

INVESTIGATING GOOGLE SITES IMPLEMENTATION IN INTENSIVE AND EXTENSIVE LISTENING: LECTURERS' VOICES

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ABSTRACT

Google Sites has been recognized for promoting student-centered learning through e-portfolios, enhancing digital literacy, and providing access to instructional content. However, limited research has examined lecturers' perspectives, particularly in English as a Foreign Language (EFL) listening classrooms. This study investigates how lecturers utilize Google Sites in their teaching and how they perceive its benefits. Using a qualitative design, two lecturers from an Indonesian university were purposively selected as participants, and data were gathered through open-ended questionnaires and semi-structured interviews. Thematic analysis with NVivo software revealed that lecturers implemented Google Sites to collect assignments, manage e-portfolios for assessment, and encourage autonomous learning through listening journals. Overall, lecturers expressed positive experiences, emphasizing that Google Sites facilitates a simpler and more enjoyable assessment process, supports flexible learning, and improves engagement among lecturers, students, and content. Nevertheless, they also noted challenges, including technical and accessibility issues and the lack of a built-in deadline feature. In conclusion, Google Sites offers considerable potential for enriching EFL listening instruction, though further feature development, broader application in other courses, and targeted teacher training are recommended to maximize its effectiveness.

Keywords: extensive listening, Google Sites, intensive listening, lecturers' voices

INTRODUCTION

Technology integration in language education has significantly reshaped traditional teaching practices, especially in English as a Foreign Language (EFL) context. Pradana et al. (2022) and Hanaysha et al. (2023) found that digital technologies are now extensively employed in foreign language education to enhance learners' proficiency, stimulate student engagement, and provide realistic, immersive learning experiences. As educational practices evolve, online platforms have become essential tools for delivering content, promoting collaboration, and enabling assessment, thereby contributing to more dynamic and interactive classroom experiences (Koehler and Mishra, 2005; Koehler et al., 2014).

Listening is a core skill in second language acquisition, vital for comprehension and learner motivation. Explicit instruction in listening strategies has been shown to improve comprehension, speaking, and motivation (Hocaoğlu & Ocak, 2024). Likewise, technology-

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based tools enhance listening outcomes, with mobile apps improving comprehension (Ahada & Setiawan, 2024), self-regulated digital tools fostering autonomy (Lai & Gu, 2011), and podcasts boosting both comprehension and motivation (Ali et al., 2024; Salsabila et al., 2021). A meta-analysis also confirmed that technology-supported learning consistently promotes engagement (Shadiev & Wang, 2022). Overall, strategy instruction combined with technology integration offers authentic input and interactive experiences that strengthen listening proficiency and sustain motivation.

According to Bui (2022), the integration of digital technologies in English classrooms has become increasingly common, with teachers adopting various tools to enrich instruction and support learner engagement. With rapid developments in information technology, people are now able to explore data and knowledge in more functional and meaningful ways. One such advancement includes the emergence of web-based platforms that assist a variety of educational fields. Specifically in language learning, digital tools such as digital texts have shown substantial promise in enhancing learners' fluency and understanding, as they help students improve reading speed, reduce errors, and foster positive attitudes toward learning (Kaman & Ertem, 2018). Therefore, it is essential for educators to develop instructional materials that students can access and engage with independently at any time and place.

Google Sites is one of the free digital platforms available that can enhance the quality of learning. As an adaptable and user-friendly website builder, Google Sites allows educators and content developers to conveniently construct and manage web pages (Najemi et al., 2024). Its compatibility with other Google tools such as Google Drive, Google Forms, and Google Classroom strengthens its utility in educational settings (Akcil et al., 2021). Through Google Sites, users can create attractive and interactive websites without needing advanced programming skills, making it accessible for a broad audience of teachers and students (Hikmawati et al., 2024). Additionally, the platform supports assignment submissions in various formats, including files, videos, images, and hyperlinks, adding flexibility to the learning process.

This study also highlights the use of Google Sites specifically in Intensive Listening (IL) and Extensive Listening (EL) classrooms (Ahmadpour & Asadollahfard, 2018). IL is designed to build pronunciation, grammar, and vocabulary accuracy through carefully selected materials, thereby improving fundamental listening comprehension (Setyawan et al., 2022; Herlina, 2023). Conversely, EL encourages independent learning by enabling students to choose listening resources based on their interests, making the process more engaging, though it often demands higher motivation and consistent effort (Metruk, 2019). In these classrooms, Google Sites is utilized as an e-portfolio and e-module to track students' engagement and motivation, and provide them with a new approach to learning that keeps them interested. The e-portfolios created by students are used to assess their work and creativity at the end of the week and at the end of the semester – they contain necessary class information, class materials, and students' work. In this case, the students have full control over adjusting their websites to their liking and needs. They can include links or files of the sources they used in their projects, which aligns with the theory of extensive learning, where autonomous learning is highly expected.

To support these listening activities, interactive and engaging digital platforms are essential for promoting learner autonomy. Among various available tools, Google Sites has begun to gain recognition as an effective educational resource that supports instruction and learning. Initially intended for website creation, Google Sites has evolved into a valuable tool for academic use, functioning as an e-portfolios and e-modules platform, allowing teachers to organize instructional content, assignments, and media resources effectively (Ratnawati et al., 2024). Earlier research has pointed out the advantages of Google Sites in promoting student-centered learning through e-portfolios (Gunawan et al., 2023; Ruswandi et al., 2024; Hanifa et al., 2024), supporting the development of digital literacy, and increasing access to instructional content through e-modules (Pertiwi & Purnawarman, 2023). Nonetheless, while much attention has been given to students' experiences with

digital tools, a notable gap exists in exploring educators' perspectives, especially concerning their practices and challenges in integrating Google Sites into EFL listening classrooms.

Gaining insight into lecturers' views on using Google Sites is essential for evaluating its overall impact and refining teaching strategies. Since educators play a central role in designing and delivering course content, their perspectives contribute meaningfully to curriculum improvement and the advancement of technology-integrated teaching approaches (Ernest & M, 2023). This study explores how EFL lecturers utilize Google Sites in their listening classes and how they perceive its effectiveness. To address this aim, the study focuses on the following two research questions:

1. How do lecturers implement Google Sites in the listening classroom?
2. How do lecturers perceive the implementation of Google Sites in their listening classrooms?

This research aims to expand knowledge in EFL and digital-assisted language learning by providing data-driven insights into lecturers' experiences with Google Sites. The outcomes are expected to inform curricula development, support teacher professional development programs, and guide the broader adoption of digital tools in language education. By exploring both the benefits and obstacles associated with using Google Sites, this study aims to assist educators in designing more effective, engaging, and pedagogically sound listening activities that align with contemporary educational innovations.

METHODS

This study employed a qualitative research approach to explore lecturers' experiences and perceptions of using Google Sites in EFL listening classrooms. A qualitative design was selected to allow a rich, contextualized understanding of how technology is integrated into language teaching from the educators' perspectives (Creswell & Poth, 2017; Marsevani et al., 2024). Given the focus on a real-world, contemporary issue within a specific educational context, a case study design was adopted. The cases were bounded by two lecturers' implementations of Google Sites in EFL listening courses at an Indonesian university. Case 1 examined a lecturer who integrated Google Sites into both intensive and extensive listening, using the site as an e-portfolio in which students created and managed their own websites to compile all related information and resources of the course, including assignments. Case 2 focused on a lecturer who used Google Sites only in extensive listening as e-module to provide students with course materials, information, and assignments. This contrast provided a useful basis for comparing how the platform supports different types of listening activities within the EFL curriculum. This design is ideal when the researcher investigates a phenomenon within its natural setting, particularly when the boundaries between the case and its context are blurred (Yin, 2018).

Participants were selected using purposive sampling based on clear inclusion criteria: active integration of Google Sites in EFL listening instruction. The study involved two lecturers in the program who met this criterion (Palinkas et al., 2015). Lecturer 1 was a 51-year-old male with 15 years of EFL teaching experience at the university level, while Lecturer 2 was a 53-year-old male with 20 years of EFL teaching experience.

Two qualitative data collection methods, open-ended questionnaires and semi-structured interviews, were employed to gain a comprehensive understanding of the lecturers' experiences. Both instruments were developed based on the study's "how" research questions, consistent with case study research (Yin, 1994, as cited in Ebneyamini & Sadeghi-Moghadam, 2018). The open-ended questionnaire was adapted from Gunawan et al. (2023). First, participants responded to open-ended questions designed to capture initial reflections on using Google Sites. These questions explored their motivations for

using the platform, the specific features they employed, and perceived advantages and challenges. This method allowed participants to express their thoughts freely without the constraints of predetermined response categories (Braun & Clarke, 2022). Following the written responses, semi-structured interviews (Brown & Danaher, 2017) were conducted to explore their experiences and perceptions in greater depth. An interview guide was developed based on themes emerging from the open-ended responses, and follow-up questions were asked as needed. The interviews lasted between 45 and 60 minutes and were conducted online and in a flexible manner to allow for follow-up questions and clarifications. All interviews were audio-recorded with participant consent and transcribed verbatim for analysis. Responses from both instruments were collected in Bahasa Indonesia and translated into English for reporting.

The collected data were analyzed using a thematic analysis approach, a widely used method in qualitative research that enables the identification, analysis, and reporting of patterns within the data (Braun et al., 2024). This method was suitable for capturing the key themes emerging from the lecturers' narratives regarding the use of Google Sites in their listening instruction. NVivo software was used to systematically manage and organize the qualitative data. It facilitated the coding process and allowed for the efficient categorization of data into themes and subthemes, ensuring a transparent and rigorous analytical process (Ruswandi et al., 2024).

First, the open-ended questionnaire responses and interview transcripts were read repeatedly to achieve familiarity with the data. Initial codes were then generated from recurring ideas and meaningful data segments relevant to the research questions. Similar codes were grouped into potential themes and subthemes based on shared patterns and meanings. The themes were subsequently reviewed by comparing them against the coded extracts and the entire dataset to ensure coherence, consistency, and clear distinctions between themes. Each theme was then refined and clearly defined before being interpreted in relation to the research questions. NVIVO software was used to facilitate data organization and coding; however, the coding and interpretation were conducted by the researchers.

To ensure the trustworthiness of the data, several strategies were employed throughout the research process (Ruswandi et al., 2024). Member checking was conducted by sharing interview transcripts and summary findings with both participants to verify accuracy and confirm that their perspectives were faithfully represented. Peer debriefing was carried out through discussions with a colleague experienced in qualitative research, who reviewed the emerging themes and analytical process to provide critical feedback and reduce researcher bias. Triangulation was achieved by cross-referencing data from both the open-ended questionnaires and the semi-structured interviews, allowing for convergence and corroboration of findings across multiple data sources. An audit trail was maintained by documenting all stages of the research process — from data collection and coding decisions to theme development — to ensure transparency and replicability of the analytical process. Finally, researcher reflexivity was practiced by continuously reflecting on how the researchers' backgrounds, assumptions, and involvement in the EFL context might have influenced the interpretation of the data, with these reflections recorded in research memos throughout the study.

FINDINGS AND DISCUSSION

Lecturers' implementation of Google Sites in intensive and extensive listening classrooms

Personalized website to gather students' assignments

The findings revealed that lecturers adopted Google Sites as an alternative to Google Classroom primarily because of its more appealing and customizable interface.

Excerpt 1

P1: *Students usually submit their assignments through Google Classroom; however, its display is less engaging. In contrast, Google Sites offers a more appealing interface as it functions as a personalized website, allowing students to showcase their creativity when presenting their assignments, progress, and achievements.*

(Interview transcript, November 30, 2024. Author's translation)

Excerpt 1 suggests that Google Sites functioned as more than a submission platform. Its visual and personalized interface encouraged students to creatively present their assignments, learning progress, and achievements, fostering greater motivation and engagement. These findings align with Putri and Adityo (2024), who observed that Google Classroom lacks engaging design features compared to Google Sites. Supporting this, Nurkhin and Rohman (2023) emphasized that Google Sites enhances student engagement by providing interactive, visually appealing content and personalized learning experiences. Moreover, Ruswandi et al. (2024) confirmed that the platform enables learners to express their creativity by customizing their websites according to personal preferences. Tran and Nguyen Ngoc (2023) also reported that mobile e-portfolios developed on Google Sites significantly improved students' interest and outcomes, with experimental groups performing better than control groups. Taken together, these studies highlight that Google Sites supports personalization, creativity, and active engagement, all of which are critical to improving student learning outcomes.

Excerpt 2

P2: *I instructed the students to submit our class learning activities and assignments on their own Google Sites, which could then be easily accessed by both the lecturer and other students.* (Open-ended questionnaire)

P1: *Students were also given the opportunity to present their extensive listening journals and then engage in a class discussion.* (Interview transcript November 30, 2024)

The data in excerpt 2 demonstrates that Google Sites functioned not only as a submission platform but also as a shared learning space where students' work could be accessed by both the lecturer and their peers. The platform facilitated weekly peer-review activities in which students visited one another's Google Sites in pairs and provided feedback on both the website layout and the content of the assignments. In addition, students were encouraged to voluntarily present their extensive listening journals, which served as a basis for class discussions and knowledge sharing. By integrating assignment submission, peer feedback, and classroom presentations within a single platform, Google Sites promoted collaborative learning, reflective practice, and active student participation. Data (2022) similarly emphasized that Google Sites supports online portfolios, resource sharing, and assignment tracking, thereby fostering both individual accountability and collective participation. By encouraging voluntary presentations and follow-up discussions, the platform promoted active engagement, reflective learning, and a stronger sense of community within the classroom.

Google Sites as an e-portfolio for the assessment process

The findings further indicated that lecturers used Google Sites as an e-portfolio to manage the assessment of both intensive and extensive listening tasks as can be seen in excerpt 3 below.

Excerpt 3

P1: All assignments were submitted through each student's Google Site and checked for completeness and timeliness. (Interview transcript, November 30, 2024)

Excerpt 3 shows that Google Sites served as a centralized e-portfolio where students' learning evidence was systematically documented throughout the course. Rather than functioning solely as an assignment submission platform, it enabled lecturers to monitor students' learning progress over time by reviewing the completeness and punctuality of submitted work. Students' listening journals were evaluated weekly based on completeness and punctuality, while proficiency tasks such as TOEFL, TOEIC, or IELTS practices were assessed by task completion and aggregated test scores at the end of the semester. Peer review was also integrated, with students giving feedback on accuracy, layout, and creativity, thereby encouraging collaborative evaluation.

This reflects the broader role of Google Sites as a platform for tracking learning progress, encouraging reflection, and facilitating peer interaction. According to Halim and Halim (2024), digital portfolios on Google Sites motivate learners while allowing instructors to monitor growth and provide targeted feedback. Similarly, Hanifa et al. (2024) found that e-portfolios foster peer engagement, with students offering constructive feedback that enriches learning experiences and increases enthusiasm.

Excerpt 4

P2: The submitted extensive listening journals were reviewed periodically with feedback provided. I also ensured that students participated, and the topics from the extensive listening journals were later discussed in class. (Interview transcript, December 12, 2024. Author's translation)

P2 statement in excerpt 4 illustrates that Google Sites supported an ongoing formative assessment process rather than a one-time evaluation. Students' listening journals were reviewed regularly, allowing lecturers to provide continuous feedback while monitoring students' participation and progress. Furthermore, the journals were not merely archived after submission but were brought into classroom discussions, enabling students to share their learning experiences and reflect on the listening topics collaboratively. Clark (2022) observed a similar pattern during the COVID-19 pandemic, where ongoing feedback on extensive listening tasks helped students engage in self-reflection and select appropriate learning resources. In addition, Chen (2019) also highlighted that listening journals combined with feedback strengthen learners' metacognitive awareness by encouraging them to plan, monitor, and evaluate their listening practices. In this sense, Google Sites serves as both an administrative and pedagogical tool, supporting formative feedback, peer collaboration, and reflective learning.

Implementing autonomous learning through intensive and extensive listening journals

Another significant finding is the use of Google Sites to promote autonomous learning through intensive and extensive listening journals.

Excerpt 5

P1: Students were also required to write reports in the form of self-reflections on their learning progress for the week and highlight areas for improvement for the following week. (Interview transcript, November 30, 2024)

P2: *Students had the freedom to choose to listen to sources according to their interests and learning pace.* (Interview transcript. December 12, 2024)

Excerpt 5 demonstrates that Google Sites supported learner autonomy by allowing students to take greater responsibility for their own learning. Students were encouraged to select listening materials that matched their interests and proficiency levels while regularly reflecting on their learning progress and identifying areas for improvement. This process enabled them to monitor their own development and make informed decisions about their subsequent learning activities.

For intensive listening, students independently completed textbook exercises and standardized test practices (TOEFL, TOEIC, and IELTS), followed by weekly self-scoring and reflections. In extensive listening, students completed journal entries using a structured template consisting of summaries, reactions, and reflections, which were assessed based on completeness and timeliness. By documenting their learning experiences through Google Sites, students were able to track their progress continuously and develop greater awareness of their learning strategies.

These findings highlight the role of Google Sites in facilitating self-regulated learning. Kwong and Churchill (2023) emphasized that e-portfolios help students reflect on learning outcomes and strengthen their digital literacy, thereby fostering autonomy. Hikmawati et al. (2024) also confirmed that Google Sites-based learning materials enhance student independence by encouraging active engagement with resources. Similarly, Macancela (2019) argued that the use of websites in English learning fosters learner autonomy by enabling students to explore materials based on their interests and needs. Collectively, these studies demonstrate that integrating intensive and extensive listening journals through Google Sites not only supports autonomous learning but also cultivates reflective practices and sustained engagement.

In summary, the integration of Google Sites within intensive and extensive listening classrooms significantly enriches academic experience for both students and teachers. By facilitating personalized learning paths, encouraging collaborative engagement, and promoting reflective practices, Google Sites proves to be a valuable tool in improving student learning outcomes, engagement, and overall educational efficacy.

Lecturers' Perspectives on Google Sites in Listening Classrooms: Benefits

Easier and fun assessment process

The implementation of Google Sites in listening classrooms has significantly transformed the assessment process, making it easier and more organized for educators, as can be seen in excerpt 6 below.

Excerpt 6

P2: *With Google Sites, the assessment process became easier and more organized because all assignments were collected in one place, making them accessible with just a click.* (Interview transcript. December 12, 2024)

This streamlined approach simplifies checking the completeness of student assignments and tracking their progress on a weekly basis. The findings underscore the educational benefits of Google Sites noted by Akcil et al. (2021), who emphasize its role in facilitating collaborative learning and enhancing administrative functions. By allowing students to create digital portfolios, Google Sites not only motivates them but also enables educators to monitor progress and provide targeted feedback (Halim & Halim, 2024). Furthermore, the platform enhances organizational and communication aspects in education. Educators can create class websites, share important announcements, distribute instructional materials, and manage schedules efficiently, ensuring that students and parents have easy access to up-to-date information (Tambunan, 2022).

Another lecturer noted the enjoyable nature of the assessment process with Google Sites.

Excerpt 7

P1: Another advantage is that the assessment process was more fun compared to checking through Google Classroom or Google Docs because I could also observe each student's character through the Google Sites they created. (Interview transcript. November 30, 2024)

The visually appealing and creatively engaging interface of Google Sites provides a more positive experience for lecturers assessing student work. This enhances student engagement by offering interactive and personalized learning experiences that foster a sense of ownership and responsibility (Nurkhin & Rohman, 2023). When students utilize Google Sites to showcase their creativity, the assessment process becomes more engaging, benefiting both students and educators (Hanifa et al., 2024). Personalized content enables educators to gain insights into each student's character and learning style, facilitating the tailoring of feedback and support to better meet individual needs (Hanifa et al., 2024; Surur et al., 2024). Ng and Hussain (2013) elaborate on this by highlighting the formative assessment capabilities of Google Sites, which support continuous student development and provide educators with valuable insights into their learning processes. Cook (2013) notes that this platform facilitates the creation of various digital projects, enabling educators to observe students' problem-solving approaches and collaborative skills, thereby further enriching their understanding of each student's capabilities.

Effective and flexible learning approach

Google Sites also promotes a more effective and flexible learning environment for both students and educators. One lecturer emphasized the importance of providing extensive exposure to English-language content.

Excerpt 8

P2: Since learning English requires extensive exposure to English-language content, students could use Google Sites to collect such exposure and track their progress over time. (Interview transcript. December 12, 2024)

This flexibility enables students to access educational resources at any time and from anywhere, adapting to the contemporary learning landscape that transcends traditional methods. Another lecturer remarked on the necessity of integrating diverse approaches into learning.

Excerpt 9

P2: Nowadays, learning can no longer rely solely on traditional methods but requires the integration of various approaches (Interview transcript. December 12, 2024)

In this way, Google Sites supports a blend of traditional and modern educational techniques, fostering a comprehensive learning experience. Hikmawati et al. (2024) support these findings through their analysis of Google Sites-based teaching materials, which demonstrated effectiveness in enhancing teacher and student experiences. The heutagogy approach, which emphasizes self-determined learning, has been successfully applied using Google Sites, enabling students to explore, create, collaborate, and reflect on their language learning (Panah et al., 2022). The platform has demonstrated its capacity to enhance student engagement, independent learning, and time management, serving as a vital hub for accessing educational resources, especially beneficial in distance learning environments (Data, 2022). Additionally, Google Sites supports the integration of various multimedia elements, such as text, images, videos, and interactive components, enriching

the learning experience and accommodating diverse learning styles (Bueno et al., 2022; Ramasundrum & Sathasivam, 2022).

Improving engagement among lecturers, students, and content

Another notable benefit of Google Sites is its ability to foster engagement among lecturers, students, and the learning content.

Excerpt 10

P2: Google Sites can enhance engagement between the lecturer and students, among the students themselves, and between the students and the learning content. (Open-ended questionnaire)

This excerpt suggests that Google Sites supported engagement through multiple forms of interaction within the learning process. The platform enabled lecturers to communicate learning materials, assignments, and feedback in a centralized space, strengthening lecturer–student interaction. It also encouraged student–student engagement through peer review, collaborative discussions, and sharing of learning experiences. Furthermore, by providing easy access to learning resources and allowing students to explore materials at their own pace, Google Sites enhanced students' engagement with the learning content. Together, these interactions created a more active and collaborative learning environment. Google Sites play a significant role in enhancing this engagement by promoting collaboration among students. Lacaste et al. (2022) conducted research that underscored the platform's effectiveness in a blended and collaborative learning environment, revealing improvements in students' digital literacy and collaborative skills. Student engagement is critical for effective educational technology; engaged students are more likely to participate actively, retain information, and achieve superior academic outcomes (Fuertes et al., 2023; Hanaysha et al., 2023). The collaborative features of Google Sites facilitate peer interaction and cooperation, which are essential components for boosting student engagement. A study demonstrated that students effectively utilized Google Sites to collaborate on group tasks and co-construct knowledge (Malan, 2020).

According to the TPACK framework, integrating technology into teaching is vital, and Google Sites serves as a practical tool for lecturers to enhance their pedagogical strategies and engage students more effectively (Glowatz & O'Brien, 2017). The versatility of Google Sites enables students to access and engage with learning content more easily, aligning with research that indicates the platform's support for independent learning and easy access to educational materials, ultimately enhancing student engagement with content (Data, 2022).

In summary, the findings regarding lecturers' perspectives on Google Sites in listening classrooms reveal significant benefits in terms of assessment processes, flexible learning approaches, and enhanced engagement. These insights align with existing literature, supporting the potential of Google Sites as a valuable tool in modern educational settings.

Lecturers' Perspectives on Google Sites in Listening Classrooms: Challenges

Technical and Accessibility Issues

From the lecturers' perspectives, there were no major obstacles in implementing Google Sites, but a few challenges were identified in terms of accessibility and technical requirements. The primary concern is that Google Sites can only be created using a laptop or computer, as mobile access is currently not available.

Excerpt 11

P1: *To create or use Google Sites, it must be accessed through a laptop or computer, as it cannot be done using a mobile phone.* (Interview transcript. November 30, 2024)

Furthermore, connectivity concerns were raised, with reports indicating delays in assignment submissions due to poor internet connections

Excerpt 12

P1: *A small number of reports indicated delays in submission due to poor internet connection* (Open-ended questionnaire).

This highlights the reliance on stable internet access for utilizing online platforms and reinforces the need for adequate technological infrastructure in educational settings.

These findings suggest that while Google Sites is an effective digital platform, its usability heavily depends on access to suitable devices and stable internet connectivity. Previous studies have highlighted similar issues. For example, Jusriati et al. (2021) found that the inability to edit Google Sites on mobile phones restricts flexibility, forcing students to rely on laptops or computers. Likewise, Ruswandi et al. (2024) reported that internet connectivity problems can hinder timely submissions and affect student performance.

Ensuring student participation is closely tied to engagement, which has been shown to be a critical factor in successful technology integration. Fuertes et al. (2023) and Hanaysha et al. (2023) emphasized that students who are actively engaged in digital learning are more likely to achieve better academic outcomes. This is further supported by Chai et al. (2024), who demonstrated that students' acceptance of technology positively correlates with higher engagement levels. In addressing these challenges, the participating lecturers suggested practical solutions, such as allowing students without laptops to use the self-access center's computers and regularly monitoring student activity to ensure accountability.

Lack of Deadline Feature

Another challenge associated with using Google Sites is the absence of a strict deadline feature, which can complicate the tracking of assignment submissions.

Excerpt 13

P1: *One of the weaknesses compared to Google Classroom is that Google Sites does not have a strict deadline feature, making it difficult to track how late a submission is.* (Interview transcript. November 30, 2024)

This limitation presents difficulties for educators who need to manage submission timelines and monitor student progress effectively. To mitigate this issue, lecturers proposed setting weekly deadlines, where assignments must be submitted by a specific day and time. This method allows teachers to promptly check submissions and identify students who have not completed their tasks. Such proactive measures can reinforce accountability and ensure that deadlines are adhered to.

The implications of Google Sites lacking a deadline management feature have been previously discussed in literature, pinpointing how such deficiencies can challenge educators in effectively monitoring student submissions and progress (Pubian & Herpratiwi, 2022; Halim & Halim, 2024). Moreover, the lack of deadline management may hinder the overall learning effectiveness, as timely feedback is crucial for student learning and development. In essence, incorporating deadline features would enhance the functionality of Google Sites as an educational tool, supporting better pedagogical practices and facilitating a more organized learning environment.

In conclusion, while there are notable advantages to using Google Sites in listening classrooms, awareness of the technical and accessibility issues, as well as the lack of a deadline feature, is crucial for optimizing its implementation. By implementing proposed solutions and relying on existing literature, educators can gradually enhance their usage of Google Sites, ultimately benefiting student engagement and overall learning outcomes.

Recommendations and Future Implementation of Google Sites

Features improvement on deadline setting and gamification

One of the key recommendations for enhancing Google Sites is the integration of a deadline feature similar to that found in Google Classroom. As one lecturer noted, *“Google Sites could adopt a deadline feature similar to Google Classroom by adding a function that allows instructors to track late submissions”* (P1’s Interview). This enhancement is crucial because Google Sites is primarily designed for creating and sharing content, not for managing assignments, which limits its comprehensive functionality as an educational tool (Halim & Halim, 2024). In contrast, Google Classroom incorporates features that enable educators to set deadlines for assignments, which fosters a structured learning environment. Such features are vital for effective time management, ensuring that both students and teachers can keep track of submission dates and deadlines (Nita et al., 2024).

In addition to deadline tracking, lecturers suggested incorporating gamification elements to further engage students with both the platform and learning content. One lecturer stated, *“Google Sites could also incorporate additional features such as gamification to enhance student engagement”* (P2’s Interview and Open-ended questionnaire). Gamification has proven effective in educational contexts by motivating students and making learning activities more enjoyable. As found in existing literature, integrating interactive elements and game-like experiences can significantly boost learning motivation, making lessons more dynamic and engaging (Schunk & Zimmerman, 2012). By enhancing Google Sites with these features, educators could foster a more effective and enjoyable learning environment.

Future implementation in other EFL classes

The potential for using Google Sites extends beyond listening courses to other English as a Foreign Language (EFL) class, such as speaking and writing. One participant noted, *“The use of Google Sites in courses other than Listening, such as Speaking, Writing, and others, is highly feasible and would be greatly beneficial in maximizing the learning process both inside and outside the classroom”* (P1_Open-ended questionnaire). This versatility allows educators to consolidate various subjects into a single accessible platform, facilitating easier tracking of learning progress and material collection (P2_Interview).

Research indicates that Google Sites can effectively cater to both face-to-face and non-face-to-face learning scenarios. For instance, Sastromiharjo et al. (2024) found that the platform enables students to access a diverse range of text materials and categories, thereby enhancing the overall educational experience. Furthermore, Google Sites has demonstrated its ability to motivate students in writing tasks, fostering enthusiasm for using the platform as an online learning medium (Jusriati, 2023). A quasi-experimental study found that students using Google Sites showed greater improvements in reading comprehension and motivation compared to those relying on conventional teaching methods. The engaging and personalized features of the platform were key factors contributing to these positive outcomes (Najemi et al., 2024).

Additionally, research on speech learning using Google Sites-based modeling has yielded significant advancements in students' speaking abilities, with results indicating an increase in average scores, demonstrating the effectiveness of various and accessible learning materials (Murniati, 2022). The user-friendly nature of Google Sites facilitates the integration of speaking activities into curricula, providing both teachers and students with a more dynamic and engaging experience (Wahab & Mohamed, 2024).

Training needs for teachers

Finally, another critical recommendation emphasizes the necessity for comprehensive training programs for educators on utilizing Google Sites effectively. As articulated by one lecturer, "Comprehensive training on the use of Google Sites is essential, both at the international and national levels, to ensure that teachers can apply it effectively and make optimal use of its features" (P1_Interview). Paños-Castro et al. (2022) pointed out that a lack of information and communication technology (ICT) training among teachers is a significant barrier to the effective application of digital tools, such as Google Sites. This highlights the pressing need for substantial training initiatives that equip educators with the skills necessary to use these platforms effectively.

To enhance the quality of learning outcomes, collaborative efforts involving various stakeholders are required. Training activities organized by governmental authorities are crucial for empowering teachers and enhancing their professionalism in creating effective Google Sites-based teaching materials (Suharto, 2021). Furthermore, collaboration between lecturers and teachers on research projects can foster the development of innovative teaching resources, ultimately benefiting both educators and students.

In conclusion, the recommendations for enhancing Google Sites focus on integrating essential features, such as deadline tracking and gamification, utilizing the platform in various EFL classes, and providing comprehensive training for teachers. By addressing these areas, Google Sites can be even more beneficial as a teaching and learning tool, enhancing student engagement and learning outcomes in diverse educational contexts.

CONCLUSION

This study set out to investigate how EFL lecturers utilize Google Sites in their listening classes and to examine their perspectives on its effectiveness. The findings highlight that lecturers generally hold positive views regarding the integration of Google Sites into intensive and extensive listening classrooms. They found the platform valuable in supporting an easier and more engaging assessment process, offering a flexible and effective approach to learning, and fostering stronger engagement between lecturers, students, and content. Despite these benefits, certain challenges were identified, particularly related to technical and accessibility constraints as well as the absence of a built-in deadline feature.

From the findings, several implications emerge. In practice, lecturers have employed Google Sites as a personalized website to gather students' assignments, as an e-portfolio for assessment and to encourage autonomous learning through listening journals, and as an e-module to provide learning materials, course information, and assignments for students. These implementations demonstrate the adaptability of Google Sites in promoting learner independence and improving the quality of assessment. Lecturers also acknowledged the platform's strengths in facilitating fun assessment activities, enabling more flexible learning arrangements, and strengthening engagement. At the same time, challenges such as the requirement to use a laptop or a stable internet connection, and the lack of deadline functionality, call for system improvements and creative workarounds by instructors.

The study further suggests recommendations for future use. Google Sites could be enhanced with features such as deadline settings and gamification to increase student accountability and motivation. Beyond listening classes, the platform also shows strong potential for implementation in other EFL courses, such as speaking, writing, and reading. Equally important is the provision of structured training for teachers to ensure they can fully utilize the features of Google Sites and integrate them effectively into their teaching practices.

While this study provides meaningful insights, its evaluation must acknowledge the limitation of having a small number of participants. Future research could expand its scope by involving more teachers from diverse educational contexts and by employing a range of research methods. Such studies would enrich the understanding of Google Sites' effectiveness and strengthen its role in digital-assisted language learning.

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