ASIAN TESOL JOURNAL

E-ISSN: 2811-4264
Vol. 2 No. 1 Nov 2022, pp: 30-39
https://doi.org/10.35307/asiantj.v2i1.30

ESL Students' Use of Google Sites in Language Learning through Heutagogy Approach

Ebrahim Panah*
University College of Yayasan Pahang
Kuantan, Malaysia
https://orcid.org/0000-0003-1866-2750

Ng Loo Ee
University College of Yayasan Pahang
Kuantan, Malaysia
https://orcid.org/0000-0003-1793-4064

Hafizan Matsom
University College of Yayasan Pahang
Kuantan, Malaysia
https://orcid.org/0000-0002-5282-6141

Nur Atirah Mohd Jalil
University College of Yayasan Pahang
Kuantan, Malaysia
https://orcid.org/0000-0001-9960-8398

Received	Revised	Accepted
23 August 2022	24 October 2022	24 November 2022

Abstract. The objective of this study to investigate the use of Google Sites for English language learning. The study used Heutagogy approach (Explore, Create, Collaborate, Connect, Share, and Reflect). A sample of 78 students, who were selected based on purposive sampling, participated in the study. The study adopted a survey approach through using a questionnaire as the instrument to collect data. The obtained data was analysed using SPSS through performing descriptive and correlation analyses. The findings indicate that language learning through website allows students to practice heutagogy approach and as result helping them improve language learning. The findings have implication for students, teachers and education policy makers.

Keywords: Student, Google Sites, Language, Heutagogy

1. Introduction

Social media platforms such as websites (Moreno et al., 2018) including Google Sites contribute to language learning by supporting learners to collaboratively create and write (Tavares and Samuel Chu,2012; Zadorozhnyy,2017). The use of Google Sites in teaching English subject for undergraduate level students is valuable (Badi'atul Azmina, 2018).

* **Corresponding Author**: *Ebrahim Panah, ebrahim@ucyp.edu.my*

©*Authors*
This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

Google Sites can be used to construct a virtual online discussion homepage (Hashimoto, 2021). Web site platform supports Heutagogy for collaborative learning (Glassner & Back,2020). Tan (2019) investigated university students' assessment of using websites for language learning. Research about students' perceptions of using Google Sites is needed to evaluate the use of this technology (Badi'atul Azmina, 2018). However, language learning and Heutagogy through Google Sites has rarely or even not been investigated.

In University College of Yayasan Pahang, one of the researchers of this study was teaching English and encouraged students to learn language through creating Google Sites. This was a motivation for the researchers to explore how students apply heutagogy elements to website creation and subsequently enhance English language learning. Therefore, the objective of this study is to explore ESL students' experiences of using Google Sites in a language learning course and explore how they apply heutagogy elements when they create Google Sites.

2. Theoretical framework

The current study adopts Heutagogy as the theoretical framework. Heutagogy framework was introduced Blaschke and Hase (2016). Heutagogy framework covers explore, create, collaborate, connect, share, and reflect. Explore means that learners explore a variety of paths and sources of knowledge on their journey. Create is connected with giving the learner the freedom to create. This can be achieved using a variety of learning approaches, e.g., writing, designing, and drawing. Collaborate is associated with learners' ability to learn from each other and work together toward a common goal, by sharing information and experiences. Connect is associated with networks and connections which are a critical aspect within heutagogy, as it is through these connections that new avenues of learning can be created. Share is related to learner ability to learn from each other's discoveries and experience, as well as identify others with similar interests, which can lead to potential opportunities for future collaboration. Reflect is associated with learners' ability to reflect on the new knowledge that they have gained, as well as how they have learned—and the ways in which this learning experience has influenced their value system and beliefs. Therefore, this study explores how students apply these elements in the process of creating Google Sites for language learning.

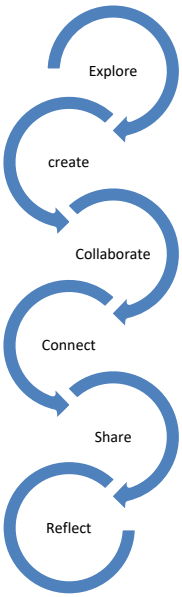


Figure 1. *Heutagogy elements adopted from (Blaschke and Hase, 2016).*

2.1 Studies on the use of Google Sites for language learning

Literature evidences that several studies have explored the use of Google Sites for language learning (Gamble, 2018; Jusriati et al., 2021; Oktalia & Drajati, 2018; Songkhro et al., 2022; Thonthessa & Thanachart, 2022; Tresnawati, 2021). Gamble (2018) investigated university students' perceptions and acceptance of Google Sites as a course management system in EFL learning context. The study adopted a survey approach using questionnaire to collect data from 35 participants. The findings indicated that usefulness, ease of use, attitude and behavioral intention significantly affect students' intention to use Google Sites. Jusriati et al. (2021) investigated the effectiveness of Google Sites for language learning. They obtained data from EFL Test, interview and teaching documents. The findings revealed that Google Sites is effective for language learning. Oktalia and Drajati (2018) explored the use of Text to Speech application facilitated by Google Sites. The study interviewed eight EFL teachers who used this platform for language teaching. The participants had positive attitudes towards the use of this platform for language learning.

Songkhro et al. (2022) investigated the effectiveness of animated video through Google Sites in learning English. The study adopted an experimental design and survey. The findings reported that the post-test result increased and students developed positive attitudes toward using animated video via Google Sites for language learning. Thonthessa & Thanachart (2022) explored the effectiveness and perception of students of using Google Sites for learning English. They used an experimental design by involving 24 students. The data was collected lesson plans based on a flipped classroom learning approach with Google Sites, English listening ability test and a questionnaire. The findings showed that students marks increased in post-test and they had positive attitudes towards Google Sites for learning language. Tresnawati (2021) discussed the use of Google Sites for language learning and acknowledged that it can assist teachers in controlling, guiding and directing students in a structured way through online learning.

Several studies have used Google Sites as means for language learning through blended learning and video creation. Further, many studies looked at teachers' use of Google Sites for language learning. However, there a lack of studies on the use of Google Sites for heutagogy where students can play important roles in content creation and language learning. Heutagogy allows students to use Google Sites as a learning source by uploading different file formats (text, audio, video, and image). Therefore, the current study will explore how university students apply the elements of Heutagogy in using Google Sites for language learning.

3. Methodology

The present study uses a survey approach to address the research objectives. The research instrument is a questionnaire constructed based on heutagogy theory elements.

3.1 Research context

The study was conducted at University College of Yayasan Pahang. The rationale for the selection of the study is that the researcher of the current study has trained students to create website using Google Sites in a language learning course. The students were introduced to heutagogy theory elements and were asked to employ them in a language learning course.

3.2 Instrument

A survey questionnaire was used as the research instrument. The questionnaire items were adopted and adapted from past study (Blaschke & Hase, 2016; Chu, et al., 2021). The demographics comprised participants' gender. The questionnaire constructs include

explore (3 items), create (4 items), collaborate (4 items), connect (4 items), share (5 items), and reflect (6 items). The questionnaire used a five-point Likert Scale (strongly disagree, disagree, not sure, agree, and strongly agree).

3.3 Sampling method

The study selected a sample of students who were selected through purposive sampling. Purposive sampling method allows researcher to select the individuals with sufficient information to achieve the research objectives (Creswell, 2014). After using websites in the course of language learning, the 78 students were asked to answer the survey questions.

3.4 Research procedure

In this study, we first trained students how to create website using Google Sites. Next, the students were introduced to the course objectives in an academic language learning course. The students learnt how to use the materials from different websites. After 14 weeks, the students completed their websites. Subsequently, the researchers distributed questionnaires to the students to fill out.

4. Results and Discussion

4.1 Results

Table 1: *Students' demographics*

		Frequency	Percent	Valid Percent
Valid	Male	10	12.8	12.8
	Female	68	87.2	87.2
	Total	78	100.0	100.0

Table 1 demonstrates that in total 78 students participated in the study from which 12.8% (10) were males and 87.2% (68) were females.

Table 2: *Explore*

	N	Mean	Std. Deviation
1. I have tried different sources of knowledge to create my website for language learning.	78	4.24	.871
2.I have tested different websites and sources to find the relevant materials.	78	4.17	.828
3. I have explored different formats for uploading language materials (text, audio, video, image).	78	4.13	.958
Valid N (listwise)	78		

Table 2 indicates that students were able explore different sources of knowledge for language learning (Mean=4.24). They also tested different websites and sources to find the relevant language learning materials (M=4.17) and explored contents with different format (text, audio, video, and image) (M=4.13). The mean values are quite high and imply that the participants conducted the first element of heutagogy (explore) effectively.

Table 3: *Create*

	N	Mean	Std. Deviation
1.I had the freedom to create my website.	78	4.23	.939
2. I had the freedom to write the relevant materials on my website.	78	4.17	.918
3.I had the freedom to create the relevant drawings and pictures on my website.	78	4.18	.908
4.I had the freedom to create the relevant video on my website.	78	4.14	.893
Valid N (listwise)	78		

Table 3 demonstrates that they had freedom to create their website (Mean=4.23); write the relevant materials on their website(M=4.18); create relevant drawings and pictures (4.17) and create the relevant video on their website (Mean=4.14). Students could practice student-centred activities in creating their websites. The mean scores are above 4 and they may indicate that students practiced the second element of heutagogy (create) successfully.

Table 4: *Collaborate*

	N	Mean	Std. Deviation
1.I have learnt from my peers as we were working on the website for language learning.	78	4.08	1.042
2.We have shared our experiences, knowledge and skills (creating website, online language learning, etc.).	78	4.17	.973
3. We helped each other in doing the tasks and language learning.	78	4.10	.934
4.Group work was very useful for language learning.	78	3.96	1.012
Valid N (listwise)	78		

Table 4 indicates that students collaborate by sharing experiences, knowledge, and skills in doing tasks and language learning in website creation (Mean=4.17). They helped each other in doing the tasks and language learning (Mean=4.10). They acknowledge that they have learnt from their peers as they were working on the website for language learning (Mean=4.08). They admit that group work was very useful for language learning (Mean=3.96). Overall, the mean values are quite high and suggest that the participants practiced the third element of heutagogy (collaborate) effectively. However, the mean score value for the item 'Group work was very useful for language learning' is slightly below 4 that falls into 'not sure' category of Likert Scale. It may imply that students' group work and collaboration were not very effective.

Table 5: *Connect*

	N	Mean	Std. Deviation
1. The network of friends helped me in language learning through website creation.	78	4.04	.932
2. The networking helped to create new ways of language learning.	78	4.14	.893
3.The connection between peers and teacher help me in learning language	78	4.13	.972

4. The connection with other websites helps learn the language better.	78	4.13	.945
Valid N (listwise)	78		

Table 5 demonstrates that students found networking as a helpful way of creating new method of language learning (Mean=4.14). The connections with the peers and lecturer assisted them in language learning through Google Sites (Mean=4.13). The connection with other websites helped students learn the language better (Mean=4.13). The network of friends also helped them in language learning through website creation (Mean=4.04). Overall, the mean values are quite high and show that students practiced the second element of heutagogy (connect) successfully in the process of creating Google Sites for language learning.

Table 6: *Share*

	N	Mean	Std. Deviation
1.I have learnt from my friends' experiences in online language learning.	78	4.10	.961
2. I have learnt from my friends' online discoveries in language learning.	78	4.04	.959
3.I found that we have similar interest in using website for language learning.	78	4.05	.737
4. The collaborative website creation encourages me to work together for language learning in the future.	78	4.14	.922
5.I was able to share my information and knowledge with my group members.	78	**4.17**	**.903**
Valid N (listwise)	78		

Table 6 indicates that students were able to share experiences, information, knowledge, online discoveries, and similar interest for language learning through website and future use. They shared their information and knowledge with group members (Mean=4.17). The collaborative website creation encouraged them to work together for language learning even in the future (Mean=4.14). They have learnt from their friends' experiences in online language learning (Mean=4.10). They found that they have similar interest in using website for language learning (Mean=4.05). They have learnt from their friends' online discoveries in language learning (Mean=4.04). Overall, the mean scores are above 4. This suggests that they practiced the fifth element of heutagogy (Share) effectively.

Table 7: *Reflect*

	N	Mean	Std. Deviation
1.I am satisfied with using website for language learning.	78	4.14	.817
2.Using website is new way of learning language.	78	4.22	.832
3. Using website for language learning is inline we our needs for language learning in 21st century.	78	4.26	.844
4.Using website for language learning poses a lot of challenges to me.	78	4.15	.823
5.I will be happy to create website for language learning for other subjects if the teacher asks me to do so.	78	4.14	.785

6. Overall, I am happy that I have created website for language learning.	78	4.21	.779
Valid N (listwise)	78		

Table 7 they acknowledged that using Google Sites for language learning is in line with their needs for language learning in 21st century (Mean=4.26) and they consider using website as a new way of learning language (Mean=4.22) and are satisfied with creating Google Sites for language learning (Mean=4.21). However, using website for language learning poses a lot of challenges to them (Mean=4.15). They will be happy to create website for language learning for other subjects if the lecturer asks them to do so. (Mean=4.14) as they were satisfied with using website for language learning (Mean=4.14). Overall, the mean values are quite high and imply that the students practiced the sixth element of heutagogy (reflect) successfully.

Table 8: *Correlations*

		Explore	Create	Collaborate	Connect	Share	Reflect
Explore	Pearson Correlation	1	.749**	.679**	.746**	.692**	.834**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	78	78	78	78	78	78
Create	Pearson Correlation	.749**	1	.846**	.907**	.878**	.718**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	78	78	78	78	78	78
Collaborate	Pearson Correlation	.679**	.846**	1	.919**	.864**	.692**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	78	78	78	78	78	78
Connect	Pearson Correlation	.746**	.907**	.919**	1	.963**	.778**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	78	78	78	78	78	78
Share	Pearson Correlation	.692**	.878**	.864**	.963**	1	.733**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	78	78	78	78	78	78
Reflect	Pearson Correlation	.834**	.718**	.692**	.778**	.733**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	78	78	78	78	78	78

**. Correlation is significant at the 0.01 level (2-tailed).

Table 8 demonstrates that the constructs explore, create, collaborate, connect, share, and reflect are strongly correlated (Sig.=.000) that contribute to the creation and use of Google

Sites for language learning. This indicates that students are strongly in support of using Google Sites for practicing Heutagogy.

4.2 Discussion

The study was an attempt to explore implementation of Heutagogy in using Google sites for language learning. It was found that students had positive attitudes towards website for language learning though with some challenges (Tan, 2019). The findings indicate that students collaboratively explored, created, shared, and reflected while connected with each other and the materials. They had online discussion (Hashimoto, 2021) while creating a language learning website through Google sites as an interesting experience (Nanthawong, 2020). However, it may pose challenges to them. the finding of the present study was consistent with past studies (Jusriati et al., 2021; Oktalia & Drajati, 2018; Songkhro et al., 2022) in terms of the usefulness of Google Sites for language learning.

One of the elements of Heutagogy is 'explore'. Students explored various sources to create their Google Sites. They tested different websites and sources to find the relevant language learning materials with different format (text, audio, video, and image). The second element of Heutagogy is 'create'. Students had the freedom to create their own sites and produce and upload useful materials onto their Google sites through practicing student-centred activities. They crated their group discussion videos and uploaded onto their sites. The third element of Heutagogy is 'collaborate'. Students collaborated by sharing experiences, knowledge, and skills in doing tasks and language learning in website creation. They acknowledge that they have learnt from their peers as they were working on the website for language learning. However, their group work might not be very useful for language learning. This issue might be justified that some students lacked sufficient skills in using internet for creating Google Sites. The fourth element of Heutagogy is 'connect'. Students connected and created networks with each other, peers, lecturer, and other websites in language learning. The networking helped to create new ways of language learning. The connection between peers and teacher helped them in learning language. The connection with other websites helped learn the language better. The network of friends helped them in language learning through website creation. The fifth element of Heutagogy is 'share'. Students shared experiences, information, knowledge, online discoveries, and similar interest for language learning through Google Sites and future use. They were able to share their information and knowledge with group members. The collaborative website creation encouraged them to work together for language learning even in the future. They have learnt from their friends' experiences in online language learning with similar interests in using website for language learning. They have learnt from their friends' online discoveries in language learning. The last element of heutagogy is 'reflect'. Students can reflect overall using website is a new way of language learning, for language learning is inline their needs for language learning in 21st century although it may pose challenges. They consider using website for language learning as needs for language learning in 21st century. They consider using website as a new way of learning language. However, using website for language learning poses a lot of challenges to them. They will be happy to create website for language learning for other subjects if the teacher asks them to do so. They were satisfied with using website for language learning. Overall, they were happy that they had created their own sites for language learning. Furthermore, the findings indicated that all elements of heutagogy (explore, create, collaborate, connect, share, and reflect) are strongly correlated. This indicates that this model has helped them use Google Sites for language learning satisfactorily.

5. Conclusion

The objective of this study was to explore ESL students' experiences of using Google Sites in a language learning course. Using Google Sites was exciting, inserting, fun, novel way of learning. The Heutagogy elements including exploring, creating, collaborating, connecting and sharing, reflecting was practiced. However, lecturers need to address the relevant challenges that students may face while practicing Heutagogy. The findings of the study have implications for students, lecturers and education policy makers in using technology in creative ways including using websites for language learning through heutagogy approach. Besides, studies are needed that may confirm or contradict our findings.

References

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2021). *21st century skills development through inquiry-based learning from theory to practice*. Springer International Publishing.

Creswell, J. W. (2014). *Qualitative, quantitative and mixed methods approaches*. Sage.

Cholo Thonthessa, & Thanachart she middle. (2022). Effects of teaching English using a flipped classroom learning approach with google sites on the listening ability of eleventh-grade students. Community Research Journal, Nakhon Ratchasima Rajabhat University, *16*(2), 233- 247.

Gamble, C. (2018). Exploring EFL university students' acceptance of e-learning using TAM. *Kwansei Gakuin University Humanities Review*, *22*, 23-37.

Jusriati, J., Nasriandi, N., Kurniadi, W., & Ratna, R. (2021). The implementation of google site as e-learning platform for teaching efl during covid-19 pandemic. *English Review: Journal of English Education*, *10*(1), 129-138.

Moreno Fuentes, E., & Risueno Martinez, J. J. (2018). Design of a checklist for evaluating language learning websites.p.23-41.

Oktalia, D., & Drajati, N. (2018). English teachers' perceptions of text to speech software and Google site in an EFL Classroom: What English teachers really think and know. *International Journal of Education and Development using ICT*, *14*(3).

Songkhro, J., Dequina (Jr.) L. S., Dominguez, R. R., & Khathayut, P. (2022). Effectiveness of Using Animated Videos via Google Sites in Enhancing Socioculture of Native English-Speaking Countries. *Education Quarterly Reviews*, 5(2), 371-380.

Tan, P. J. B. (2019). An empirical study of how the learning attitudes of college students toward English e-tutoring websites affect site sustainability. *Sustainability*, *11*(6), 1748.

Tresnawati, N. M. A. (2021, October). Inovasi Pembelajaran Bahasa Bali di Masa Pandemi Covid-19 dengan Pemanfaatan Media Pembelajaran Google Site. *Prosiding Seminar Nasional Dharma Acarya*, 2(1), 12-20.

Zadorozhnyy, A. (2017). The impact of social networking sites on English language learning. Master of Arts in Multilingual Education Nazarbayev University Graduate School of Education.

The Authors:

Ebrahim Panah is a lecturer at Modern Language Department, Multilingual Innovation Institute, University College of Yayasan Pahang, Pahang, Malaysia since 2017. He received his bachelor in English literature from University of Shiraz, Iran in 2003, master's in TEFL from University of Guilan, Iran in 2009, and Ph.D. in TESL from UKM, Malaysia in 2016. He is interested in eLearning and Data Driven Learning, and he has presented articles on these areas in conferences and journals at both national and international levels. Email: ebrahim@ucyp.edu.my

Ng Loo Ee is a mathematics & statistics lecturer at University College of Yayasan Pahang (UCYP). She obtained a bachelor's degree in science with Education and a MSc (Statistics) from the University of Malaya. Formerly she taught mathematics subjects in secondary school. Since the past twenty-five years, she has been an avid lecturer in teaching mathematics and statistics at UCYP. Her research interest is dominantly in the area of teaching and learning process. She can be reached at nloo_ee@ucyp.edu.my

Hafizan Matsom is a Lecturer at School of Computer Science, Faculty of Science, Engineering and Agrotechnology, University College of Yayasan Pahang, Pahang, Malaysia. Experienced as an educator for 20 years, she is currently holding position as the Deputy Vice Chancellor Academic Advancement and Quality. Her research interest includes Computer Digital and Information System, Electronic Learning, Tehnology-enhanced Education, corporate leadership and corporate strategic planning. E-mail: dr.hafizan@ucyp.edu.my

Nur Atirah Mohd Jalil, Lecturer at Modern Language Department, Multilingual Innovation Institute, University College of Yayasan Pahang, Pahang, Malaysia. Engaging English tutor with 5 years' experience instructing college students at University College of Yayasan Pahang and graduated from University Tunku Abdul Rahman majoring in English Education. Her research interest is dominantly in the area of teaching and learning process. She can be reached at nuratirah@ucyp.edu.my