

A Systematic Review: Level Of Knowledge And Readiness To Use Google Sites For English Language Learning Among Post-Secondary Students

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Abstract- This study explores the current state of knowledge regarding post-secondary students' familiarity with and readiness to utilize Google Sites for English language learning. Employing a critical review methodology, the research investigates existing literature on this topic. Through a five-step process, the review (1) defined research objectives and questions, (2) examined relevant academic sources, (3) analyzed data using inclusion/exclusion criteria, (4) reported findings descriptively, and (5) discussed the implications of the identified results. This analysis revealed key themes that contribute to a conceptual framework for understanding student readiness. The review highlights the potential benefits of Google Sites for language learning, while also identifying knowledge gaps that warrant further exploration. This paves the way for future research investigating the effectiveness of Google Sites as a tool for enhancing English language learning among post-secondary students.

Index Terms- Level of Knowledge, Level of Readiness, English Language Learning, Google Sites, Post-Secondary students

I. INTRODUCTION

English, a cornerstone of academic and scientific discourse, holds a prominent position in Malaysia's education system. Continuous improvements are made, including curriculum revisions at the post-secondary level, to ensure effective teaching and learning. This focus aims to equip educators with the necessary knowledge and pedagogical skills to transmit information effectively to students. Additionally, teachers receive training in Information Technology (IT) to leverage Information and Communication Technology (ICT) tools in the classroom. By integrating these tools into the learning process, educators can enhance student understanding and language acquisition.

As the rapid development of modern technology involving Industrial Revolution 4.0, it has brought many new challenges to all fields and certain sectors in Malaysia including the field of education. Modern learning environments extend beyond the classroom walls, embracing digital tools and applications. This transformation has the potential to significantly enhance the quality of student learning. By providing exposure to a wider range of instructional materials and interactive tools, modern learning fosters deeper engagement and facilitates knowledge acquisition. This abstract explores the impact of modern learning on both traditional classroom settings and informal learning experiences. This is at the same time able to provide students with meaningful learning, which in turn will produce a generation that is knowledgeable and skilled.

Drawing on Malaysia's Education Blueprint 2013-2025 (PPPM) and the Ministry of Education's ICT Transformation Plan (2019-2023), this study investigates the role of Information and Communication Technologies (ICT) in promoting self-directed learning and quality education. Both policy documents emphasize leveraging ICT to expand access to high-quality teaching and foster a dynamic, innovative workforce (Ministry of Education Malaysia, 2013, 2018). This focus on digital capabilities aligns with the broader goal of advancing 21st-century education.

The Malaysian Ministry of Education's "Enhancing the Malaysian Language Strengthening the English Language" (MBMMBI) policy emphasizes the importance of bilingual fluency in Malay and English for students. This focus aligns with the national education system's goal of fostering confident and marketable graduates prepared for the global job market. The MBMMBI policy emerged after the abolishment of the Science and Mathematics Teaching and Learning Policy in English (PPSMI) in 2009. Unlike PPSMI's focus on

English-medium science and math instruction, MBMMBI prioritizes effective communication skills in both languages. This shift aims to equip students for success in the international arena by strengthening their ability to compete and collaborate at a global level.

The Ministry also introduced the Post-Secondary English Language Curriculum Framework (PSELF) subject aligned with the Common European Framework References (CEFR) which is based on international standards to strengthen the curriculum for students in form six specifically to meet the objective of mastering English in line with international levels. This is targeting the sixth form students entering the first semester of July 2024. It is certain that the reforms that will be made can help further develop the potential of students, especially in sixth form to reduce the issue of students' lack of self-confidence and further achieve the best level of communication and proficiency skills in line with current demand of workplace.

Effective English writing in post-secondary education requires mastery of all four language skills: reading, listening, speaking, and writing itself. Writing proficiency goes beyond basic mechanics; it demands strong grammar, syntax, and thoughtful word choice. Additionally, a well-written piece exhibits clear organization and a flow of ideas (Liyana & Melur, 2021). Research suggests a positive correlation between self-directed learning (SDL) and writing skill development. Students with higher levels of self-directedness demonstrate greater readiness for SDL strategies, ultimately improving their English writing skills (Adnan & Sayadi, 2021). This study explores this connection and its implications for educational practices.

Therefore, using Google Sites as a medium to help students especially at the post-secondary education can carve their quality learning is very relatable to improve their English proficiency in particular. Nowadays, with the technology has been improving, there are a lot of media and online platforms that can be used either by students or teachers. One of them is Google Site (Puspita et al., 2021). By using Google Site, teachers and students can creatively create their own website as academic diary, where they can store all the teaching materials they have. The Google Sites platform is mostly click-and-drop and requires no coding. It only takes a few minutes to create a visually appealing website and minimal work to manage content. The best part is that it's free and the user has the option to share or make the URL public (Raden et al., 2024). In addition, because English is not a native language, students are not motivated to learn, and some people still think that it is difficult to master English (Susanthi, 2020). There is a positive relationship between students' level of self-directedness and students' readiness to incorporate self-directed learning in English writing skills (Adnan & Sayadi, 2021). Using digital tools in learning empowers students to take charge of their education and become more independent learners and potentially see significant improvement in their English skills. This easy access to well-prepared lessons can, over time, equip them with the most important learning tools for their English class (Lao & Catalan, 2023).

Hence, in today's online learning, English teachers as learning facilitators need to be more creative and innovative in providing materials to increase students' low learning motivation. As the Google Sites is a web-based tool offered by Google it is designed to enable its users to create and manage websites easily through various drag-and-drop interface. It allows teachers and students to collaborate on creating content-rich sites without needing any expertise in web based. Google Sites' capabilities made it easier for students to develop writing ideas. Google Site has the right benefits to be used as academic supporting platform (Puspita et al., 2021). This study explores the potential of Google Sites to revitalize English language learning for post-secondary students. Integrating innovation, technology, and personalized learning opportunities, Google Sites can create a more engaging learning environment (Ulinuha & Parnawati, 2022). Research suggests that students find Google Sites a novel and exciting platform for language learning (Ulinuha & Parnawati, 2022; Songkhro et al., 2022). However, challenges remain. English as a non-native language can be demotivating for some students (Susanthi, 2020). Therefore, educators need to adopt innovative strategies to address low motivation and optimize online learning experiences (Puspita et al., 2021). By harnessing the potential of Google Sites, educators can create a more engaging and effective approach to English language learning.

The ever-evolving educational landscape demands that teachers continuously refine their technological skills to keep students engaged. Research by Zawawi & Hashim (2024) underscores the positive impact of technology in ESL classrooms, fostering participation, engagement, and independent learning. While technology integration is crucial (Normadhia et al., 2019), educators constantly strive to optimize its impact on student learning. Studies like Alisoy (2024) reveal a growing preference for interactive and digital approaches over traditional lectures. This highlights the need for integrating technology-enhanced methods and adapting curriculum to better address student needs. In response to this evolving landscape, this study reviews recent primary research (2019-2024) to understand post-secondary students' level of knowledge and readiness for using Google Sites in their English language learning journey.

This exploration of Google Sites for English language learning in post-secondary education highlights its potential to transform the learning experience. By offering a wider range of engaging and interactive content, Google Sites empowers students to learn high-quality material at their own pace. This shift positions teachers as facilitators, guiding students rather than solely delivering content. Ultimately, this approach, coupled with advancements in technology and infrastructure, can better prepare graduates for the workforce. By equipping students with the skills demanded by industries and future job trends, Google Sites has the potential to significantly improve the quality of future human resources.

The main point to lead this article on the basic survey is to determine the baseline knowledge and level of readiness amongst students for using Google Sites as a platform for English language learning. The issue in this study tends to see tendencies among post-secondary learners. This question can be separated into two main subjects, namely (1) to identify the knowledge and (2) to identify the readiness towards the use of Google site in learning English among post-secondary learners. These two subjects were used to classify the articles that were recovered for this basic audit.

II. METHODOLOGY

As stated by Serge et., (2021), systematic reviews offer a structured approach to analyzing existing research. This method allows researchers to categorize relevant articles based on their research question and objectives. By following a systematic process, researchers can ensure they're working with a focused set of high-quality studies, and objectively determine which articles to include or exclude from their analysis. A critical review of literature was conducted to examine the current body of knowledge on usage of Google Sites as a medium of teaching and learning English language for post-secondary students. This study employs a critical review methodology to analyze existing research on the readiness of post-secondary students to utilize Google Sites for English language learning. The review process followed a five-step approach: (1) formulation of research objectives and questions, (2) systematic examination of relevant academic sources, (3) data analysis based on inclusion/exclusion criteria, (4) descriptive reporting of findings, and (5) discussion of the implications. This analysis resulted in the identification of key themes that contribute to a conceptual framework for understanding student knowledge and readiness.

The review highlights the potential benefits of Google Sites in language learning but also identifies knowledge gaps. These gaps warrant further research in the field of educational technology, particularly focusing on the specific application and design considerations for using Google Sites to enhance English language learning among post-secondary students.

1) Study Selection

To identify relevant research, a multi-step keyword search was conducted across various academic databases. The search terms included "level of knowledge," "level of readiness," "English language learning," "Google Sites," and "post-secondary students." These keywords were used both individually and in combination to find articles that matched the study's eligibility criteria. Titles, abstracts, and keywords of identified articles were then examined to determine their suitability for inclusion in the review.

2) Data Collection Process.

Data collection was conducted manually using the extraction data form in Excel spreadsheet. The data extracted include topics, years, respondents, the research methodology used and major findings of the studies.

3) Item Selection

The information reviewed in each article include respondents, research method used, sample and major findings from the research.

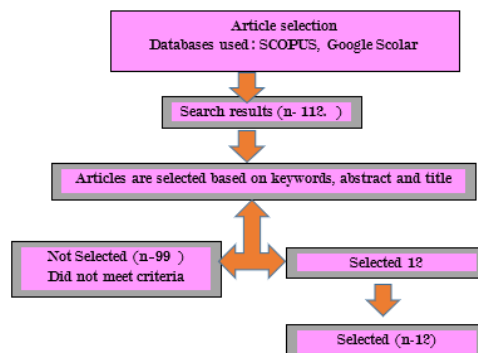
Databases	Keywords				
	Google Sites	English	Level of Knowledge	Level of Readiness	Post-Secondary students".
SCOPUS	2	3	1	2	1
Google Scholar	4	9	7	4	6
Total	6	12	8	6	7

Table 1. The Total Articles Classified by the Databases

To ensure the review reflected the most up-to-date practices in 21st-century learning environments, a rigorous selection process was employed. Thirteen articles were chosen from two academic databases, SCOPUS and Google Scholar. Inclusion and exclusion criteria were applied to identify high-quality, relevant sources for this critical review.

Firstly, only articles published in 2019 or later were included. This ensured the research addressed current educational trends, as older studies might explore outdated pedagogical approaches. Secondly, all selected articles were required to be peer-reviewed. Peer review helps guarantee the validity of research by subjecting it to the scrutiny of experts in the field. Articles that did not meet this criterion were excluded. Additionally, the review process focused on academic journal articles, excluding book chapters and other non-peer-reviewed sources.

Also, the inclusion and exclusion criteria filter involved excluding studies that were not relevant to the identified variables. This helped to ensure that only studies with a clear connection to the research topic were included. As a result, all publications that utilized qualitative methods were removed. Conversely, articles reporting on studies carried out in the field of education were deemed valuable as they had the potential to uncover insights that could be applied to teaching practices. Therefore, such articles were included in the selection process.



This study utilized the three research methods of mixed-method, quantitative, and qualitative research. This critical review aims to build upon the existing body of knowledge by examining how past researchers have investigated this topic using various established methods. This ensures a comprehensive understanding of the research landscape and strengthens the foundation for the current study. Lastly, the entire article was read and the findings of each study were categorized into five themes based on this research question, namely student perceptions and attitudes, impact on learning outcomes, factors affecting readiness, integration strategies and best practices and comparison with other tools.

III. RESULTS AND DISCUSSION

After the use of these four consideration and prohibition standards : (A total of 12 articles remained relevant to the topic of this study out of the twenty-one articles that were initially searched: 1) publication years ranging from 2021 and above; 2) articles with peer review; 3) studies focusing on a wider use of project-based learning in place of a particular use of 3D animated videos based on the theory of minimalism; and 4) studies using the three research design methodologies of quantitative, qualitative, and mixed-method research design methodology. As can be seen in Table 2, a table is used to report the specifics of the remaining ten articles. The table additionally shows just a single report including the subjects being contemplated were found to have been led in Malaysia.

Applying these four filters reduced the number of articles to 12 which were then categorized according to the specific domains with which they dealt as seen in Table 2. The methods used, and the country in which the studies were conducted were also reported. Google Scholar indexes more journal than the more restrictive SCOPUS. The table is used to report the specifics of the remaining twelve articles.

No	Authors	Year	Journal	SC	GS	G. Sites	E	L K	LR	PSE	Country	Data Collection Methods
1	Leah Adelson, Géraldine Simonnet Keen	2023	Journal of Educators Online	/		/	/				USA	questionnaire
2	Dilla Safira Adzkiya1, Maman Suryaman2	2021	Jurnal Teknologi Pendidikan		/		/	/	/		Indonesia	purposive sampling
3	Tevfik Dariyemez.	2019	Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi Haziran		/		/	/	/	/	Turkey	Likert type questionnaire
4	Hussien Mohamad Alakrash, Norizan Abdul Razak, and Pramela Krish	2022	International Journal of Information and Education Technology	/			/	/	/		Malaysia	Random sampling questionnaire
5	Nor Hafizah Adnan, Siti Shakirah Sayadi	2021	Arab World English Journal		/		/	/	/		Malaysia	questionnaires
6	Gülten Hergüner, Saltuk Buğra Son, Sinem Hergüner Son, Ahmet Dönmez	2020	TOJET: The Turkish Online Journal of Educational Technology		/	/	/	/	/	/	Turkey	“relational screening model” being among the quantitative approaches
7	Atik Ulinuha, Tantry Ajeng Parnawati	2022	Journal of Language Teaching and Learning, Linguistics and Literature		/	/	/			/	Indonesia	descriptive quantitative method using survey
8	Tran Kieu My An	2022	Journal of Science and Technology,		/		/	/		/	Vietnam	closed-ended and open-questions in the questionnaire
9	Riza Harani Bangun, Jubliana Sitompul, Hesti Fibriasari	2022	International Journal of Research and Review		/	/	/			/	Indonesia	Pre-test and post-test design
10	Pham Duc Thuan, Nguyen Thi Hong Hanh	2023	JET Emerging Technologies in Learning	/		/	/		/	/	Vietnam	A Likert-scale questionnaire and semi-structured interviews
11	Norelyn H. Data.	2022	Asian Journal of Applied Research for Community Development and Empowerment.		/	/	/	/			Philippines	Descriptive statistics

12	Songkhro, J., Dequina (Jr.) L. S., Dominguez, R. R., & Khathayut, P.	2022	Education Quarterly Reviews		/	/	/	/	/	/	Thailand	Pre-test- post-test design
<p>Note: SC = Scopus ; GS = Google Scholar; G.Sites = Google Sites; E = English; LK = Level of Knowledge; LR = Level of Readiness; PSE = Post-Secondary Education</p>												

Table 2. Reports of the critical analysis of literature

Referring to Table 2, Google Sites was analysed in seven articles while all of twelve articles discussed about English Language learning, level of knowledge was discussed in eight articles while learner’s readiness specifically was discussed less, and the seven articles focused on post-secondary education. This shows that every specific field, including the educational had reasons by engaging problem base learning as a tool for learning in this 21st century.

As online learning environments continue to evolve, platforms like Google Sites offer educators a versatile tool for language acquisition. This research had explored five key themes surrounding the use of Google Sites: student perceptions and attitudes, impact on learning outcomes, factors affecting online learning readiness, integration strategies and best practices, and comparisons with other online language learning tools.

A. Student Perceptions and Attitudes

It is important to explore how students perceive and respond to online language learning environments, particularly those utilizing platforms like Google Sites. This research reveals a range of positive and negative experiences, highlighting the complexity of online learning implementation. Some students encounter difficulties transitioning to online learning, leading to a less satisfactory experience. A study by Adelson & Keen (2023) found that over 80% of participants reported challenges such as adapting to the new format, a lack of personal motivation, technical issues, and limitations in online activities. Additionally, concerns regarding instructor communication and peer interaction were raised.

While some students face challenges, research also highlights the potential benefits of online platforms like Google Sites. Studies by Adzkiya & Suryaman (2021) and Ulinuha & Parnawati (2022) suggest that students find Google Sites to be user-friendly, practical, and engaging. These features contribute to improvements in various language skills, including reading, listening, grammar, writing, and speaking. Students appreciate the platform’s ability to present information in a visually appealing way, incorporating elements like illustrated videos and text to voice features.

Although Google Sites offers a user-friendly platform for language learning, student perceptions and online learning readiness play a significant role in successful implementation. A study by Adnan & Sayadi (2021) examined student perceptions towards self-directed learning (SDL) strategies specifically within online environments. Interestingly, the majority of respondents were female students. Research by Hergüner et al. (2020) suggests a positive correlation between students’ attitudes towards online learning and their overall readiness for such environments. Students with a more positive outlook may be better prepared to navigate the online learning landscape. Overall, these findings indicate that student perceptions of online language learning, particularly when using platforms like Google Sites, are multifaceted. While some students struggle with the initial transition and lack interaction, others find online platforms to be user-friendly, engaging, and effective for language acquisition. Educators should consider these diverse perspectives when designing and implementing online learning programs, addressing potential challenges while leveraging the strengths of online platforms to create a positive and successful learning experience for all students.

THEME	FINDINGS	AUTHORS
Student perceptions and attitudes	Over 80% of participants reported that their learning experience was less satisfactory due to the difficulty of the transition to online learning to a lack of personal motivation, technology-related factors, in-class activities, instructor communication, and peer interaction.	Leah Adelson, Géraldine Simonnet Keen (2023)
	Students gave positive feedback about Google Sites as it is easy, practical, and interesting. Reading and listening to material in the form of illustrated videos, text, and voice helped improve their English pronunciation as Google Sites was more fun.	Dilla Safira Adzkiya1, Maman Suryaman2 (2021)
	The majority of learners agreed felt confident to gather information using technology because they could easily access and download information from the internet.	Tevfik DARIYEMEZ (2019)
	Learners have positive perceptions and attitudes as they feel comfortable, excited, and like learning the English language using digital platforms because they believe that digital platforms change their learning styles and consider them as valuable tools for their learning process.	Hussien Mohamad Alakrash, Norizan Abdul Razak, And Pramela Krish (2022)
	The study examined the perceptions and attitudes of secondary school students towards self-directed learning (SDL) strategies. The majority of the respondents were female students (68%), followed by male students (32%).	Nor Hafizah Adnan, Siti Shakirah Sayadi (2021)

	There is a moderately significant and positive correlation between online learning attitudes and online learning readiness because of learners' positive attitude	Gülten Hergüner, Saltuk Buğra Son, Sinem Hergüner Son, Ahmet Dönmez (2020)
	Students have positive perceptions towards Google Sites, finding them effective in improving grammar competence, writing skills, speaking skills, and listening comprehension because it is efficient, fun, and motivating for their language learning experience.	Atik Ulinuha, Tantry Ajeng Parnawati (2022)
	Majority of the participants believe that Google sites can help improve their English skills.	Tran Kieu My An (2022)
	The advanced reading comprehension learning material based on Google Sites was well received by students, as indicated by the high satisfaction rating of 89%. Students found the Google Sites platform easy to use and appreciated its integration with other Google applications and accessible conveniently.	Riza Harani Bangun, Jubliana Sitompul, Hesti Fibriasari (2022)
	Language learners perceived the use of Google Sites as effective tools in increasing engagement in learning because of its features that are user-friendly and simple.	Pham Duc Thuan, Nguyen Thi Hong Hanh (2023)
	English learners had positive perceptions and good experiences in using the teacher-made Google Site as a learning platform as it is user-friendly and easy to use. It has the convenience of accessing modules, interactive worksheets, important resources, video lessons, and could be flexibly accessible anytime and anywhere	Norelyn H. Data (2022)
	Students also expressed positive opinions on teaching and learning management via online platforms.	Songkhro, J., Dequina (Jr.) L. S., Dominguez, R. R., & Khathayut (2022)

Table 3: Student Perceptions and Attitudes

B. Impact on Learning Outcomes

The increasing popularity of online learning environments has led to a growing body of research exploring its effectiveness for language acquisition. This research had investigated the impact of online learning such as through Google Sites on various language skills and learning outcomes. By examining student experiences and outcomes, this analysis aims to inform educators on the potential benefits and considerations for integrating online learning into language programs.

While online learning offers a flexible alternative to traditional classrooms, concerns exist regarding its effectiveness in developing all language skills. Studies by Adelson & Keen (2023) suggest that online learning may lead to less practice across all four language skills (listening, reading, speaking, writing) compared to traditional face-to-face learning. Speaking skills were found to be particularly challenging to develop in online environments due to technological limitations and difficulty replicating certain activities. However, the same study also found a positive correlation between online speaking practice and students' overall online learning experience. Conversely, some research indicates positive outcomes for language skill development. Studies by Alakrash et al. (2022) report that students showed improvement in writing, speaking, grammar, reading, and vocabulary skills. Research by Adnan & Sayadi (2021) suggests that students expressed interest and willingness to learn using Self-Directed Learning (SDL) strategies in online language learning contexts. Prior research (Hergüner et al., 2020) suggests that online learning can lead to similar or even higher academic achievement compared to traditional face-to-face learning environments. Studies by Ulinuha & Parnawati (2022) highlight the positive impact of using Google tools such as Google Sites on language learning outcomes, including improved grammar, writing, speaking, and listening skills. This is likely due to the collaborative and interactive nature of these tools. An (2022) found that a significant portion of participants felt their speaking, listening, and reading skills improved through online learning, while writing was perceived as less beneficial.

The effectiveness of online learning platforms like Google Sites is also supported by research. Bangun et al. (2022) found that students using Google Sites demonstrated significant improvement in advanced reading comprehension skills. Thuan & Hanh (2023) highlight the overall positive perceptions of students using Google tools for language learning, reporting increased enjoyment, motivation, and self-directed learning. Data (2022) found that an intervention using Google Sites as a learning platform was successful in promoting student engagement, independent learning, and improved knowledge of English for Academic and Professional Purposes (EAPP). Songkhro et al. (2022) demonstrated the effectiveness of animated videos in online learning environments, leading to improved reading skills, student achievement, engagement, and understanding of complex content. Overall, these findings suggest that online learning can be an effective tool for language acquisition, with the potential to improve various language skills and learning outcomes. However, it is important to acknowledge that speaking skills may require specific strategies and considerations in online environments.

THEME	FINDINGS	AUTHORS
Impact on learning outcomes	Speaking skills were particularly challenging to transfer to online contexts due to technology limitations and the difficulty of replicating certain speaking activities online.	Leah Adelson, Géraldine Simonnet Keen (2023)
	Students reporting improvement in language skills such as writing, speaking, grammar competence, reading, and vocabulary	Hussien Mohamad Alakrash, Norizan Abdul Razak, And Pramela Krish (2022)
	The participants expressed interest, readiness, and willingness to learn and practice and had a positive impression, hoping for improved English writing skills.	Nor Hafizah Adnan, Siti Shakirah Sayadi (2021)
	Online learning can lead to higher academic success.	Gülten Hergüner, Saltuk Buğra Son, Sinem Hergüner Son, Ahmet Dönmez (2020)
	The use of Google Sites has a positive impact on students' language learning outcomes, leading to improved grammar competence, writing skills, speaking skills, and listening comprehension and its collaborative and interactive nature contributes to enhanced learning outcomes.	Atik Ulinuha, Tantry Ajeng Parnawati (2022)
	81% of the participants believe that their listening skills have improved through studying on sites while 75% of the participants find that reading online provides them with updated vocabulary for real-life situations.	Tran Kieu My An (2022)
	There was a significant improvement in students' reading skills as it is effective to use advanced reading comprehension using Google Sites	Riza Harani Bangun, Jubliana Sitompul, Hesti Fibriasari (2022)
	The effectiveness of using technology in language learning has been widely acknowledged, including improvements in motivation, autonomous learning, engagement, and learning performance. Students' perceptions were generally positive, indicating that it is an effective aid in the learning process. Which resulted in increased levels of enjoyment, positive attitudes toward learning, and higher levels of intrinsic motivation and helped students learn English better, manage their learning process, and improve their computer skills and learning abilities.	Pham Duc Thuan, Nguyen Thi Hong Hanh (2023)
	The usage of Google Sites was found to be effective in promoting student engagement, independent learning, convenience, time management, and submission of outputs.	Norelyn H. Data (2022)
	Learning using Google Sites has been found to be effective in improving student reading skills, enhancing student achievement, engagement, and satisfaction, and helping students understand complex content.	Songkhro, J., Dequina (Jr.) L. S., Dominguez, R. R., & Khathayut (2022)

Table 4: Impact on Learning Outcomes

C. Factors Affecting Readiness

The transition to online learning environments presents both opportunities and challenges for educators. There are various factors that influence students' readiness for online learning, including motivation, technology access, student characteristics, and course design. By understanding these factors, educators can create more effective and supportive online learning experiences that promote successful language acquisition. Understanding student readiness is crucial for effective language learning. A review of research reveals eight key factors that impact students' preparedness for English language acquisition.

THEME	FINDINGS	AUTHORS
Factors affecting readiness	Participants reported a lack of personal motivation, technology-related factors, and course workload as factors that shaped their perception of online learning where connectivity issues and perceived limited capabilities of technology tools contributed to participants' negative experience as well as insufficient technology training of instructors was also reported as a contributing factor.	Leah Adelson, Géraldine Simonnet Keen (2023)

Limited internet data quota constraints prevented some students from accessing the website link on time and they may need guidance from teachers and parents to understand how to use online learning applications.	Dilla Safira Adzkiya1, Maman Suryaman2 (2021)
Many learners believed they could learn a foreign language through video-based courses and majority of learners considered learning English via videos to be a good idea	Tevfik DARIYEMEZ (2019)
students may lack skills in solving technical problems but they can easily learn how to use technology and recognize digital resources, but lack skills in solving technical problems	Hussien Mohamad Alakrash, Norizan Abdul Razak, And Pramela Krish (2022)
Factors affecting interest, readiness, and willingness to learn and practice where students with a high level of self-directedness displayed higher readiness scores compared to those with a moderate level.	Nor Hafizah Adnan, Siti Shakirah Sayadi (2021)
Student motivation is a critical factor in online learning, impacting both attitudes and learning behaviors. Readiness itself is influenced by a complex interplay of factors, including maturity level, interests, individual needs, pre-existing attitudes and motivations, prior learning experiences, abilities, and even general health conditions.	Gülten Hergüner, Saltuk Buğra Son, Sinem Hergüner Son, Ahmet Dönmez (2020)
Technological fluency and consistent internet access are crucial factors influencing student readiness for online learning tools like Google Sites. Students with these advantages can leverage the platform more effectively.	Atik Ulinuha, Tantry Ajeng Parnawati (2022)
The participants recommend following the guidance of their lecturers and seeking support when needed.	Tran Kieu My An (2022)
Many students still relied on conventional methods of learning, and there was a lack of interest in learning due to the repetitive use of the same media and learning methods year after year.	Riza Harani Bangun, Jubliana Sitompul, Hesti Fibriasari (2022)
Prior experience influenced students' perceptions, with students with prior experience having a more positive perception of the tools.	Pham Duc Thuan, Nguyen Thi Hong Hanh (2023)
It can be inferred that students' access to the internet and devices capable of accessing the Google Site may be important factors for readiness.	Norelyn H. Data (2022)
All participants have experienced studying online through Google Sites, indicating their readiness for online learning as it allows students to study on their own at any time and in any place before discussing in class, providing flexibility and convenience for students.	Songkhro, J., Dequina (Jr.) L. S., Dominguez, R. R., & Khathayut (2022)

Table 5 : Factors Affecting Readiness

Overall, this research highlights the importance of considering various factors that influence students' readiness for online learning environments. By addressing these factors, educators can create more supportive and effective online learning experiences that cater to diverse student needs and learning styles.

IV. INTEGRATION STRATEGIES AND BEST PRACTICES

Effective integration of technology in language learning environments, both online and face-to-face, requires strategies that promote active participation, collaboration, and speaking practice. This is supported by research (Adelson & Keen, 2023) highlighting the importance of a dynamic learning environment for a richer experience that encourage participation, peer interaction, and speaking practice are crucial for a richer learning experience. This can be achieved through various methods, fostering a more dynamic language learning environment. A wide range of digital tools can significantly support language learning. These tools offer functionalities for sharing materials, assigning tasks, and providing opportunities to practice different language skills (Adelson & Keen, 2023; Adzkiya & Suryaman, 2021; Alakrash et al., 2022). Notably, studies have shown the effectiveness of integrating various Google tools like Sites, Drive, Forms, and Classroom (Adzkiya & Suryaman, 2021; Bangun et al., 2022). These seamless integrations offer a comprehensive learning experience.

Additionally, educators play a vital role as facilitators, providing ongoing support and guidance throughout the learning process (Adnan & Sayadi, 2021). This creates a supportive environment that fosters student autonomy. Fostering a positive attitude towards online learning is crucial for student success (Hergüner et al., 2020). This can involve creating a welcoming and interactive online space that motivates students to engage with the material. Additionally, collaborative and interactive activities using Google tools such as Google Sites are recommended as best practices (Ulinuha & Parnawati, 2022). This approach utilizes technology to create dynamic learning experiences that encourage collaboration and active participation.

Teachers play a crucial role in guiding students, providing them with feedback, and addressing their specific learning needs. Technology should be seen as a tool to enhance the teacher's role, not replace it. While digital tools offer numerous benefits, the research emphasizes the continued importance of teachers (An, 2022). For effective learning experiences, creating instructional materials should follow established models like ADDIE (Analyze, Design, Develop, Implement, Evaluate) (Bangun et al., 2022; Songkhro et al., 2022). These models provide a structured framework for developing high-quality learning materials that cater to specific learning objectives. To maximize the benefits of platforms like Google Sites, educators can integrate interactive elements such as learning games and activities (Data, 2022). This approach makes learning more engaging and enjoyable for students. Additionally, studies recommend ongoing training for educators on using specific tools and creating effective online learning materials (Data, 2022; Thuan & Hanh, 2023). This ensures educators have the necessary skills to leverage technology effectively in the classroom.

Overall, the research emphasizes the importance of combining effective teaching strategies with digital tools to create engaging and interactive online and face-to-face language learning environments. This combination fosters a dynamic learning experience that promotes successful language acquisition.

THEMES	FINDINGS	AUTHORS
Integration Strategies and Best Practices:	Instructors may consider implementing teaching strategies that promote participation, peer interaction, and practice of speaking skills to improve the language learning experience for student by using various digital tools	Leah Adelson, Géraldine Simonnet Keen (2023)
	Google Sites was used in collaboration with WhatsApp for sending website links and instructions, Google Drive for video access, and Google Forms for questions and attendance. The use of Google Sites as an English online learning medium allowed for the easy sharing of materials, assigning tasks, and presenting material in a visually appealing and engaging way.	Dilla Safira Adzkiya1, Maman Suryaman2 (2021)
	Integration strategies and best practices involve using digital platforms for various learning purposes, such as searching for information, attending classes, discussing homework, sharing learning materials, and practicing English with friends	Hussien Mohamad Alakrash, Norizan Abdul Razak, And Pramela Krish (2022)
	Integration strategies and best practices were included in developing instructional materials and introductory courses based on students' level of self-directedness and readiness, as well as having educators act as facilitators and provide support.	Nor Hafizah Adnan, Siti Shakirah Sayadi (2021)
	Creating a positive online attitude is important for a quality online learning experience.	Gülten Hergüner, Saltuk Buğra Son, Sinem Hergüner Son, Ahmet Dönmez (2020)
	Flipped learning, where students engage with instructional materials before class and use class time for active learning, has been an effective integration strategy. The use of applications like Edpuzzle in conjunction with Google tools creates collaborative and interactive practice for language learning.	Atik Ulinuha, Tantry Ajeng Parnawati (2022)
	Teachers are still considered important in the learning process, as they can address specific problems and provide guidance that web sites cannot offer. The participants suggest that teachers play an active role in monitoring and providing feedback on students' progress. The use of web sites should be complemented with guidance from teachers to ensure effective learning.	Tran Kieu My An (2022)
	The development of the advanced reading comprehension learning material followed the ADDIE (analysis, design, development, implementation, and evaluation) model. The material was organized based on the references of the Tendance A2 book, and assessments were conducted using Google Forms for easy completion by students. The learning material was validated by media experts and materials experts, and their feedback was used to revise and improve the material before testing it in the classroom.	Riza Harani Bangun, Jubliana Sitompul, Hesti Fibriasari (2022)
	Google Workspace for Education tools, including Google Sites, were used to facilitate online teaching and learning, promoted communication, information sharing, effectiveness, teamwork, fun in learning, ease, simplicity, flexibility, creativity, collaboration, and engagement.	Pham Duc Thuan, Nguyen Thi Hong Hanh (2023)

	The tools were considered essential for meeting the challenges of twenty-first-century educational goals and were widely used by educators and learners worldwide which resulted in a more efficient classroom setting for teaching English as a foreign language.	
	The study recommended that schools adopt and implement the Google Site platform and teachers were encouraged to include interactive learning links, learning games, and other activities to enhance the functionality of the Google Site.	Norelyn H. Data (2022)

Table 6: Integration Strategies and Best Practices

V. COMPARISON WITH OTHER TOOLS

While numerous online language learning tools exist, Google Sites offers distinct advantages for elementary school students. Research suggests its user-friendly interface and engaging multimedia capabilities make it a valuable platform (Adzkiya & Suryaman, 2021). Additionally, research by Bangun et al. (2022), Data (2022), and Thuan & Hanh (2023) demonstrates positive student perceptions and improved learning outcomes when using Google Sites.

However, it's important to consider Google Sites within the broader landscape of digital learning tools. While some studies, like the one by Adelson & Keen (2023), don't directly compare specific platforms, the overall research suggests that a variety of digital tools can be effective in supporting language learning (Adelson & Keen, 2023; Alakrash et al., 2022). Google tools, including Google Classroom and Docs, are frequently cited for their user-friendliness and effectiveness compared to other options, especially in online learning environments (Ulinuha & Parnawati, 2022; Bangun et al., 2022).

Websites, in general, can also be beneficial for developing listening and speaking skills. However, as noted by An (2022), it's crucial to exercise caution when selecting resources to ensure they are reliable and accurate. Animated videos present another promising tool with the potential to improve reading skills and student engagement, potentially surpassing traditional methods (Songkhro et al., 2022).

In conclusion, while Google Sites appears to be a valuable platform with advantages like ease of use and accessibility, the choice of tool ultimately depends on factors like learning goals, student age, and existing technology infrastructure.

THEMES	FINDINGS	AUTHORS
Comparison with other tools	It suggests that a myriad of constantly evolving digital tools offer various ways to support and improve the foreign language curriculum in the online mode.	Leah Adelson, Géraldine Simonnet Keen (2023)
	Google Sites was found to be a practical and effective online learning medium where it provided a more interactive and engaging learning experience and allowed for the inclusion of various multimedia elements such as text, images, videos, and audio.	Dilla Safira Adzkiya1, Maman Suryaman2 (2021)
	Digital platforms are seen as beneficial in improving language skills, especially in writing, conversation, vocabulary, and reading	Hussien Mohamad Alakrash, Norizan Abdul Razak, And Pramela Krish (2022)
	The study also compared with other tools and theories, such as self-efficacy and social cognitive learning theories.	Nor Hafizah Adnan, Siti Shakirah Sayadi (2021)
	Online learning attitude and readiness do not differ based on faculty/department studied.	Gülten Hergüner, Saltuk Buğra Son, Sinem Hergüner Son, Ahmet Dönmez (2020)
	Google tools including Google sites have been compared favorably with other tools in language learning and has been found to be more effective and user-friendly compared to other tools.	Atik Ulinuha, Tantry Ajeng Parnawati (2022)
	Web sites are seen as effective tools for improving language skills, particularly in listening and speaking.	Tran Kieu My An (2022)
	Google Sites was chosen as the learning platform due to its ease of use, integration with other Google applications, and accessibility on various devices with advantages of being free, providing online storage, and offering features like time zone, calculator, translation, and weather forecast, made it a suitable tool for developing the learning material. The simplicity of Google Sites, which does not require complex programming language skills, made it an attractive option for beginners who wanted to create a website for the first time.	Riza Harani Bangun, Jubliana Sitompul, Hesti Fibriasari (2022)

	The benefits of using Google tools were highlighted in terms of motivation, learner autonomy, and teaching and learning experiences.	Pham Duc Thuan, Nguyen Thi Hong Hanh (2023)
	Google Site platform is free, accessible, and provides a one-stop hub for students, which may be advantages compared to other e-learning platforms. Some students mentioned that the Google Site had limited features compared to other internet applications, suggesting that there may be other tools with more functionalities.	Norelyn H. Data (2022)
	Further research is recommended to compare it with other types of online lessons, such as Instructional Module and Web-based learning and previous studies have shown it can be more effective than conventional methods in improving student reading skills and enhancing student achievement, engagement, and satisfaction.	Songkhro, J., Dequina (Jr.) L. S., Dominguez, R. R., & Khathayut (2022)

Table 7 : Comparison with Other Tools

VI. CONCLUSION

Overall, the research suggests that Google Sites can be a valuable tool for supporting English language learning, particularly in online and blended learning environments. However, effective integration requires addressing student readiness, digital literacy skills, and pedagogical strategies that maximize the platform's potential. Addressing student readiness and digital literacy skills is essential for effective integration of Google Sites in language learning. Future research could focus on assessing students' digital literacy levels and readiness to use online platforms like Google Sites, as these factors can significantly impact the success of language learning initiatives. After all, mastering the English language is very important for higher education students. Anyone who understands the importance of the English language will definitely act immediately because they want to seize the good that the language has to offer. Therefore, students need to seize the opportunity to use the skills in using Google Sites to master the English language. The students must seize the opportunities provided by the government because these language skills will give them added value. At the same time, our society is able to sit as low, stand as high as society around the world to compete in all aspects at the global level.

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