

Maximum Utilization of Google Sites (MUGS) in Teaching English for Academic and Professional Purposes

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Abstract:

In the new normal education, educators are expected to maximize to use of technology in providing instructional support to the student making them more engaged in the learning process. The study employed a mixed-method to determine the positive effects of utilizing a teacher-made google site in teaching English for Academic and Professional Purposes (EAPP) among selected Grade 11 students. Google Sites is a website-building platform tool for the teacher who wants to build an e-learning environment, and a one-stop hub for students to access modules, interactive worksheets, important resources, video lessons, and reminders. The results of descriptive statistics provided evidence on the effectiveness of the intervention in prompting students' engagement, independent learning, convenience, time management, and submission of outputs. A Paired-Sample T-test was also conducted and it was found that there was a significant gain with a large effect size on the knowledge of the participants after the intervention was implemented. An interview questionnaire was also administered to explore the experiences of the participants towards intervention. Through thematic analysis, it was found that students have positive perceptions and good experience in using the teacher-made google as supported by the frequency of the themes derived from their textual responses. These findings imply that the utilization of Google Sites was an effective learning platform during this time of distance learning. It is recommended that schools will adopt and implement this platform with wider scope as it is proven to help students boost their engagement, independent learning, gives opportunity to take time in understanding the lesson, and easy access to learning materials.

Keywords: Google Sites, Distance learning, Positive Perception

I. INTRODUCTION

The global pandemic restricts the schools' delivery of learning across the globe. The need to adapt and embrace the abrupt change of the teaching-learning process is commonly practiced. Department of Education released the policy guidelines for the new normal process of learning following the DepEd Order No. 018, s. 2020 entitled 'Policy Guidelines for the Provision of the Basic Education Learning Continuity Plan'. It centered on different mechanisms and modes of delivery for learners to acquire basic education despite the pandemic. The most common learning delivery modalities used in public schools were

Modular Distance Learning (MDL) and Online Distance Learning (ODL).

As we go about the process of teaching and learning using Modular Distance Learning (MDL) and Online Distance Learning (ODL), there are observed impacts in the way of acquisition of learning amongst the students. Radu et al (2020) mentioned that there are negative impacts of the global pandemic on learners; some are lack of socialization, lack of learning motivation, lack of interaction and engagement. It has been observed that the grade 11 TVL-HE learners experienced a lack of engagement and learning of the subject English for Academic and Professional Purposes. This was based on the low percentage of

attendance during the distribution of modules and worksheets, low percentage of returned outputs, and low percentage of students' attendance during the weekly online consultations.

Hence, the Maximum Utilization of Google Sites (MUGS) in teaching English for Academic and Professional Purposes could be defined as an effective intervention to aid this existing problem of students' engagement and learning. This platform is free; learners can access it anytime, anywhere; no need for distribution and retrieval which can save time for both learners and teachers; and provides convenience as it is just a click, tick, and submit. It has been proved in the study of Jusriati et al (2021) that the implementation of Google Sites as an e-Learning platform for teaching during this time of the pandemic is effective, increasing students' ability to learn, and attracting students' attention. Moreover, it is also agreed by Pappas (2014) that utilizing Google Sites is a highly effective e-Learning tool and enhanced learners' overall educational experience.

II. STATEMENT OF THE PROBLEM

Due the impact of the global pandemic the grade 11 distance learners under Technical-Vocational-Livelihood (TVL) Track of Las Pinas City National High School CAA Campus experienced and evidently observed the lack of engagement and learning of the subject English for Academic and Professional Purposes. This was based on the low attendance during the distribution and retrieval of modules and worksheets, few returned of outputs, and low student commitment and engagement.

Thus, to address this problem, the researcher crafted an intervention tool with the use of Maximum Utilization of Google Sites (MUGS) in teaching English for Academic and Professional Purposes (EAPP). And to determine the effectiveness of this intervention the research questions were formulated:

1. What is the evaluation of students on the effectiveness of the intervention in promoting the following?
 - a. Student's engagement
 - b. Independent Learning
 - c. Convenience
 - d. Time management
 - e. Submission of outputs
2. Is there a significant difference between the scores of the students before and after the implementation of the intervention?
3. What are the experiences of students on using Google Site as a learning platform?

III. METHODOLOGY

To conduct this study, the researcher asked for permission, a letter of approval from all the stockholders of Las Pinas City National Senior High School CAA Campus, the School Principal, and the Parent/ Guardian. After following all guidelines and rules, the privacy of students who are also the participants through convenience sampling in the study was protected. They are not subject to any harm, but to respect their dignity. The instrument used causes no harm to the participants but to protect their basic information and responses abiding by the Data Privacy Law Act of 2012 Sec. 2 Declaration of Policy.

To obtain pertinent data for this study, an instrument was utilized, the following steps followed:

PRETEST. Google forms link was sent to the learners before the lesson started. These electronic forms include the topics, lessons, tasks, and assessment from the Modules and Worksheet anchored from the MELC, together with the attachment of video discussions for each topic. <https://forms.gle/dibdp1teH8Dtn6M18>

INTERVENTION. A two weeklong intervention using the Maximum Utilization of Google Sites (MUGS). These platforms include the lessons taken from the modules and worksheets that aligned to MELC, videos discussing the topics, interactive

worksheets, learning materials, and practice tests to practice the mastery of the lessons. After they understand the lessons deeply, they easily answered the tasks and assessments given. These electronic platforms are free, and they can access them anytime and anywhere they want. <https://sites.google.com/depd.gov.ph/english-for-academic-and-profe/home>

POST-TEST. After the given intervention the student was given a post-test to measure their learning if there will be a significant difference from the pre-test conducted two weeks ago. The same set of questions from the pre-test was administered. <https://forms.gle/yFWeu6id1BspMi4RA>

SURVEY/INTERVIEW. The survey was conducted after the post test. This survey was to collect data on how the Maximum Utilization of Google Sites (MUGS) affects student engagement, learning, time management, convenience, and impact in the submission of outputs. <https://forms.gle/5VxC7Mi9KrRHJz4i9>

INTERVIEW. The interview of the open-ended questions was conducted after the survey questionnaire. This interview was to collect data on the students' experiences using the Maximum Utilization of Google Sites (MUGS). <https://forms.gle/DJcqf1sCUKRu1dCP7>

To answer the research questions, the collected data were used and interpreted by:

Descriptive Statistics to assess the effectiveness of the intervention in promoting student engagement; independent learning; convenience; time management; and submission of outputs

Paired sample t-test to compare the pre-test and post-test mean scores of the students

Shapiro-Wilk statistics to examine the assumption of normality on the gain scores

Thematic analysis of the textual responses of students on the four open-ended questions to support the quantitative findings.

IV- FINDINGS

Descriptive statistics was used to assess the effectiveness of the intervention in promoting student's engagement; independent learning; convenience; time management; and submission of outputs. An evaluation tool consisting of five criteria was used to quantify how are the indicators for each criterion evident in the learning experience of the students. The weighted mean for each indicator and the mean for each criterion were calculated. The mean scores were interpreted as follows: not evident (1.00 - 1.79); somewhat evident (1.80 - 2.59); moderately evident (2.60 - 3.39); evident (3.40 - 4.19); and highly evident (4.21 - 5.00)

Table 1: Student Evaluation on the Effectiveness of the Intervention



Table 1 presents the students' evaluation towards the effectiveness of the intervention in promoting student engagement; independent learning; convenience; time management; and submission of outputs. As shown in the table, all the five criteria were verbally interpreted as "evident." This indicates that from the perspective of the students, utilization of Google Sites served as an effective learning platform as evidenced by the overall mean of each criterion.

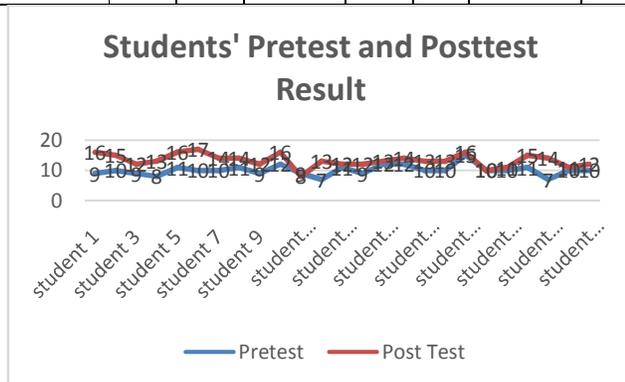
Table 2: Test of Normality on Gain Scores

		W	p
Post test	- Pre-test	0.954	0.306

Another of the objectives of this study is to determine if the knowledge of English for Academic and Professional Purposes (EAPP) of the students has improved after the intervention was implemented. The knowledge of English for Academic and Professional Purposes (EAPP) was measured using a teacher-made test 20 item test. Table 3 Paired sample t-test was used to compare the pre-test and post-test mean scores of the students. Prior to conducting the analysis, Shapiro-Wilk statistics were computed to examine the assumption of normality on the gain scores. The result of the Shapiro-Wilk test showed that the assumption of normality was not violated, $W(24) = 0.954, p = 0.306$.

Table 3: Result of Paired Samples T-Test

Test	Mean	SD	Difference Between Means	t-value	Sig. (2-tailed)	Verbal Interpretation	Effect Size
Pre-Test	10.1	1.68	3.20	7.22	<.001	Significant at .05 level	1.44
Post-Test	13.3	2.13					



The result of the Paired sample t-test reveals that there is a significant difference on the knowledge students before ($M = 10.1, SD = 1.68$) and after ($M = 13.3, SD = 2.13$) implementing Maximum Utilization of Google Sites, $t(24) = 7.22, p < .001$. The effect size for this analysis (Cohen's $d = 1.44$) was found to exceed Cohen's (1988) convention for a large effect ($d = .80$). The finding indicates that intervention leads to a significant gain on knowledge on the ecosystem. Thus, continuous implementation was recommended to further improve knowledge of acquisition of students on

other topics in English Academic and Professional Purposes.

Table 4: Thematic Analysis on the Experience of Students on using Google Site as a learning platform

Primary Themes	Subthemes	Number of Responses	Sample Statement
Advantages	Enhancement of learning	5	<i>It is simple to use and features a user-friendly layout for students</i>
	Ease of Use	20	<i>It is simple to use and features a user-friendly layout for students</i>
	Total	25	
Disadvantages	Connectivity Problem	4	<i>Some students have limited connection; before you can use you need to have load or Wi-Fi.</i>
	Limited Features	6	<i>Its limited functionality compared to other</i>
	Total	10	

To support the quantitative findings, a thematic analysis was conducted on the textual responses of students on the four open-ended questions. Table 4 shows that the majority of the students experience ease in using Google Site as a learning platform because it is free for anyone with a Google account to access and use; it is a one-stop hub for students to access modules, interactive worksheets, important resources, video lessons, and reminders; and it is just a link to click away without even getting modules and worksheets at school. On the other hand, four (4) students had concerns about connectivity problems. This concern is inevitable or at least using google sites requires less internet data since it is just a link than conducting an online class or installing an e-learning platform that consumes more data and storage from their phone. Limited Features were also viewed as a disadvantage of using Google Site. Six (6) students said that Google Site lacks some functionalities offered by other internet applications. Thus, it will be suggested that teachers who may want to use this platform may include and attached to the teacher's made Google

Sites some interactive learning links, learning games, and other activities that can challenge the students. Comparing the frequencies of the responses based on the themes derived, it was revealed that the advantages of using Google site is more evident than its disadvantages as evidenced by a difference of 15 responses.

V- CONCLUSION

Based on the results and findings of the pretest, posttest, survey, and interview, on the utilization of Google Site in teaching English for Academic and Professional Purposes, the researcher finally concludes and implies that utilization of Google Sites was an effective intervention and effective learning platform during this time of distance learning provided with evidence on the effectiveness of the intervention in prompting students' engagement, independent learning, convenience, time management, submission of outputs, improved students' learning, and students' positive perception and good experience in using the teacher-made google site.

VI- RECOMMENDATION

The researcher believed that this intervention will be implemented in wider scope as it is proven to be effective. The recommendations are identified:

1. Schools will adopt and implement this platform not only English for Academic and Professional Purposes subject but with wider scope as it is proven to help students boost their engagement, independent learning, gives opportunity to take time in understanding the lesson, and easy access to learning materials.
2. Students' friendly as its free platform, and can be accessed anytime, anywhere even in a lower Mbps.
3. Schools conduct learning action cell sessions about the use of Google Sites in teaching and conduct training on how to create a teacher-made learning website as it helps teachers to be more productive.

4. It is paperless which promotes sustainability and is eco-friendly that helps save school funds for printing modules and worksheets.
5. Future teacher-made, Google Site as e-Learning platform may include and attached more interactive learning links such as learning games, Quizizz, Quizlet, Kahoot, and other learning activities that can challenge the students.

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