

(Google Meet) "استخدام" جوجل ميت في تدريس اللغة الانجليزية

: مراجعة منهجية للأدبيات

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الملخص:

أحدث التطور الرقمي المتسارع تحولاً جذرياً في تدريس اللغة الإنجليزية، لا سيما مع الانتشار الواسع لمنصات مؤتمرات الفيديو التفاعلية. تقدم هذه الورقة مراجعة منهجية للأدبيات التي تناولت استخدام منصة "جوجل ميت" في تدريس اللغة الإنجليزية كلغة أجنبية، مستعرضة نتائج الدراسات التجريبية والأبحاث الأكاديمية عبر أربعة محاور رئيسية: (1) دورها في تعزيز التفاعل (2) أنماط استخدام المنصة في تدريس اللغة التحديات والقيود المصاحبة لتوظيفها. (3) الفوائد التعليمية المتحققة ، (4) ومشاركة المتعلمين اللغة . تشير النتائج إلى أن "جوجل ميت" أداة فعالة لدعم النهج التواصلية في تدريس اللغة؛ إذ توفر فرصاً للتدريب الفوري على مهارات التحدث، وتعزز استقلالية المتعلمين، وتتيح مرونة أكبر في الوصول إلى التعليم. ومع ذلك، تتأثر فاعلية هذه الأداة بعدة عوامل، منها: عدم استقرار الاتصال بالإنترنت، ومحدودية المهارات الرقمية، وضعف قنوات التواصل غير اللفظي، بالإضافة إلى قلق المتعلمين والمشتتات الخارجية. وتخلص الورقة إلى أن "جوجل ميت" ليس مجرد بديل للتعليم الصفّي

التقليدي، بل أداة تربوية تتوقف قيمتها على جودة التصميم التعليمي، ودور المعلم في التيسير، وتوافر بيانات تعليمية داعمة. كما تناقش الورقة الآثار التربوية والتوصيات للبحوث المستقبلية، لا سيما في السياق الليبي وسياقات تدريس اللغة الإنجليزية المماثلة تدريس اللغة الانجليزية كلغة أجنبية ، التعلم المتزامن.
الكلمات المفتاحية:

تدريس اللغة الإنجليزية، اللغة الإنجليزية كلغة أجنبية، التعلم، Google Meet، المتزامن. مهارات التحدث، مشاركة المتعلمين، مراجعة الأدبيات ،

Google Meet in English Language Teaching: A Systematic Literature Review

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Abstract

The rapid advancement of digital technologies has significantly transformed English language teaching (ELT), particularly with the widespread adoption of synchronous video conferencing platforms. This paper presents a systematic literature review examining the use of Google Meet in English as a Foreign Language (EFL) instruction. The review synthesizes findings from published empirical studies and academic literature, focusing on four key dimensions: (1) patterns of Google Meet usage in ELT, (2) reported educational benefits, (3) its role in facilitating interaction and learner engagement, and (4) the challenges and limitations associated with its implementation. The findings indicate that Google Meet is a powerful tool for supporting communicative language teaching, providing real-time speaking practice, enhancing learner autonomy, and offering flexible access to instruction. However, its effectiveness is significantly constrained by technological issues such as unstable internet connectivity, limited digital literacy, reduced non-verbal communication cues, learner anxiety, and distractions. The paper concludes that Google Meet should not be viewed as a simple replacement for face-to-face teaching, but rather as a pedagogical

tool whose value depends on thoughtful instructional design, teacher facilitation, and supportive learning environments. Pedagogical implications and recommendations for future research, particularly in the Libyan and similar EFL contexts, are also discussed.

Keywords: Google Meet, English language teaching, EFL, synchronous learning, speaking skills, learner engagement, literature review

1. Introduction

1.1. Background of the Study

Digital technology has become an indispensable component of contemporary education, and the field of English language teaching (ELT) has been profoundly influenced by this transformation. The emergence of online and blended learning environments has created unprecedented opportunities for teachers and learners to transcend the physical boundaries of traditional classrooms. This shift toward technology-mediated instruction gained extraordinary momentum during the COVID-19 pandemic, when educational institutions worldwide were compelled to transition rapidly from face-to-face instruction to remote learning modalities (Yuen et al., 2021).

1.2. Problem Statement and Rationale

Among the various synchronous video-conferencing platforms that facilitated this transition, Google Meet emerged as a widely adopted tool, particularly within the Google Workspace for Education ecosystem, due to its integration with other educational applications such as Google Classroom, Google Docs, and Google Drive. While Google Meet has been extensively used for English language instruction, there exists a significant gap in understanding its optimal pedagogical utilization, its genuine impact on language skill development, its influence on classroom interaction and learner motivation, and the multifaceted challenges that may impede its effectiveness.

The mere presence of a technological platform does not guarantee successful learning outcomes. Therefore, it is essential to systematically examine the existing body of research to identify patterns, synthesize findings, and develop evidence-based recommendations for practitioners. This systematic literature review addresses this need by providing a comprehensive and critical analysis of the role of Google Meet in EFL contexts.

1.3. Research Objectives

This review paper aims to:

1. Identify and describe the various patterns of Google Meet usage in English language teaching.
2. Synthesize the reported educational benefits associated with the platform in EFL settings.
3. Evaluate the potential of Google Meet to support interaction and meaningful learner engagement.
4. Identify and categorize the technological, pedagogical, and affective challenges related to its use.
5. Derive pedagogical implications and practical recommendations for effective integration.

1.4. Research Questions

This systematic review is guided by the following research questions:

1. What are the documented patterns of using Google Meet in English language teaching?
2. What educational benefits of Google Meet are reported in the EFL literature?
3. How can Google Meet support interaction and active learner engagement in English classes?
4. What are the key challenges and limitations associated with using Google Meet for English language instruction?
5. What pedagogical practices are recommended to enhance the effectiveness of Google Meet in EFL contexts?

2. Theoretical Framework

The pedagogical potential of Google Meet in language education can be effectively understood through the lens of several complementary learning theories:

2.1. Sociocultural Theory

Grounded in the work of Vygotsky (1978), Sociocultural Theory emphasizes that learning is fundamentally a social process, mediated through interaction with more knowledgeable others (teachers, peers) and cultural tools. In the context of this review, Google Meet functions as a mediating technological tool that enables social interaction and collaboration. Through features such as video conferencing, chat, and breakout rooms, learners can engage in collaborative tasks, peer feedback, and teacher-led scaffolding, which are essential for language development (Lantolf & Thorne, 2006).

2.2. Communicative Language Teaching (CLT)

CLT prioritizes meaningful communication and real-life language use over the rote memorization of grammatical structures (Richards, 2006). Google Meet is particularly well-suited for CLT as it allows teachers to design authentic communicative tasks such as role-plays, debates, interviews, information-gap activities, and group discussions. The platform's synchronous nature enables learners to use language purposefully and interactively, thereby promoting communicative competence.

2.3. Interaction Hypothesis

Long's (1996) Interaction Hypothesis posits that second language acquisition is facilitated through interaction and the negotiation of meaning. During interaction, learners may encounter communication breakdowns, which prompt them to clarify, confirm, and reformulate their language, thereby deepening their linguistic understanding. Google Meet's real-time audio and video capabilities create a rich environment for such negotiation of meaning, allowing learners to ask questions, seek clarification, and receive immediate feedback.

3. Methodology

3.1. Research Design

This study employs a **systematic literature review (SLR)** methodology. An SLR is a rigorous, transparent, and replicable approach to identifying, evaluating, and synthesizing existing research on a specific topic (Petticrew & Roberts, 2006). This design is appropriate for addressing the research questions by providing a comprehensive overview and critical analysis of the current state of knowledge regarding Google Meet in ELT, without conducting primary data collection.

3.2. Data Sources and Search Strategy

A comprehensive search was conducted across major academic databases, including:

- Google Scholar
- ERIC (Education Resources Information Center)
- Scopus
- ResearchGate

The search was limited to peer-reviewed journal articles, conference proceedings, and book chapters published in English between 2018 and 2026. The following keywords and their combinations were used:

- "Google Meet" AND "English language teaching"
- "Google Meet" AND "EFL" OR "ESL"
- "Synchronous learning" AND "speaking skills"
- "Video conferencing" AND "learner engagement" AND "English"
- "Online learning" AND "language education" AND "challenges"

3.3. Inclusion and Exclusion Criteria

Inclusion Criteria:

- Empirical studies (qualitative, quantitative, or mixed-methods) focusing on the use of Google Meet in English language instruction.
- Review articles and theoretical papers discussing Google Meet in educational contexts.
- Studies published in peer-reviewed journals or academic conferences.
- Studies published between 2018 and 2026.

Exclusion Criteria:

- Studies focusing solely on other video conferencing platforms without specific attention to Google Meet.
- Non-peer-reviewed sources such as blog posts, opinion pieces, or unpublished theses.
- Studies not directly related to English language teaching or learning.

4. Findings and Discussion

The findings from the reviewed literature are organized and discussed according to the four thematic dimensions of the study.

4.1. Patterns of Google Meet Usage in English Language Teaching

The literature indicates that Google Meet is utilized for a diverse range of instructional purposes in ELT, extending far beyond simple lecture delivery. It serves as a versatile virtual classroom where teachers can implement various activities targeting different language skills and components. Table 1 summarizes the documented uses.

Table 1: Summary of Google Meet Usage Patterns in English Language Teaching

Area / Skill	Examples of Activities
<i>Speaking</i>	Discussions, presentations, role-plays, pair/group conversations.
<i>Listening</i>	Teacher explanations, peer dialogues, audio/video materials, live captions.
<i>Reading</i>	Screen-sharing of texts, comprehension questions, collaborative analysis.
<i>Writing</i>	Collaborative writing on Google Docs, chat-based discussions.
<i>Vocabulary & Grammar</i>	Contextual presentation, interactive exercises, Q&A sessions.
<i>Pronunciation</i>	Oral practice, teacher modeling, immediate corrective feedback.
<i>Assessment</i>	Oral presentations, participation tracking, formative polls/quizzes.
<i>Collaboration</i>	Group projects, peer review activities in breakout rooms.

(Sources: Fakhruddin, 2018; Munasiroh et al., 2021; Pham & Hanh, 2023)

4.2. Reported Educational Benefits

The reviewed studies consistently highlight several key benefits of integrating Google Meet into EFL instruction:

- 1. Real-time Communication Opportunities:** The most significant advantage is the platform's synchronous nature, which enables immediate, authentic interaction. This is particularly crucial for developing speaking fluency, as learners can engage in spontaneous conversations, ask questions, and respond in real time, mimicking face-to-face communication (Nehe, 2021; Ngo & Ha, 2022).
- 2. Accessibility and Flexibility:** Google Meet allows learners to participate from various locations using diverse devices (computers, tablets, smartphones), thus removing geographical barriers and providing flexibility in learning (Abukres & Alsabiri, 2025; Google for Education, 2026).
- 3. Enhancement of Learner Autonomy and Motivation:** Research by Lahijani (2025) found that Google Meet-based instruction can positively contribute to learner autonomy, particularly when students are highly motivated. The platform empowers learners to take greater responsibility for their learning by providing access to recorded sessions, materials, and collaborative tools.
- 4. Integration with Google Workspace:** The seamless integration with other Google tools (Classroom, Docs, Slides, Forms) creates a cohesive digital ecosystem. This allows teachers to efficiently manage assignments, share

materials, facilitate collaborative writing, and conduct assessments within a unified environment (Pham & Hanh, 2023).

5. Diverse Participation Options: Features such as chat, hand-raising, reactions, and polls offer alternative avenues for participation. This can be particularly beneficial for shy or anxious learners who may feel more comfortable contributing through text or reactions before speaking aloud (Google for Education, 2026; Yuen et al., 2021).

4.3. Interaction and Learner Engagement

Interaction is the cornerstone of effective language learning. The literature suggests that Google Meet can facilitate two primary types of interaction:

- **Teacher-Learner Interaction:** The platform enables teachers to ask questions, provide immediate corrective feedback, explain concepts using the digital whiteboard, and offer individualized support.
- **Learner-Learner Interaction:** This is often facilitated through breakout rooms, which create smaller, more intimate settings where learners can participate more actively, practice speaking, and collaborate on tasks with reduced anxiety (Yuen et al., 2021).

However, the reviewed studies caution that interaction is not automatic. The effectiveness of Google Meet in fostering engagement is highly dependent on the teacher's pedagogical design. A teacher-centered lecture delivered through Google Meet is unlikely to yield the same engagement as a lesson that incorporates pair work, group discussions, collaborative problem-solving, and interactive tasks. When students disable their cameras and microphones, or when the teacher dominates the conversation, meaningful interaction diminishes significantly (Pratolo et al., 2024; Suaib et al., 2022).

4.4. Challenges and Limitations

Despite its benefits, the literature identifies significant challenges that constrain the effectiveness of Google Meet in EFL contexts. These can be categorized as follows:

1. Technological and Infrastructure Challenges:

- **Internet Connectivity:** Unstable or weak internet connections are the most frequently cited obstacle, leading to interruptions, poor audio/video quality, and disruptions to learning (Suaib et al., 2022; Hastomo & Zulianti, 2021).

- **Digital Literacy:** Both teachers and learners require adequate digital skills to navigate the platform, troubleshoot basic issues, and utilize advanced features effectively. A lack of such skills can hinder the learning experience.
- **Device Availability:** Unequal access to appropriate devices (computers, tablets) among students creates disparities in participation and learning opportunities.

2. Pedagogical Challenges:

- **Reduced Non-Verbal Communication:** The inability to fully read body language, facial expressions, and other non-verbal cues makes it difficult for teachers to gauge student comprehension, engagement, and emotional states, especially when cameras are off.
- **Classroom Management:** Managing student behavior, maintaining focus, and facilitating discussions in a virtual environment present new challenges compared to physical classrooms.
- **Distractions:** Learning from home or other non-academic environments exposes students to numerous distractions (e.g., family members, social media, household noises), which can reduce concentration (Pratolo et al., 2024).

3. Affective and Psychological Challenges:

- **Language Anxiety:** Many EFL learners experience heightened anxiety when speaking online, particularly when required to speak in front of the entire class with cameras on. This fear of making mistakes can lead to reduced participation (Nehe, 2021).
- **Decreased Motivation:** Over extended periods, some students may experience isolation, reduced motivation, and a sense of detachment due to the lack of spontaneous social interaction found in physical classrooms (Lahijani, 2025).

5. Pedagogical Implications and Recommendations

Based on the synthesized findings, the following pedagogical recommendations are proposed to maximize the effectiveness of Google Meet in EFL instruction:

1. **Prioritize Communicative Activities:** Design lessons that require active language use, such as debates, role-plays, interviews, and

collaborative problem-solving tasks, rather than delivering lengthy lectures.

2. **Utilize Breakout Rooms Systematically:** Actively employ breakout rooms for pair and small-group activities. This increases each student's speaking time, promotes peer interaction, and creates a less intimidating environment for practice.
3. **Provide Technical and Digital Literacy Support:** Offer clear instructions and, if possible, training sessions for both teachers and students on how to use Google Meet's features effectively and resolve common technical problems.
4. **Integrate Google Meet with Other Tools:** Leverage the integration with Google Classroom, Docs, and Slides to create a seamless, organized, and resource-rich learning experience.
5. **Foster a Supportive and Inclusive Environment:** Implement strategies to reduce language anxiety. This may include allowing students to use the chat function initially, providing positive and constructive feedback, establishing clear participation norms, and gradually encouraging camera use.
6. **Establish Clear Online Classroom Rules:** Develop and communicate clear guidelines regarding attendance, microphone and camera etiquette, participation expectations, respectful communication, and punctuality.

6. Conclusion and Future Research

6.1. Conclusion

This systematic literature review has examined the multifaceted role of Google Meet in English language teaching. The evidence from the reviewed studies demonstrates that Google Meet is a valuable and versatile tool for EFL instruction, offering significant potential to enhance communicative competence, provide flexible access to learning, and support learner autonomy. Its synchronous capabilities make it particularly effective for developing speaking and listening skills.

However, the review also underscores that Google Meet is not an inherently effective pedagogical solution. Its success is contingent upon thoughtful instructional design, skilled teacher facilitation, the establishment of supportive learning environments, and the mitigation of technological and

affective barriers. The platform should be viewed as a pedagogical tool that requires strategic integration into a broader, well-planned curriculum, rather than a simple substitute for traditional classroom teaching.

6.2. Recommendations for Future Research

To further advance knowledge in this area, future research should explore the following directions:

1. Conduct empirical, longitudinal studies comparing the long-term effects of Google Meet-based instruction on specific language skills (e.g., speaking fluency, pronunciation accuracy) against traditional or blended approaches.
2. Investigate effective strategies for reducing language anxiety and increasing willingness to communicate in synchronous online environments.
3. Undertake qualitative research (e.g., discourse analysis, ethnographic studies) to gain deeper insights into the nature and quality of interaction in breakout rooms and whole-class sessions.
4. Examine teachers' professional development needs and their perceptions of their own digital competence in utilizing Google Meet effectively.
5. Conduct research specifically within the Libyan and broader Arab contexts to assess the effectiveness of Google Meet in light of local infrastructure challenges, cultural factors, and educational practices.

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