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Beyond the Classroom: Using Google Sites as a Supplementary Material to Improve the Learners' English Academic Performance

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Abstract

The present study investigated the common challenges of learners in the new mode of learning and their frequency, if there would be a significant difference in the performance of the participants after using Google Sites, the acceptability of the Google Sites in terms of its content quality, instructional quality, and technical quality, and the experience of the respondents in using *Beyond the Classroom* as supplementary material for the Third Quarter. This action research used the survey questionnaires, evaluation tool, pre-tests, and posttest as instruments in answering the research questions. Respondents were 15 Grade 8 High School learners who have internet access. Results indicated *always* and *sometimes* characterized their experience on challenges such as understanding the lessons after reading the discussion found in the modules and that there is a significant difference between the pre-test and post-test scores for lessons that are easy for them to understand and learn alone. Results also revealed that *Beyond the Classroom* is very acceptable in terms of its content, instructional, and technical quality, and respondents found it helpful in understanding their lessons. Finally, this study showed that learners struggle to cope with the changes in the new normal, and online supplementary material helps them understand their lessons and activities for the Third Quarter of the academic year 2021-2022.

Keywords

Google Sites, supplementary material, academic performance

Introduction

The Philippines is just one of the many countries around the world that have been affected by the newly found virus which is known to us as COVID-19 or the Corona Virus Disease 2019 (Guo, 2020). The fast number of infected people led to this phenomenon being considered a pandemic. The pandemic did not only bring a lot of changes to society but also to the educational system (Tria, 2020).

Schools began to change from face-to-face teaching to either online or modular education. In the Philippines, most private schools opted to have online classes because they have facilities like computers, gadgets, and internet connections which are necessary to have a successful online education. However, in public schools that do not have these facilities and whose learners do not have access to the internet, online teaching and learning become difficult. The Department of Education (DepEd) opted to have three options for learners to continue their education despite the pandemic. These three options were: online, modular, and TV and Radio-Based Instruction. The learners chose among these three modalities in which they could take part or enroll. Since the Philippines is not a country with a good internet connection, most learners decided to enroll in a modular learning modality. Learners are given modules and learning activity sheets (LAS) to read and answer. They are also given summative tests at the end of every quarter, every lesson, or every competency depending on the teacher.

Modular instruction is the best learning modality option for those learners who do not have a good internet connection and have no access to the materials delivered online or on televisions and radios, but this learning modality has its own cons.

In a study by Calo, et al. (2021), they found the common struggles of learners during this pandemic. One of the struggles mentioned is "learning alone." Learners who are enrolled in modular instruction have no one to talk to or discuss their learnings. If they have questions, they cannot ask someone or a more knowledgeable other for help. They feel like they are alone in learning something and that they need guidance from a teacher to successfully understand the lesson and answer the activities. Also, Perez (2020) as cited in Calo, et al. (2021) stated that teachers are worried about learners who are enrolled in modular learning because aside from the reasons that they cannot read and understand the lessons on their own, their parents are also not capable of guiding them for they too do not possess the skills of reading and comprehension.

The learners have difficulty understanding the lessons found in their modules or activity sheets (LAS) through the answers to the latter's activities and their scores. Although the learners are messaged using the Messenger group chat about their work, and activities, or if they have questions, they just read the message and do not reply. They do not ask questions even when the teacher insists. She has also noticed that some learners, despite being enrolled in modular learning, still use and access the internet to help them understand their lessons. They still search online to understand better the discussion found on their modules and activity sheets. Through these observations, it has been decided to construct an online supplementary material that learners could access

anytime and anywhere to help them understand their lessons and answer their modules and activity sheets.

For the new normal, Google's Tools which is the Google Sites, a free online tool introduced by Google on February 28, 2008, is used to create websites (Hasan, 2018). Through Google Sites, learners can watch and listen to the video lesson made and prepared especially for them and answer some practice exercises that would help them better understand their lessons. The supplementary material will also include a pretest and posttest to determine if the materials are helpful to learners.

With all the materials given to the learners like their modules and activity sheets and with the help of technology and Google Sites, learning will never stop even in this pandemic. Learners could still possess the necessary skills they need to have for this school year.

Hence, this study has determined the common challenges of the Grade 8 learners from a government school in Iloilo City, Western Visayas, Philippines. The frequency of occurrence of these challenges in the new normal education, the acceptability level of the Google Sites, *Beyond the Classroom*, and the effects of using an online application as supplementary material to help the students cope with learning Grade 8 English were also discussed.

Anchored on the Theory of Constructivism by Jean Piaget and Lev Vygotsky, Contextualization and Localization, Computer-Aided Learning, and Self-Directed Learning, this learning theory believes that knowledge is best gained through a process of reflection and active construction in the mind (Mascolo & Fischer, 2005 in Brau, 2018). This also asserts that learners are in charge of constructing their understanding of concepts built on their previous knowledge, experiences, explorations, and discoveries (Cadio & Tan, 2020; McLeod, 2022). This theory also states that teachers should act as facilitators of learning and lead learners to a deeper comprehension (Cadio & Tan, 2020). Piaget's Constructivism Theory puts little emphasis on the sociocultural context of a learner and the role of language in learning, but it shows a strong emphasis on the stages of development (McLeod, 2022). Piaget's Constructivism Theory focuses on the importance of the learner's schema or prior knowledge and that teachers should support learners in the exploration of their world and discovery of knowledge (McLeod, 2022). He believes in the notion that the child's development must come first before their learning (McLeod, 2022).

Naylor & Keogh (1999) also stated that the central principle of Constructivism is the notion that learners can only understand and construct new knowledge based on their existing schema or understanding. This principle was supported by Al-Huneidi and Schreurs (2013) in their study, *Constructivism-Based Blended Learning in Higher Education*. They stated that the Theory of Constructivism is centered on the concept that people create or construct their knowledge through their personal experiences. They also added that Constructivism is effective in preparing learners for problem-solving in a complex environment. They also said that learners are more engaged, may it be individually or socially, in building and creating knowledge when it is presented based on their own experiences and understandings.

Another proponent of Constructivism is Lev Vygotsky. He founded the social interpretation of Constructivism. Unlike Piaget, Vygotsky puts a strong emphasis on the sociocultural context of a learner and the role of language in learning. He believes that language plays a vital role in shaping the thoughts of learners. Vygotsky (1978) as cited in McLeod (2022) stated that Vygotsky's Sociocultural Theory of Cognitive Development *stress the fundamental role of social interaction in the development of cognition* for he firmly believes that the community has a vital role in the process of "meaning making" and that social learning comes before development. Vygotsky also believes that learners could attain better learning when seeking help from a More Knowledgeable Other (MKO). This MKO could be the learner's teachers or fellow learners who have more understanding of a certain knowledge (Braun, 2018). Vygotsky believed that teachers could offer greater support and improve the learning process when they provide guidance to the learners within the Zone of Proximal Development (Braun, 2018). Teachers who use constructivist-based instruction act like someone who understands, guides, facilitates, and scaffolds learners in the understanding and interpretation of knowledge and not as someone who solely provides the necessary knowledge and skills learners need (Browsers et al., 2010 in Ambrose & Palpanathan, 2017).

This study would also utilize the technologies such as computers and other gadgets in the teaching and learning process. Thus, this study is also supported by Computer-Aided Learning. Gunawardhana (2020) defined Computer-Aided Learning (CAL) as an educational tool that assists the process of learning in education and training institutions. CAL also teaches individuals to understand and know the applications they use while they are learning. With CAL, learning materials would be available and accessible to learners anytime and anywhere. In this study, the constructed Google Sites will be the computer application or tool learners will use to assist their learning. Ambrose & Palpanathan (2017) stated that academicians consider the use of electronic media as a concept in enhancing learner-centered education where teachers act as mediators of learning that guide learners to create an understanding of the lesson. There are also studies that explored the relationship between constructivism and technology. Resnick (1998) as cited in Ambrose & Palpanathan (2017) claimed that computers could be an active part of a constructivist learning environment where learners are responsible and accountable for their learning. In the same study by Ambrose & Palpanathan (2017), they cited Murphy (1997) who said that learners in a constructivist learning environment take a vital role in managing their learning and teachers serve as guides, monitors, coaches, tutors, and facilitators. In another study conducted by Catalan (2021), findings emphasized that online applications and tools are media that allow teachers and students to communicate remotely. Furthermore, these are the only ways for participants in a computer-mediated learning setup to continuously communicate and collaborate as they learn to adjust to their peers' schedules, demonstrating that this can provide a venue for them to discuss and prepare their tasks wherein peer support is crucial to the success of their collaboration.

Method

This study is part of the educational research that determined the common struggles of the learners in the new mode of learning and construct and evaluate supplementary material that would help the learners cope with the current mode of learning. It utilized two survey questionnaires as research instruments to gather the needed data. Two Survey Questionnaires were constructed. The first Survey Questionnaire or the Initial Survey determined the common challenges faced by the learners in this new normal learning. The Initial Survey had two (2) parts. The first part is composed of 12 statements that described different situations learners encounter as they answer their activity sheets and modules. The first part of the survey would answer the first research question that would determine the common challenges learners experience in this New Normal learning. The second part of the Initial Survey is in the form of a Likert Scale and respondents will choose from always, sometimes, and never to determine the frequency at which learners experience the challenges. This would answer the second research questions which would like to know the frequency learners experience or encounter these problems. The second Survey Questionnaire or the Final Survey focused on the experiences of the learners or respondents in using Google Sites as supplementary material. The final survey would answer the last research question which is focused on the experience of the respondents in accessing the supplementary material. The Self-Made Survey Questionnaires were validated.

The results of the first Survey Questionnaire were used as support or basis in the construction of the Google Sites as supplementary material for learners in their chosen learning modality in this pandemic. They adopted the DepEd's Evaluation Rating Sheet for Non-Print Materials found on DepEd's Guidelines and Processes for LRMDs Assessment & Evaluation in making the Evaluation Tool knowing the Acceptability Level of Google Sites and modified the rubric and had it validated. This research also used the Evaluation Tool's Scale and the Mean to identify the acceptability level of the support material, *Beyond the Classroom*, with 5 as Very Acceptable and 1 as Not Acceptable.

Table 1. Evaluation Tool's Scale

Numerical Value	Description
5	Very Acceptable (VA)
4	Moderately Acceptable (MA)
3	Acceptable (A)
2	Barely Acceptable (BA)
1	Not Acceptable (NA)

The evaluation tool would answer the fourth research question about the acceptability of the constructed supplementary material. This research also utilized one of Google's tools which is **Google Sites**. The Google Sites was accessed by the respondents once or twice a week as their support material in understanding their lessons.

To test if there was a significant change in the performance of the respondents before and after using the Google Sites, Pretest and Posttest were included in each lesson found on Google Sites. The pretest and post-test would answer the third research question of this study which is focused on the significant difference in the performance of the learners after using Google Sites, *Beyond the Classroom*.

The acceptability level of the developed Google Sites was evaluated by the Head Teacher, the two Master Teachers from the Junior High School, and another English teacher who is also handling Grade 8 English.

This research followed three (3) phases. The first phase was the Survey Questionnaire. The second phase included identification of the Most Essential Learning Competencies (MELCs), development of video lessons and the construction of activities, layout and construction of Google Sites, construction and validation of the Google Sites evaluation tool, evaluation of the Google Sites by the jurors, the revision and modification of the Google Sites, and the finalization of Google Sites. The last phase was the try-out phase and a survey.

The first phase was the Survey Questionnaire. The Likert-scale Survey Questionnaire was constructed and that is composed of 12 statements that focus on the challenges faced by learners in the current learning setup caused by the pandemic. The Initial Survey also determined the frequency learners experience the challenges. The survey was validated before it was distributed to the participants of the study.

The second phase of the study involved the construction, validation, revision, evaluation, and finalization of the needed materials for the Google Sites. This phase required eight (8) steps.

First, the Most Essential Learning Competencies (MELCs) that were included in the Google Sites were identified and aligned. Second, the construction and preparation of activities such as the pretest and posttest and the practice exercises for the learners were done. Next, video lessons and those that would discuss and explain the lessons were made. Then, there was the layout out and construction of Google Sites. The construction and validation of the Evaluation Tool followed. After the validation and revision of the evaluation tool, the sixth step would be the evaluation of the Google Sites. Once the jurors were done evaluating the acceptability level of the Google Sites based on the evaluation tool, the seventh step was the revision and modification of the Google Sites. The basis for the revision and modification were the comments and suggestions from the jurors. The last step for this phase was the finalization of the Google Sites and the publication of the Google Sites.

The last phase of this research was the try-out wherein a link was sent to the respondents for them to access and view the site. Included in the last phase of the study was the conduct of a pre-test and post-test for the respondents. The pre-tests and posttest were included in the Google Sites. The pre-tests and post-tests were given to the respondents to determine if there was a change in their performance after using the Google Sites as

supplementary material for their learning. The last phase also included a final survey for the learners to know about their experiences in using Google Sites.

The study examined the overall mean result of the constructed Google Sites as well as the overall mean result of each factor to evaluate if the constructed Google Sites are very acceptable, acceptable, barely acceptable, and not acceptable.

A descriptive data analysis was used to present the results of the survey and a paired t-test using SPSS was used to determine if there was a significant difference between the performance of the learners in their pretest and post-test.

The first survey questionnaire was analyzed using descriptive data analysis which determined the answers common or the same among all the respondents and described the results. The result of the survey in the first phase was used as the basis to construct supplementary material that learners could access anytime and anywhere that would help them understand their lessons better. The MELCs were also used to determine the competencies needed for the period of the study.

The data that was gathered in the second phase of the study would be analyzed by getting the total mean score from the rating given by the jurors. The mean score for each component or factor included in the evaluation tool was determined and then compared the results of the total mean score to the evaluation tool's scale to check if the constructed Google Sites is acceptable or not. The discussion on the result of the acceptability level of the constructed Google Sites would be included in the next chapter of this research. To support the results of the evaluation of the acceptability level of the Google Sites, a Pretest and Post-test were administered to compare the performance of the respondents before and after the use of the Google Sites. The results of the pretest and post-test would be interpreted using paired t-test through SPSS. The result of the paired t-test using SPSS would answer the second question of this study if there was really a significant difference in the performance of the learners after using Google Sites. A final survey questionnaire would also be given to the respondents to support the claim that supplementary material benefits the learners and improves their performance in their English subject.

Results

Learning Challenges Experienced in the New Normal

Learners sometimes experience some learning challenges in this new normal. This was shown through the initial survey conducted on sixteen (15) Grade 8 Learners. The survey in the form of a checklist comprised 12 scenarios or statements about the everyday struggles faced by the learners in this new normal learning set-up. Thirteen out of 15 learners checked that they have trouble understanding their lessons after reading the discussion found in the modules or the learning activity sheets and that they need more motivation to read the modules and answer the activities. Twelve out of 16 learners checked that they have difficulty answering the activities found in the modules or the learning activity sheets independently and without asking for help from others; have

problems remembering the lessons they have read in the modules, or the learning activity sheets.

These findings from the Initial Survey agree with one of the findings of the study by Calo, et al (2021) which stated that learners enrolled in modular learning experience difficulties in understanding their lessons and answering their activity sheets because of the absence of a person who could explain the lesson and answer their questions and clarifications about the discussion. The results also support the studies of Alvarez in 2021 and Bustillo & Aguilos in 2022 which revealed issues encountered by students, and that include limited teacher guidance and complaints about not understanding the lessons in the modules. Another finding from the survey is that learners still access the Internet to help them understand the lessons, and they cannot easily find online resources that will help them understand their lessons better. This finding supports the claim of Calo, et al (2021) that learners still look for online materials to help them understand their lessons and activities. Learners still rely on the Internet in understanding their lessons and answering their activities.

A study by Anzaldo (2021) stated the disadvantages of modular learning. She mentioned three (3) disadvantages of modular learning, and these are the following: (1) Not all learners do their modules committedly, (2) Some parents pamper their children and do their tasks instead of them, and (3) parents are having a hard time teaching their children with modules. The following disadvantages support the results of the survey which revealed that 13 respondents or learners need more motivation to read the modules and answer the activity sheets.

The findings of Part B of the Initial Survey could support the claims of Bustillo & Aguilos (2022) and Alvarez (2021) that poor internet connection is one of the struggles of learners in the New Normal. Since most of the learners signified that they are still using the Internet to understand their lessons and answer their activities, problems with an internet connection could lead the learners to not submit their tasks on time, not fully understanding their lessons, and incorrectly answering their activities since most of the learners answered always and sometimes in the following statements: (1) *I have trouble understanding the lesson after reading the discussion found in the modules or in the learning activity sheets*, and (2) *I am still accessing the Internet to help me understand the lessons when asked about the frequency they experience the situations included in the survey*. The results of Part B are consistent with the results of Part A because the same statements from Part A got the greatest number of check marks from the respondents. The same statements received 13 votes out of 15 respondents for the Part A of the Initial Survey.

The findings of the Initial Survey led to the construction of supplementary material that aims to help learners understand their lessons and motivate them to read and study.

Paired t-test using SPSS

To determine if there is a significant difference in the performance of the learners in English 8 before and after accessing the supplementary material, there was a

comparison and analysis of the results of the pre-tests and post-tests of the lessons using SPSS.

For Cohesive Devices, scores in the post-test are significantly higher than the pretest scores.

The results in the lesson, Cohesive Devices, show that the respondents find the video lessons or the supplementary material, in general, helpful in understanding their lesson better.

For Propaganda Techniques, scores in the post-test are significantly higher than pretest scores.

The results in the lesson, Propaganda Techniques, show that the respondents find the video lessons or the supplementary material, in general, helpful in understanding their lesson better.

There is no significant difference in the pretest and posttest scores in Issues. This finding could be the result of the topic being too difficult for the learners. There is no significant difference in the pretest and posttest scores in Parallelism.

The finding on parallelism could be the result of the topic being too difficult for the learners. Based on the results of the Paired t-test using SPSS, it could be concluded that there is a significant difference in the performance of the respondents between the pre-test and post-test to lessons or discussions that are easy and not that complicated. On the other hand, the lessons or discussions that are difficult and somehow complicated do not show any significant difference between the pre-test and post-test. The results support the claim of Vladova et al. (2021) that stated that the learners' engagement with e-learning varies depending on the level of difficulty of the subject or the disciplines of the study.

The results from the paired t-test using SPSS, especially for lessons that do not show a significant difference, may be affected by the limit to the video lessons. There's a 10 to 15-minute limit on the video and audio lessons in order for the learners to be engaged in the discussion and not get bored. The attention span of the learners was also considered. This reason may have caused the two lessons to not show any significant difference between the pre-test and the post-test.

Another reason that might have caused the results in the lessons Issues and Parallelism is that these two lessons are quite complicated. For Issues, learners may be confused about the differences between the types of issues mentioned and discussed. Also, in a text, there could be more than one issue present. That is the reason why maybe the respondents or the learners were confused. For Parallelism, discussing the definitions and giving some examples might not be enough to really explain the lesson. Maybe what the learners need is to have more examples and to provide them with enough time to understand the lesson.

The results also show that learners still need to have guidance from the teacher to completely understand the lessons and to correctly answer the activities, especially in lessons that are complicated or quite difficult for the learners to understand alone. This statement supports the claim of Alvarez (2021) and Bustillo & Aguilos (2022) who stated that one of the issues in e-learning is the limited teacher guidance. It is different when there is a teacher or someone more knowledgeable that facilitates and guides the learners into constructing their knowledge and understanding of the lesson. In-person classes are different from video lessons or audio lessons because when conducting in-person classes, the teacher could see the facial expression and body language of the learners. Their facial expressions and body language could mean something. Either they understand the lesson, or they are confused. Once the teacher could see this, the teacher could immediately ask the learners questions or give further examples and explanations. Also, when classes are conducted in person, learners do not hesitate to immediately ask questions and clarifications from the teachers.

Acceptability Level of the Module

The teacher-jurors of the supplementary material, *Beyond the Classroom*, agreed that Google Sites is **very acceptable** based on its content, instructional quality, and technical quality. The teacher-jurors also found the learning site as an innovative and helpful support material for the learning modules, and activity sheets are given to Grade 8 learners.

Acceptability Level of *Beyond the Classroom* based on (a) content quality

Results indicate that the teacher-jurors of the module agreed that the content of the module is **very acceptable** and is consistent with the topics/skills found in the Department of Education (DepEd) Most Essential Learning Competencies (MELCs) for the subject and grade level it was intended for. It also contributes to the enrichment, reinforcement, or mastery of the specific learning objective(s) of the lessons and provides for the development of higher cognitive skills such as critical thinking, creativity, inquiry, and problem-solving. The contents of *Beyond the Classroom* are also accurate, up-to-date, and free from various biases which help in promoting positive values that support formative growth. Most importantly, the teacher-jurors agreed that the content is contextualized and relevant to the learners' existing knowledge and experiences. Although one (1) out of the ten (10) indicators was found to be moderately acceptable and this is the indicator that said the content stimulates and promotes critical thinking, the overall mean score showed that the content quality of the supplementary material is very acceptable.

This finding could be the result of taking into consideration the following features of *Beyond the Classroom*: firstly, the Google Sites considered the DepEd Grade 8 English Most Essential Learning Competencies (MELCs) for the Third Quarter. Secondly, the lessons found in the Google Sites were contextualized and localized for learners to find the lesson relevant to their schema and experiences. Furthermore, the contextualized lessons, activities, and the inclusion of video lessons and audio lessons help the students develop not only their higher cognitive skills but also the five macro-skills of learning such as

listening, speaking, reading, writing, and viewing. The results of the acceptability level of the supplementary material based on its content quality could be also the result of considering the definitions of contextualization and localization by Ballesteros (2014).

Acceptability Level of *Beyond the Classroom* based on (b) instructional quality

Results indicate that the teacher-jurors of the module agreed that the quality of instruction of *Beyond the Classroom* is **very acceptable**. The teacher-jurors agreed that the supplementary is well defined, that it achieved its defined purpose, and that learning objectives are clearly stated and measurable. The graphics/ colors/ sounds were used appropriately for instructional reasons. Although two (2) out of the twelve (12) indicators were found moderately acceptable just like the indicator that says the supplementary material effectively stimulated the creativity of the target user, and assessment activities are aligned with the learning competencies, the overall rating of the Google Sites, *Beyond the Classroom*, shows that in terms of instructional quality, the supplementary material is very acceptable.

This finding could be the result of taking into consideration the following features of *Beyond the Classroom*: firstly, the objectives were appropriate to the level of the learners and were clearly stated in the Google Sites, and in the video and audio lessons. Also, the video and audio lessons supplement learners' understanding of the lessons and activities found on their modules and learning activity sheets. Secondly, the inclusion of pre-tests and post-tests in each lesson makes the supplementary material engaging and challenging. Lastly, the graphics/colors/sounds are appropriate to the material and to the learners.

The results of the acceptability level of the supplementary material based on its instructional quality support the idea of Onyango & Gitonga (2017) that teachers should consider using and integrating technology in their classes. Using technology, the learners become more interested and engaged in the discussion of the lessons. These results also support the claim of Cadiao & Tan's (2020) study which stated that their online material, in the name of Flipped Classroom, provided the respondents with an immersive and engaging learning experience. Also, similar to the study of Cadiao & Tan (2020), the respondents who accessed *Beyond the Classroom* became accountable for their learning. This claim supports one of the theoretical frameworks of this study which is the Constructivism Theory. Just like how Facebook was used as an online learning platform in the study of Soomro, Kale & Zai (2014), Google Sites also has the potential use for instructional purposes.

Acceptability Level of *Beyond the Classroom* based on (c) technical quality

Results indicate that the teacher-jurors of the module agreed that the quality of the audio, music, sound effects, prints, illustrations, designs and visuals, screen displays, and layout are learner-friendly, aesthetically pleasing, readable, and not distractive. Therefore, the teacher-jurors all agreed that the technical quality of *Beyond the Classroom* is **very acceptable**.

This finding could be the result of the following features of *Beyond the Classroom*: firstly, the design and layout of the Google Sites are simple and easy to navigate. The layout and colors of the supplementary material were carefully chosen. Also, the texts on each page of the Google Sites are readable and do not have grammatical and/or typographical errors. Secondly, the colors, graphics, and pictures used in the video lessons do not distract the learners but help in the understanding of the lesson. Lastly, the audio of the video and audio lessons were clear and could be easily understood. These results confirm the conclusion of the study by Fauzi, et al. (2021) that there are certain features and factors that determine the usefulness of an online learning platform. The simplicity of its features, the accessibility of the material in various electronic devices as stated also in the study of Ngampornchai & Adams (2016), the internet connectivity, and the knowledge of how to navigate the material make it useful to people who are using it, especially the learners.

Descriptive Data Analysis for the Evaluation Tool

The four (4) jurors wrote comments and suggestions regarding the supplementary material, *Beyond the Classroom*. Their comments stated that *Beyond the Classroom* is a good supplementary material that is flexible and accessible to the target users of the material. They have also written suggestions for the improvement of the material. Some of these suggestions focused on the accessibility and interface of the material, and the activities and content of the material. The suggestions of the jurors were addressed and certain changes were made based on their suggestions.

The comments and suggestions agree with the results of the evaluation tool that indeed, the supplementary material is very accessible. It also answers the concern of both teachers and learners in facilitating learning during this pandemic.

The supplementary material also answers one of the many demands from a 21st-century teacher which is to consider the diversity of learners. The supplementary material is also aligned with the theories of Constructivism and Self-Directed Learning which encourage the learners to learn at their own pace and construct their meaning and understanding of the lessons. Furthermore, the pre-tests and posttests activities help the learners practice the knowledge and skills they have learned in the lesson. The material also caters to one of the six facets of the K-12 curriculum which is learner-centeredness.

Descriptive Data Analysis for the Final Survey

After a learning quarter of using *Beyond the Classroom* and answering the pre-tests and post-tests, the fifteen (15) respondents found the learning site useful and helpful in understanding their lessons. All 15 respondents answered YES in situations where *Beyond the Classroom* and the video lessons clarify their lessons. The result of the survey also shows that most of the respondents understood the lessons without asking for help from their parents, sibling, or classmates and that they could answer the questions and activities independently. It also showed that 15 out of 15 respondents find *Beyond the Classroom* accessible anytime and anywhere. Although the result showed positive results, there are still some parts where learners would want to attend synchronous classes and

still would ask for help from others in understanding the lesson and answering the activities.

The findings of the Final Survey indicate that learners appreciate the construction of the Google Sites, *Beyond the Classroom*, and find the learning site helpful and useful in understanding their lessons and activities.

The results of the Final Survey especially Part B which states the comments of the respondents in accessing the supplementary material support the claim of Sandars, et al. (2020) who stated in their study that when learners possess self-directed learning skills, they will become persistent in learning. They will also become more motivated and engaged in online learning. The results also support one of the theoretical frameworks of this study which is the Self-Directed Learning Theory. The results also support the claim of Raja & Nagasubramani (2018) that using technology is flexible since you can access the material anytime and anywhere.

The results also support the claim of Roodt & de Villiers (2012) that Google Sites have a significant encouraging impact on students since most of them perceive the use of the online platform as an innovative learning tool. The result of the same study by Roodt & de Villiers is similar to the results and the comments of the respondents in using the Google Sites in this study. Both studies revealed that learners enjoyed using Google Sites as supplementary learning material that improves their retention of the lesson and their overall learning experience. Another study by Cadio & Tan (2020) confirms the results of the final survey. In their study, they said that web-based instructional material could offer an immersive and engaging learning experience for learners.

For the Part B of the Final Survey, some of the respondents left comments and suggestions for the Google Sites, *Beyond the Classroom*. The results support the study by Fauzi, et al. (2021) which stated that the online material, Google Classroom, is beneficial to learners. The study also revealed that the usefulness of online material is influenced by its simple features and the attitude of the learners toward using the online platform. Although in that study, they used Google Classroom, it has similar features to Google Sites. As mentioned by one of the respondents, Google Sites is convenient to use and accessible. Respondents were also happy and eager to access the online material which also influenced the usefulness of the supplementary material. The comments from the Part B of the final survey also confirm two of the positive impacts of using technology stated by Raja & Nagasubramani (2018). The first positive impact is that ICT enhances teaching and learning. Most of the comments are focused on the positive effects of online material on learning. The next positive impact is that using ICT has no geographical limitations. One of the comments said that *Beyond the Classroom* could be accessed repeatedly anytime and anywhere.

Discussion

This study aimed to find out the common challenges of the learners and their frequency in the new normal education, the acceptability level of the Google Sites, *Beyond the Classroom*, in terms of its content quality, instructional quality, and technical quality. This

study also aimed to determine the effects of using an online application as supplementary material to help the students cope with learning Grade 8 English by comparing and analyzing the results of the pre-tests and post-tests. Specifically, this study aimed to determine the common challenges of the participants in the new mode of learning, and its frequency. This study also aimed to determine if there is a significant difference in the performance of the participants after using Google Sites, the acceptability level of the supplementary material in terms of its content quality, instructional quality, and technical quality, and the experience of the participants in using *Beyond the Classroom* as supplementary material in their lessons for the Third Quarter of the academic year 2021-2022.

Based on the result of the initial survey, it was found that the respondents, the Grade 8 learners, experience some learning challenges in the New Normal. 13 out of 15 respondents signified that they have trouble understanding the lesson after reading the discussion found in the modules or in the learning activity sheets, they are still accessing the Internet to help them understand the lessons, and they need more motivation to read the modules and answer the activities.

For the Part B of the Initial Survey, which determines the frequency count of the responses, only a few of the respondents answered never which means that only a few of them do not struggle in understanding and answering their activity sheets. Most of the respondents checked *always* and *sometimes* in 4 statements which shows that these situations are indeed happening. The respondents indicated that they always and sometimes characterized their experiences in the New Normal such as having trouble understanding the lesson after reading the discussion found in the modules or the learning activity sheets, they are still accessing the Internet to help them understand the lessons, and can easily look for online resources that will help them understand the lessons better, and they need more motivation to read the modules and answer the activities.

Of the four (4) lessons in *Beyond the Classroom*, 2 lessons namely, Cohesive Devices and Propaganda Techniques showed a significant difference between the pre-test and post-test; and 2 lessons namely, Issues and Parallelism showed that there is no significant difference in the scores of the respondents between the pre-test and posttest.

As for the acceptability level of the Google Sites, *Beyond the Classroom*, in various criteria, the online supplementary material is **very acceptable** in terms of its content quality, instructional quality, and technical quality.

Results of the Final Survey showed that the respondents find the supplementary material, *Beyond the Classroom*, useful and helpful in understanding their lessons and activities for the Third Quarter. All 15 respondents checked YES that the constructed Google Sites, *Beyond the Classroom*, helped them understand their lessons and activities better and that the uploaded video lessons on Google Sites helped them understand their lessons better. All 15 of them also signified that they could also easily access the material and they found it convenient because they could access it anytime and anywhere.

The results prove that learning using digital tools enhances students' independence and self-direction in absorbing the lessons presented to them through the use of *Beyond the Classroom*. Their academic performance in English could be greatly improved as they learn to navigate the supplementary material provided by the teacher. The prepared lessons and the student's ability to easily access them could, in time, lead to the acquisition of the most essential learning skills in their English class.

Conclusion

Learners struggle to cope with the changes in the New Normal educational system brought about by the pandemic. With this, learners would always or sometimes experience difficulties understanding their lessons and answering their activities and would still look for online materials or references that would help them better understand their lessons and activities. Learners' performance in the modular learning modality was observed, and it prompted them in finding ways how to improve their performance, especially in the retention of their lessons.

The Google Sites, *Beyond the Classroom*, would help the Grade 8 learners understand their lessons and activities for the Third Quarter that are not that complicated or difficult to learn and understand alone and do not need teacher guidance. The intervention was still successful despite the results because the online supplementary material still helped the learners in understanding their lessons. The complicated or difficult lessons may encourage the teachers to construct material that would help learners understand the lessons better even though there is limited teacher guidance.

The constructed learning material using Google Sites named *Beyond the Classroom* is **very acceptable** and could be utilized as supplementary learning material to the existing Grade 8 Learning Modules and Learning Activity Sheets as it is aligned to the K to 12 Most Essential Learning Competencies for Grade 8. In the process of evaluating the material, the inputs and suggestions of the jurors on the improvements of the material were highly appreciated.

The respondents find *Beyond the Classroom* a helpful and beneficial supplementary material to their lessons and activities for the Thirds Quarter.

This learning material could help the teachers provide their learners with contextualized and localized learning resources that would be helpful to the learners in understanding their lessons and activities better.

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