

PEDAGOGY AND EDUCATION

Creating Teaching Materials in Professional English for Students Majoring in Music on the Google Sites Platform: Technical Aspects in Practice

Chervinko Yevhen Oleksandrovych¹

¹ PhD in Pedagogy (Theory and Methods of Teaching), Associate Professor, Associate Professor at the Department of Humanities, Section of Languages; National Music Academy; Ukraine

In the context of widespread digitalisation nowadays, an integral requirement of today's online teaching and learning is the creation of digital (electronic) teaching materials, as students do not always have unhindered access to printed materials. Compiling electronic materials is also a challenge, as it is not always possible to ensure that electronic teaching aids provide the same degree of methodological practicality, convenience and value as printed teaching materials, and even more so, to reconcile this with the goals and effectiveness of the educational process overall and in online mode in particular. The compilation of such materials in English is particularly crucial in the context of teaching music subjects in English within the paradigms of EMI (English as a Medium of Instruction) and CLIL (Content and Language Integrated Learning), while also supporting the development of discipline-specific language within the framework of ESP (English for Specific Purposes), coupled with the increased role of English as ELF (English as a Lingua Franca) [1].

One of the tools for organising and presenting materials for teaching professional foreign languages to students of higher music education is the 'MUSIC ABC' Google Site, which has rendered it possible to create a structured educational resource, combine text and video materials and provide students with convenient access to educational content. During the creation of such digital teaching materials, certain advantages and disadvantages were identified.

PEDAGOGY AND EDUCATION

The tangible advantages perceived within the proposed site include visual and graphic appeal, visual effects, interactive menus (professional topics that are pages of the site and can be placed either vertically on the left or horizontally at the top of the site), the speed of searching on the website pages, the ability to view the website in different modes (desktop computer, tablet, phone), embedding videos (both from a computer and YouTube), images, third-party links to test tasks on different platforms (Google Forms, MS-Forms). Another clear-cut advantage consisted in the parallel placement of text and a glossary of professional terminology with transcription and translation, which constitutes a practical implementation of translanguaging during the learning process, which, in its turn, involves the use of one language to improve understanding of another language, thereby increasing the level of proficiency in both languages [2]. Due to the possibility of selecting background images, the clarity and separation of subtopics and individual elements of the content of a particular professional topic can be traced. As with an array of other platforms, it is possible to change fonts, text colours and markings to emphasise certain important lexical units or grammatical structures.

It is reasonable to agree that presenting educational material on a website improves students' engagement with it [3; 4], contributes to both the structuring of the course and easier access to and navigation in such learning materials, as well as creating the conditions for the implementation of the blended learning approach [4]. Nor can we disregard the possibility of using Google Sites as a means of organising the educational process in general, which involves the publication of announcements by teachers. Furthermore, students make creative use of the site (on condition they are provided with appropriate editing access) by posting their achievements (work, portfolios, etc) [5; 6].

Unfortunately, it was not possible to directly add audio files (neither MP3 nor other formats) from the Google Drive or the computer. Nevertheless, this particular problem can be solved either by adding links (via the 'insert URL' option) to audio files from the Google Drive (or similar cloud storage facilities) or by adding the audio file directly to the assignment itself in Google Classroom. Another solution to this problem is creating test assignments on Google/MS-Forms platforms, where one can also insert a link to an audio file

PEDAGOGY AND EDUCATION

from the cloud storage (however, it is also impossible to attach the audio file itself directly via 'select/attach' on Google/MS-Forms platforms). A further identified drawback is that it is not possible to share only one page of the site (for the purpose of individualising the learning content and process). Moreover, when viewing the site on a mobile phone in the mobile phone mode, it is sometimes inconvenient to constantly scroll up and down the page while doing exercises accompanying the text, which can be attributed to the generally low user-friendliness of all electronic educational materials, since it is not always possible to place two pages side by side (with the appropriate font size) in order to fully cover the entire text or most of it, the accompanying glossaries of the 'active' professional terminology to be mastered, as well as the exercises. The strain and the harm caused to the eyes by screens of various types and sizes is also obvious, which reduces the valeological value of electronic teaching materials overall.

To conclude, creating and implementing teaching materials on the Google Sites platform, despite certain disadvantages, is an engaging experience both for teachers and students that has the distinct advantages of boosting students' motivation, streamlining course content as well as organising interaction between all the participants of the instruction process.

References:

- [1] Luchenko, O. (2024). EMI and ELF in teaching languages other than English. *Grail of Science*, (43), 479-481. <https://doi.org/10.36074/grail-of-science.06.09.2024.064>
- [2] Luchenko, O., & Doronina, O. (2024). Translanguaging in teaching foreign languages. *Grail of Science*, (39), 610-611. <https://doi.org/10.36074/grail-of-science.10.05.2024.092>
- [3] Lindra, A. T., Budiningsih, C. A., & Ismaniati, C. (2025). Development of Google Sites-based learning media to enhance student motivation. *Inovasi Kurikulum*, 22(2), 933-950. <https://doi.org/10.17509/jik.v22i2.81886>
- [4] University of York. (2020, October 7). *Using Google Sites to create digital teaching and learning materials*. <https://yorkforum.org/2020/10/07/using-google-sites-to-create-digital-teaching-and-learning-materials/>
- [5] Camacho, J. (2023, September 22). *The benefits of designing class-ready websites*. <https://insights.samsung.com/2023/09/22/the-benefits-of-designing-class-ready-websites/>
- [6] Classwork.com. (2026). *5 Ideas for Using Google Sites in Your Classroom*. <https://classwork.com/5-ideas-for-using-google-sites-in-your/>