the instructor facilitates and supports learning. This raises questions about how students might fully benefit from their learning experience. Students require an atmosphere that encourages active learning and development. Active learning, also known as learner-centered education, emphasizes students' performance and cognition throughout activities (Bell & Kozlowski, 2009). To engage students in face-to-face learning, teachers should involve them in the teaching and learning process. This allows students to acquire their own knowledge without teacher intervention.

On the downside, face-to-face learning might lead to passive behavior among learners. Neglecting extracurricular activities might hinder creativity and innovation. In this approach, the instructor is solely responsible for acquiring and transferring

knowledge to the students. Thus, the teacher instructs while the pupils sit and take notes.

This chapter will introduce a study on the effectiveness of online learning activities using a learning management system called Google Classroom as an intervention tool to stimulate primary students' Higher Order Thinking performance and improve their reading and writing proficiency.

This chapter will also provide an overview of the background of the study, statement of the problem, objectives of the study, research questions, research hypotheses, significance of the study, limitations of the study and definitions of the term used to explain the research.

1.2 Background of the Study

Modern technology has dramatically improved the standard of classroom instruction. Technology is being used increasingly in classrooms to make them more efficient, emphasize student-centered learning, and achieve the intended results. It has also inspired teachers to use tech to bridge the gap between old and new ways of teaching to promote students' well-rounded development (Al-Mamary, 2022a). The rapid advancement of ICTs in enhancing education is demonstrated at all levels and in various settings (Al-Mamary, 2022b). Regardless of one's point of view, the problems associated with education need to be adequately addressed by spreading information online. The features of an effective LMS for language learning should incorporate appropriate pedagogical tenets and ideas (Noor, 2022). Several interactive programs on the Learning Management System (LMS) use unique screen layouts, animations, and sound effects to capture students and encourage their first involvement with language acquisition. Keeping students interested and participating

requires engaging them in intellectually stimulating exchanges (Al-Shaikhli et al., 2022).

COVID-19 has posed issues for several nations, including the Kingdom of Bahrain. Education systems have shifted from face-to-face to distant learning through online programs (Al-Rawi et. al., 2021). Bahrain's government recognized the diverse needs of pupils. Instead of shutting all educational facilities, the Ministry of Education provided students with two options: face-to-face or online study.

Primary school pupils experienced reluctance and worry when faced with a rapid transition due to the benefits and drawbacks of both models. Distance learning allows for easy communication with teachers and access to educational information. Additionally, it saves students time and effort by allowing them to access classes anytime, anywhere. Face-to-face learning is recommended, especially at the elementary level, due to the necessity for a mentor and instructor to focus on pupils and ensure desired outcomes.

Google Classroom is a social learning platform for teachers and students. Google Classroom is a safe tool that allows the students to communicate with each other (Davies, 2013). Furthermore, Pinard (2014) adds that Google Classroom is a collaborative platform that is specifically aimed toward facilitating teaching and learning. According to Elifia and Hasanudin (2022), Google Classroom may be used to create classrooms focused on the students. Google Classroom has great promise for improving Arabic language proficiency, especially in reading and writing, according to Basil et al. (2022). Google Classroom's principal goal is to make it easier for instructors and students to share and access files. Reading and writing Arabic has also been made easier with the help of Google Classroom.

It is crucial to use Google Classroom in reading since it gives several benefits. Being a non-native language, many Bahraini youngsters, especially those in sixth grade, need help reading Arabic. Al-Ewesat and Al-Ghzewat (2022) found that students' reading performance improved using an engaging and effective instructional tool. Students could only rely on textbooks at the beginning of the educational process. Reading teaching that uses technology is more effective and keeps students' attention higher. Google Classroom can help pupils with reading, say Styati and Khasanah (2022). It simplifies reading teaching by making it easier for students to respond to questions and for teachers to keep track of time, class activities, and student contact. According to Sabeeh and Shalash (2022), Google Classroom is a platform that allows students to ask questions, give tasks, and connect with their teachers. In a virtual classroom, Google Classroom makes it easy for students to learn remotely.

The mental capacities needed to read printed text are distinct from those needed to interpret digital text (Hussaini et al., 2020). Reading digital material requires more mental effort, which makes it harder to remember what you read, according to research by Mufidah et al. (2019). To make sense of what they read online, students need to plan what they'll read and do next. Reading and writing help kids build their vocabulary and become better at expressing themselves. Improving students' communication skills can lead to better academic outcomes.

Reading retention is how well kids remember what they've read (Dinh, 2022). How well a pupil remembers what they've read is called reading retention. Following the lead of Khozaei et al. (2022), let's look at how reading comprehension differs from retention. Looking through it, performing well as a reader for youngsters means understanding and enjoying what they read. Even though online distance courses

have grown in popularity, a significant challenge is keeping students enrolled (Aghajanzadeh & Pourhosein, 2022). A student's academic success hinges on their ability to comprehend what they read. Improving pupils' ability to remember what they read is one-way, teachers may help them retain more of what they read. Students have a natural talent for quickly understanding and using idioms and expressions.

Google Classroom helps students become better writers, which is essential since writing is how people communicate. It is critical to improve one's academic writing abilities (El-Farahaty, 2017). Writing well in Arabic is essential for learning the language since it captures all the unique features of the language (Mufidah et al., 2019). Authors need to be well-versed in the language, mechanics, structure, content, and design (Mason et al., 2016). According to Putri et al. (2021), performance writing calls for mechanics, grammar, vocabulary, and composition.

Additional research on the efficacy of online reading and writing instruction may be required in light of Google Classroom's rapid innovation and shifts in online course structure and delivery. Therefore, Google Classroom-based Arabic lessons must help students improve their reading and writing performances. Research shows that students' proficiency in reading and writing Arabic improved significantly after using Google Classroom. Based on their feedback, the tool facilitates learning to read and write at any time and place; it is also user-friendly, saves paper and energy, and inspires enthusiasm (Islam, 2019). For students' performance and learning to improve on Google Classroom, they need proper instruction. Students might improve their Arabic writing performances by completing online writing tasks, such as composing short paragraphs more quickly (Alanazi 2013).

The Bahraini Ministry of Education follows the Standard 6 Curriculum when evaluating sixth graders' reading and writing performances. Students in sixth grade demonstrate growth in several areas, including the variety of texts they produce, the accuracy and fluency with which they produce texts across disciplines, and their ability to choose writing techniques and procedures independently.

Most of the pupils in Bahrain's private and international schools are not native Arabic speakers and come from varied cultural backgrounds. They are called non-native Arabic speakers since the language they hear at school is not their mother tongue (Tijani, 2021). Students who are multilingual or have a weak command of Arabic are not necessarily native speakers (Alharbi & Aljutaily, 2020). According to Moh'd Al-Assaf (2021), students whose first language is not Arabic face several challenges due to their language proficiency. Language acquisition and communication may prove to be formidable obstacles for these kids.

1.3 Problem Statement

Several studies have shown that teaching and learning languages using standard online methods might be challenging for elementary school students (Matunga, 2019; Kohnen et al., 2021). According to these studies, there has to be more integrative language, more knowledge and skill with current technology, and limited access to the internet, which are the causes of these challenges. However, the challenges of learning a language online stem from various sources. More research on the several online language learning models and the challenges connected with each model is necessary because of the many challenges of implementing online learning activities in classrooms (Al Anzarouti & Hamed, 2020).

Problems persist for Arabic learners, particularly those beginning their journey. According to Perlaza Estupiñán (2020), many students see Arabic as a "difficult language" because of its various characteristics that make it hard for beginners to master. While learning Arabic reading and writing, students face several obstacles, the most prominent of which are adapting to a new writing system, resolving phonological issues, and realizing that written Arabic does not entirely represent spoken Arabic (Hamyani, 2019). Learning Arabic vocabulary can be challenging, especially regarding cognates, and youngsters must acquire many words before they can read, talk, and understand fundamental sentences.

There has always been an issue with literacy in Bahraini primary schools. Issues with letter identification, fear of making mistakes, unfamiliarity with Arabic, difficulty understanding some phrases, and discrepancies in writing and pronunciation between English and their home language are the main reasons most students struggle to read. According to Iqbal (2016), when students in sixth grade write Arabic in either a guided or creative setting, they often struggle with the following sentence patterns: relative clauses, run-on sentences, 'stringy' phrases, and agreement. The most common sentences are action verbs and subject/predicate pairs. Subject, verb of action, and direct object. Verbs involving subject, predicate, and action.

The students' reading comprehension, fluency, and vocabulary in Arabic are also assessed. Because they read many Arabic terms with incorrect definitions, students need help selecting the appropriate vocabulary (Saigh & Schmitt, 2012). Students in sixth grade frequently struggle with dysfluent word reading and comprehension, characterized by sluggish and laborious reading and hesitation when faced with unfamiliar words (Alshahwan et al., 2020).

Students often face challenges with capitalization, punctuation, spelling, grammar, punctuation, vocabulary, idea organization, essay content, word and sentence repetition, formality/informality, expression, and more due to the significant pattern structure differences between Arabic and English (Aldabbus, 2017; Nurbayan et al., 2021). According to Abu-El-Kheir and MacLeod (2017), children in Bahrain require more excellent writing proficiency than adults do throughout the early stages of their learning development. This is because children possess a higher level of mental linguistic capacity. Writing is difficult, boring, and unimportant, in their opinion. Fear of failing and speaking one's thoughts are common fears among students.

Studies have shown a correlation between retention rates and effective online learning activities. A significant roadblock to the expansion of online Arabic language learning activities in Bahrain is the low retention rates across all institutions (Al Anzarouti & Hamed, 2020). According to research (Abou-El-Kheir & MacLeod, 2017; Khozaei et al., 2022), this retention problem in grade 6 affects all Bahraini pupils. Although this has been a concern in Bahrain for some time (Sulayti, 1980), it has recently been addressed (Khozaei et al., 2022). Reading comprehension, fluency, and the ability to think creatively while reading are all aspects of this retention problem. Surprisingly, just 10% of students retain information from reading comprehension, fluency, and creativity assessments (Azmi et al., 2021).

According to Elyas and Al-Zahrani (2019), reading retention refers to the quantity of content students can retain and recall after reading. Upon reading a sentence, students can grasp its meaning immediately. Improving one's ability to remember what one reads in Arabic requires practice. This critical reading skill, especially retention when studying Arabic, may be improved if students have several

chances and methods to practice recalling information from what they have read in Arabic (Lee & Ko., 2015). An outstanding strategy for improving reading retention and readability provides several ways for a learner to read a story. Reading retention is a crucial ability that students need to develop early on in their reading journeys since it impacts their academic and professional success throughout their lives (Al, 2020).

Google Classroom is an excellent tool for Bahraini teachers to utilize with their students for lesson planning, grading, and student communication. One product in Google's education portfolio that helps students study more efficiently is Google Classroom. According to Aldabbus (2017), there is still a need for improvement in Google Classroom as a learning management system (LMS) for teaching and studying Arabic in Bahrain, particularly regarding reading and writing. In the context of second language instruction, it conveys linguistically relevant material. Google Classroom outperforms competing learning management systems (LMSs) like Schoology, Moodle, and Canvas because it helps students better access and concentrate on their education, knowledge, and skills. Google Classroom is undoubtedly an excellent platform for online education, electronic submission of assignments, and announcements about upcoming classes. Because it is easy to repeat activities and lessons, teachers have more time to focus on student learning.

Also, according to Razzak (2018), students in Bahrain use pen and paper or laptops with internet access to write Arabic. Evidence suggests that the physical activities of writing are an essential part of the cerebral process, making writing by hand or computer an effective learning technique. Students still require guidance while writing in Arabic, particularly when selecting appropriate Arabic words and constructing coherent sentences, even with the availability of these resources

(Alshahwan & Whiteside, 2020). Research shows that students' memorization of word lists is significantly higher when they write them down by hand compared to when they use electronic devices (Stephenson, 2019). Writing Arabic by hand makes it more challenging for pupils in Bahrain to master the letters and word patterns linked to captivating reading.

Because of their worse language performance, non-native speakers among Bahrain's sixth graders are less reliable in conveying their goals. According to Alharbi and Aljutaily (2020), non-native speakers often have lower levels of language competency than native speakers. Grammar errors and unsuitable constructs for native speakers are common in school-related communications with non-native speakers. Furthermore, they often have to fix their word choice. This is why the ability to convey meaning through language is lower among non-native speakers than native speakers.

Students' mentality, confidence, motivation, immersion time, and classroom environment are the most critical factors in their success when learning Arabic as a second language (Mahzari et al., 2021). One factor that influences a student's ability to learn a second language is how well they do in the classroom, how much they remember from the lessons, and how much time they spend studying Arabic.

Through the above problems faced by students, especially sixth grade students in Bahrain who are not native Arabic speakers, in terms of reading and writing in Arabic and in terms of academic achievement, remembering and retaining what the student has learned during class. Due to the introduction of technology and modern applications such as Google Classroom in particular, it was found necessary to solve this problem using these applications and due to the confirmation of the effectiveness of Google Classroom in solving these problems and achieving the best

results in the achievement of these students and the extent of their understanding, comprehension and retention of what they obtain from the educational process in reading and writing in the Arabic language.

1.4 Research Objectives

The main objective of this study is to examine the effectiveness of online learning activities among year 6 students using Google Classroom on Arabic writing and reading Performance for non-native speakers in Bahrain.

The specific objectives of this research are:

- 1- To develop teaching and learning online learning activities materials using Google Classroom to improve students' writing and reading performance for Arabic language subjects among Non-Native speaker students.
2. To investigate the effectiveness of online learning activities through Google Classroom on students' Arabic writing performance in terms of:
 - a) Choice of Arabic vocabulary in writing.
 - b) Sentence patterns in guided writing.
 - c) Sentence pattern in creative writing (non-guided).
3. To investigate the effectiveness of online learning activities through Google Classroom on students' Arabic reading performance in terms of:
 - a) Choice of Arabic vocabulary in Reading.
 - b) Reading comprehension.
 - c) Fluency.

4. To investigate students' achievement through writing performance in Arabic language subjects for Non-Native speakers.
5. To investigate students' achievement through reading performance in Arabic language subjects for Non-Native speakers.
6. To investigate students' retention through advanced writing post-test in Arabic language subjects for Non-Native speakers.
7. To investigate students' retention through advanced reading post-test in Arabic language subjects for Non-Native speakers.
8. To explore student's experiences of the online learning activities on Google Classroom.

1.5 Research Questions

This study will address the following questions by the objectives:

- 1- What is the effectiveness of the online Google Classroom activities on the use of vocabulary within students' Arabic writing?
- 2- What is the effectiveness of the online Google Classroom activities on students' Arabic language sentence construction (teacher guided)?
- 3- What is the effectiveness of the online Google Classroom activities on students' Arabic language sentence construction (non-teacher guided)?
- 4- What is the effectiveness of the online Google Classroom activities on students' ability to read a range of Arabic language vocabulary?
- 5- What is the effectiveness of the online Google Classroom activities on students' Arabic language reading comprehension?
- 6- What is the effectiveness of the online Google Classroom activities on students' Arabic language reading fluency?

- 7- What are the significant differences in the average scores of the pre-test and post-test in writing performance among Non-Native Arabic language?
- 8- What are the significant differences in the average scores of the pre-test and post-test in reading performance among Non-Native Arabic language?
- 9- What is the difference in the average retention test scores for non-native Arabic language subjects when comparing their writing performance?
- 10- What is the difference in the average retention test scores for non-native Arabic language subjects when comparing their reading performance?
- 11- How are a student's experiences after using the online learning activities on the Google Classroom?

1.6 Research Hypothesis:

This study will address the following Hypothesis by the objectives:

- H1: There is no significant difference in online Google Classroom activities on students' Arabic writing performance in terms of vocabulary.
- H2: There is no significant difference in online Google Classroom activities on students' Arabic writing performance regarding sentence patterns in guided writing.
- H3: There is no significant difference in online Google Classroom activities on students' Arabic writing performance regarding sentence patterns in creative writing (non-guide).

- H4: There is no significant difference in online Google Classroom activities on students' Arabic reading performance in terms of vocabulary.
- H5: There is no significant difference in online Google Classroom activities on students' Arabic reading performance in terms of Reading comprehension.
- H6: There is no significant difference in online Google Classroom activities on students' Arabic reading performance regarding Fluency.
- H7: There is no significant difference in the mean pre-test and post-test scores for non-native writing performance in Arabic language.
- H8: There is no significant difference in the mean pre-test and post-test scores for non-native reading performance in Arabic language.
- H9: There is no significant difference in the mean pre-test and post-test scores for non-native retention in the writing performance in Arabic language.
- H10: There is no significant difference in the mean pre-test and post-test scores for non-native retention test in the reading performance in Arabic language.

The summary of research objectives, research questions, and hypotheses are in Table 1.1 below:

Table 1.1

Summary of Research Objectives, Research Question and Hypotheses

Research Objectives	Research Question	Hypotheses
1- To develop teaching and learning online learning activities materials using Google Classroom to improve students' writing and reading performance for Arabic language subjects among Non-Native speaker students.	No	No
2. To investigate the effectiveness of online learning activities through Google Classroom on students' Arabic writing performance in terms of: a) Choice of Arabic vocabulary in writing. b) Sentence patterns in guided writing. c) Sentence pattern in creative writing (non-guided).	1- What is the effectiveness of the online Google Classroom activities on the use of vocabulary within students' Arabic writing. 2- What is the effectiveness of the online Google Classroom activities on students' Arabic language sentence construction (teacher guided)? 3- What is the effectiveness of the online Google Classroom activities on students' Arabic language sentence construction (non-teacher guided)?	H1: There is no significant difference in online Google Classroom activities on students' Arabic writing performance in terms of vocabulary. H2: There is no significant difference in online Google Classroom activities on students' Arabic writing performance regarding sentence patterns in guided writing. H3: There is no significant difference in online Google Classroom activities on students' Arabic writing performance regarding sentence patterns in creative writing (non-guide).

Table 1.1 (Continued)

Research Objectives	Research Question	Hypotheses
<p>3. To investigate the effectiveness of online learning activities through Google Classroom on students' Arabic reading performance in terms of:</p> <ul style="list-style-type: none"> a. Choice of Arabic vocabulary in Reading b. Reading comprehension c. Fluency 	<p>4- What is the effectiveness of the online Google Classroom activities on students' ability to read a range of Arabic language vocabulary? 5- What is the effectiveness of the online Google Classroom activities on students' Arabic language reading comprehension? 6- What is the effectiveness of the online Google Classroom activities on students' Arabic language reading fluency?</p>	<p>H4: There is no significant difference in online Google Classroom activities on students' Arabic reading performance in terms of vocabulary. H5: There is no significant difference in online Google Classroom activities on students' Arabic reading performance in terms of Reading comprehension. H6: There is no significant difference in online Google Classroom activities on students' Arabic reading performance regarding Fluency.</p>
<p>4. To investigate students' achievement through writing performance in Arabic language subjects for Non-Native speakers.</p>	<p>7- What are the significant differences in the average scores of the pre-test and post-test in writing performance among Non-Native Arabic language?</p>	<p>H7: There is no significant difference in the mean pre-test and post-test scores for non-native writing performance in Arabic language.</p>
<p>5. To investigate students' achievement through reading performance in Arabic language subjects for Non-Native speakers.</p>	<p>8- What are the significant differences in the average scores of the pre-test and post-test in reading performance among Non-Native Arabic language?</p>	<p>H8: There is no significant difference in the mean pre-test and post-test scores for non-native reading performance in Arabic language.</p>
<p>6. To investigate students' retention through advanced writing post-test in Arabic language subjects for Non-Native speakers.</p>	<p>9- What is the difference in the average retention test scores for non-native Arabic language subjects when comparing their writing performance?</p>	<p>H9: There is no significant difference in the mean pre-test and post-test scores for non-native retention in the writing performance in Arabic language.</p>

Table 1.1 (Continued)

Research Objectives	Research Question	Hypotheses
7. To investigate students' retention through advanced reading post-test in Arabic language subjects for Non-Native speakers.	10- What is the difference in the average retention test scores for non-native Arabic language subjects when comparing their reading performance?	H10: There is no significant difference in the mean pre-test and post-test scores for non-native retention test in the reading performance in Arabic language.
8. To explore student's experiences of the online learning activities on Google Classroom.	11- How are a student's experiences after using the online learning activities on the Google Classroom?	No

1.7 Significance Of The Study

Students could benefit from this study's findings to improve their reading and writing performances and incorporate them into their creative knowledge. Therefore, the study's results may aid elementary school students in Bahrain in improving their reading and writing performances and performance in K-6 Arabic classes because eight groups of online exercises simultaneously assess students' reading and writing abilities. Furthermore, students' approaches to language difficulties in different learning situations would be impacted by enhancing their creative Arabic reading performance.

Additionally, Arabic teachers may utilize the study's findings as a guide to enhance their classroom teaching skills through student engagement activities. Plus, class is more exciting and motivating when students are involved, and the instructor is more of a guide for the students' learning. Through compelling Arabic reading and writing modules, students' academic performance might be enhanced, and the chance of traditional classroom instruction reduced.

The results will show more benefits of Google Classroom for Bahraini K-6 students. Using Google Classroom, Arabic teachers may post lesson plans, give tasks, post announcements, and establish due dates. Students might be put into different groups and given tasks to complete to make the class more exciting and lively. Finding out which kids do well in Arabic writing and reading in class is possible on this platform, which offers both guided and non-guided options. Thanks to Google Classroom's flexibility, educators may create Arabic writing aids that students can use for class and homework. They are even able to review and change students' grades. Teachers they have worked with before may work entirely with the same or a

different class. Teachers may be added to the classroom, and students can have their work graded.

Researchers in educational materials may utilize the results to design and build modules that meet the demands of students studying Arabic in the classroom. Furthermore, instructional materials formulators might utilize the study technique to develop subject-specific models.

Practical importance reflects students' perspectives regarding using Google Classroom. The media the learner finds most helpful for reading and writing Arabic may be considered. Students' ability to articulate their emotions within Google Classroom is a great asset.

This research is pedagogically important since it will lead to new approaches to teaching Arabic through the use of technology. The students' perspectives on Google Classroom as a tool for instruction would be clarified. Teachers may also take this study into account when choosing the best medium for their students; thus, it's a great opportunity for students to participate in engaging online learning activities.

1.8 Limitations Of The Study

Results for non-native speakers of Arabic in Bahrain's sixth grade are confined to the impact of Google Classroom-based online learning activities on their reading and writing proficiency. This research only includes sixth graders in Bahraini primary schools who speak their native languages in addition to Arabic.

This writing focuses on how Google Classroom activities have improved students' Arabic writing and reading performances. Specifically, it examines how

students' vocabulary choices in guided writing, creative writing, and reading comprehension have affected their fluency, reading comprehension, and vocabulary choices in writing. In addition, it can only cover how students perceive and engage in Google Classroom-based online learning activities. The research aims to create a lesson plan and set of online learning activities utilizing Google Classroom.

Only a subset of elementary schools in Manama, Bahrain, have used Google Classroom to facilitate online instruction and learning. More schools utilizing Google Classrooms may make the research more fruitful. Gender parity in online classrooms is lacking since the results don't address the issue. The study's limitations include its limited scope (primary school), the preponderance of female pupils, and the inapplicability of its findings about gender disparities.

1.9 Operational Definitions

1.9.1 Google Classroom online learning activities

Google Classroom is an open-source, hybrid learning platform teachers may use to curate, assign, and track student work (Harjanto & Sumarni, 2021). According to Shaharane et al. (2016), Google Classroom is a free service that helps students and teachers work together, stay organized, and manage their tasks. By "online learning activities," we mean classes that take place entirely on the web (Katzouris et al., 2016). Pardede (2019) and Anggraini and Sole (2022) state that digital text or images can be deciphered as part of online learning activities. Online learning activities in Google Classroom are designed to help students improve their reading, writing, and grammatical skills via practice and assessment (Cristiano & Triana, 2019; Kumar & Bervell, 2019; Sumekto et al., 2022).

This research defines Google Classroom as an all-in-one platform for Bahraini kids in grades K-6. It's a safe and user-friendly way for teachers to manage, assess, and improve their students' learning. The Internet and other computer-based communication networks in Bahrain enable students in grades K-6 to engage in online learning activities where they may connect with resources, other students, or even both.

1.9.2 Writing Performance

According to Zulaeha and Musdalifah (2022), writing well is a set of skills that allows one to express themselves clearly and captivate an audience. Several linguists have offered competing definitions of the written word. The activity's emphasis on writing is based on research by Mufidah et al. (2019). Everything required to express oneself is part of one's writing performance (Aldabbus, 2017). Proper use of Arabic communicative language, including spelling, grammar, and punctuation, is demonstrated in this study's writing performance.

- 1.9.2(a) Guided writing

When a teacher uses guided writing, they meet with groups of students who need support with writing (Khoiriyah & Rasikin, 2021). This is planned to address an issue that the selected pupils are experiencing. Students and teachers work together on writing projects in guided writing. Their knowledge of the writing process informed the development of the task's well-defined goals (Martarini & Sastaparamitha, 2020). According to Virgiawan et al. (2020), guided writing in design teaching aims to help students complete specific tasks.

According to this research, guided writing is an opportunity for Arabic students to learn a specific topic in class through activities such as (i) engaging in a language information-rich activity, (ii) working in small groups to discuss a topic, (iii) independently crafting a concise but comprehensive text with the help of a teacher's coaching or guidance, and (iv) sharing their finished works. Consequently, guided writing tasks help students connect the dots between the writing instruction given to the entire class and their creative and autonomous engagement.

- **1.9.2(b) Non-guided writing**

According to Kim et al. (2022), students engage in non-guided writing without specific instructions or directions. According to Latifa et al. (2020), non-guided writing means that the focus is not on a particular monitored issue but on a broader topic. In this research, students in grades K–6 who do not have access to Arabic teaching materials or classroom teachers are considered to be engaging in non-guided writing.

- **1.9.2(c) Vocabulary in Writing**

According to Olinghouse and Wilson (2013), students with a strong vocabulary in writing can recall and employ these terms well in their writing. To avoid using unclear language, it is often described as a large writing vocabulary that incorporates descriptive and action words (Laufer, 2012). Authors with an extensive vocabulary can avoid overusing words and phrases and instead construct sentences that make the reader think (Dobbs & Kearns, 2016). These writers assumed that a phrase or paragraph may be made more interesting, easier, and more pleasant to read by utilizing various wording and alternate vocabulary. Vocabulary in writing is the