

Website Builder as an Assistive Technology Tool for Reflection, Collaboration and Skills Development in Learning ESP

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<i>Keywords</i>	Abstract
website builders, website builder-based project, innovative learning, smart education	This study investigates students' evaluations of the effects of using a website builder-based project (WBP) on learning English for Specific Purposes (Legal English), specifically in relation to reflection, collaboration and skills development. The study also examines how WBP affects student learning motivation and academic achievement, as well as students' beliefs about the feasibility and potential of using WBP in learning. The study employs mixed-method design that includes qualitative and quantitative approaches. Three hundred and three second-year students, who enrolled in the Legal English course at a university in Vietnam participated in the study, basing on the stratified sampling. The main instruments include questionnaires followed by the open-ended questions, and interviews. The findings demonstrate that WBP had a positive impact on students' collaboration, reflection and skills development. Additionally, the use of WBP significantly influenced students' academic achievement, and there was a slight difference in academic achievement between the group using WBP and the group without WBP use. Students acknowledged that using WBP in learning is a feasible, innovative and potential approach for both present and lifelong learning. The changes in teaching and learning approaches by teachers should be made to be compatible with this innovation in a smart educational environment.

Introduction

In a smart education environment, assistive technology tools enable learners to go beyond absorbing knowledge from textbooks. Researchers have asserted that it is imperative to change the teaching method to a more proactive one with the assistance of IT, such as online learning, or to integrate new methods into the traditional one, such as blended learning (Alhabshneh et al., 2020; Ennis et al., 2021; McLaughlin, 2014). Smart education demands the cultivation of skills development, reflection and meaningful collaboration. Therefore, it is imperative to integrate using website builders into higher education curricula. Liu et al. (2017) recommended that online learning experiments bring lifelong value to education, not only during school closures but also in the future when the Covid epidemic disappears. Teachers could exploit technology advances to fill the gaps in traditional education. To align their classes with new media, numerous IT-based projects have been undertaken. Thanks to their significant benefits, a technology-assisted project, namely the Website builder-based project (WBP), was implemented in a Legal English course at a university in Vietnam to support online instruction. Using WB in teaching is an



appropriate and feasible choice in higher education that enables reflection, collaboration and skills development (Casley & Day, 2014).

Although many previous studies regarding using WB in education have been released, they focused on how to implement WB in teaching and learning. There have been few investigations on the effect of WB online learning aids on students' reflection ability, collaboration and skills development. Also, there has not been much research about the correlation between WBP and academic achievement to evaluate whether WBP can be considered an effective substitute for face-to-face reflection and teaching mode. Additionally, although the concern about teaching ESP (English for Specific Purposes) has been accepted in the recent years, the issues relevant to innovative ESP learning and teaching approaches with the development of IT have not been fully addressed. This study strengthens the theory of information technology devices in teaching and learning English in terms of improving reflection, collaboration and skills development with the assistance of WBP. This paper also provides the innovative learning techniques for students and teachers to apply in the classroom. Accordingly, with the aim of bringing about valuable experimentation and exploration in teaching and learning ESP, particularly English for law, with the application of WBP, the article emphasises three research questions:

1. What were students' evaluations of the effects of using the website builder-based project on reflection, collaboration and skills development?
2. How did using WBP in learning influence student academic achievement?
3. What were students' beliefs about the feasibility and potential of using WBP in learning?

Literature Review

Website Builders in a Smart Educational Environment

Learning in a smart educational environment encompasses learning activities with the assistance of technology as an alternative to the traditional approach, or refers to integration of online learning into the formal education as blended learning or e-learning (Yang, 2009; Alhabshneh et al., 2020; Ennis et al., 2021).

Website builders are commonly referred as a "new site publishing service" where it is easy to set up, publish, edit and share digital information such as Web links, calendars, photos, videos, presentations, attachments and other documents (Woods et al., 2004). Additionally, WB is specifically designed for e-portfolio use because it meets all the criteria for use as an e-portfolio. In a case study of students and teachers at a university (EIT uni), the author identified the factors that contribute to the implementation of Website builders for e-portfolios as an assessment tool in tertiary learning and teaching. The report revealed that a website builder is an optimal choice for managing e-portfolios thanks to them being a free secure service, enabling reflection and collaborative learning (Roodt & de Villiers, 2012). The activities and the personal reflections were monitored throughout the portfolio. The photos and quality of reflection were the criteria for the final course assessment. The report shows that Website builders can be implemented successfully and enhance skills development and reflective practice (Casley & Day, 2014).

Harsanto (2014) highlighted the features of a website builder that was used as a tool for a blended learning programme at his university. He discovered that although there are the complex challenges of creating or maintaining a website, WB helps students improve interaction and sharing information. The findings showed that there is a high consensus on the benefits of

sharing information in the learning process with the support of WB. Similarly, Yeu-Han (2011) examined the use of Website builders as a medium of communication with parents in mathematics classes from students', parents' and teachers' perspectives. The teachers agreed that it is easier and faster to update the websites daily than to write student reports every two weeks. The use of blended WB has been proven to positively affect the ratings given to students in a course (Moeller et al., 2010; Serdyukov, 2017). For successful implementation, pedagogical attributes should be noted, including five parameters, namely: developing content, storing and managing content, packaging content, student support and assessment (Govindasamy, 2002).

Students' Reflection in a Smart Education Environment

The advancement of information technology has good impacts on learning processes in general and on reflection particularly. Reflection has recently contributed a prestigious role to assessment in the online learning environment, thanks to its significance in written and spoken forms. Reflection is the conscious awareness of performances and achievements in the learning process to enable the appropriate changes and effective adaptation. Farrell (2009) highly evaluated teachers' responsibility and ability to consistently restructure and decide on changing teaching methods. In the research by Dreyer (2010), reflection performed by Malaysian postgraduates was investigated in individual written form. The findings showed that pedagogical knowledge alone is inadequate for teachers to offer valuable learning opportunities for all learners. It is integrating digital storytelling in teacher training programmes that can foster a culture of reflection for professional development. In another study, Nambiar and Thang (2015) examined Malaysian teachers' online blogs for reflective practices toward teachers' professional development. The findings demonstrated that using blogs brought about some benefits and constraints. The more experience instructors had in using technology, the more reflective they were in their teaching practices through awareness, communication and feedback, recording and evaluating, learning from experiences and communities of practice. With the effort to integrate IT into the learning process in general and assessment particularly, Hartley, (2001) indicated that IT-based learning enabled reflection to be more available and efficient through the use of software and social networks. He concluded that networks affected development, delivery of knowledge, evaluation and self-evaluation. In other words, online testing was considered as an alternative to traditional approaches. Yang (2009) manifested that online reflection by a high-tech tool enhances learning reflection, and facilitates instructors to follow and critically evaluate students' practice and academic performance. While reflection through observation in the classroom is real, direct and spontaneous, recording and reflecting with the assistance of IT allows practitioners to view their teaching and their students' activities at their own pace and at their own convenience (Harford & MacRuairc, 2008).

Collaboration in Information Technology-Assisted Learning

Collaboration is described as the cognitive learning process built on various perspectives (Chu et al., 2011). Collaboration refers to an essential factor in research and education that integrates knowledge from the different perspectives of learners and researchers (Eberle, 2021). Eberle emphasised that collaboration aims to foster the connection among researchers and to maintain scientific communities on the way to innovation. Collaborative learning requires group working skills in fulfilling the tasks of learning, which is defined as a key factor to ensure the successful implementation of learning (Domingo, 2008).

Information technology-assisted learning has been defined as facilitating communication and collaboration in informal teaching approaches (de Bruin, 2019; Nguyen, 2021) and boosting the connection between teacher and students through IT tools (de Bruin, 2019). Harsanto (2014) acknowledged the prominent role of peer-collaboration explanation activities in reflection and metacognition, and the significance of successful coordination in effectively sharing knowledge in collaborative learning tasks through blogs and social networks.

Regarding the factors influencing achieving successful collaboration, Harris and Jones (2016) mention five dimensions: communication, information processing, coordination, interpersonal relationship and motivation. Meanwhile, Lizzio and Wilson (2006) defined the factors contributing to the effectiveness of collaboration as including team-building activities, frequency of meetings and the value that individuals place on the process of learning. Collaboration, according to scholars, entails the development of meaning through interaction with others and can be defined as a shared commitment to a common objective.

Nokes-Malach et al. (2015) recommended that collaborative learning activities include problem-based learning, jigsaw activities, think-pair-share and peer review. Tarun (2019) added more online collaborative learning tools, like WhatsApp, Skype and Moodle, to implement the tasks. These tools allow students to discuss and share ideas while also receiving immediate feedback. The research reveals that students are highly satisfied with the assistance of IT tools in enhancing collaboration.

Project Based Learning and Description of Website Builder-Based Project

Project Based Learning (PBL) is a practical teaching method in which students create authentic academic products to prompt knowledge and skills (Howard, 2002; Nguyen, 2021). Through PBL, students are expected to improve critical thinking ability, problem-solving skills, collaboration and communication skills (David, 2008). According to Beckett et al. (2005), engaging in PBL could facilitate students cooperating with others to discuss and address problems. Regarding developing skills, PBL has been identified as a learning approach that offers authentic tasks and skills including problem solving, data collection, discussion, presentation (Chu et al. 2011) and communication skills in solving real-world problems (Polman, 2000).

The website builder-based project was created to facilitate students creating authentic academic products in a Legal English course. Students were required to use WB to create each of their group's own academic web, which met the following criteria: useful and diverse content, attractive appearance, logical organisation, accurate information and interesting interactive activities. All the assignments, achievements and group activities were to be posted on the webs for the other members from the other groups to learn from and evaluate the effectiveness of the project. The sites tended to be built as a message board, e-portfolio or virtual classroom to feature their work and assignments, present their findings in particular research, list the course materials with links, post videos and classroom activities and hold quizzes or competitions. On these webs, there are the pages for schedules, lectures, students' presentations, quizzes and games, questions and answers for discussion and learning resources (books, materials, videos, etc.). After each lesson in the classroom, the groups had to compile a presentation with the same topic in which old knowledge is revised and new knowledge is added through the slides, videos, lectures or quizzes and then post it on their web. All assignments and collaborative activities were required to be shared online for members from different groups to review and assess the project's effectiveness through Google sites. The members of the other groups and teachers

visited the web and raised their questions or comments. In each of the two weeks, the teacher required the groups to explain their group's activities and answer the questions posed by the other students. The instructor gives feedback to students on their achievements on their webs and provides recommendations on what they should do to improve and make good quality content. At the end of the course, the teacher revisited the webs, read the comments from the readers, gave feedback and assigned scores. The evaluation was based on the rubrics that were provided and assessed by the instructor.

Methods

Design

A mixed methods approach was used, combining qualitative, quantitative, and experimental methods, allowing for a comprehensive analysis (Howard, 2019). This integration can occur at various stages of the research process. At the first stage, the experimental method was applied with the intervention of WBP for two groups to test academic achievement. The scores of the tests provided quantitative data. Subsequently, questionnaires were employed to collect quantitative data for the first research question, while interviews were conducted to obtain students' viewpoints. These stages were fulfilled after the experiment. The experiment involved collecting data from participants before and after exposure to a treatment or intervention to assess changes. This helped in examining the effects of the independent variable. Research respondents were asked to provide their experiences through questionnaires and tests for quantitative data on the basis of a five-point Likert scale of 1 to 5. Research statements included in the questionnaire were developed and modified from a study by Casley & Day (2014). The interviews were conducted for qualitative data.

Participants

A purposive sampling technique was utilised for this study. Three hundred and three participants from the K45 advanced-quality classes and Legal English major classes at a university in Vietnam participated in and gave responses to the survey, giving a response rate of 96%. These students were studying Legal English during the second semester of the 2021-2022 academic year. They had completed General English (B1) and basic Legal English courses in the previous semesters and were then enrolled in the second Legal English course. They were assigned to subclasses to facilitate effective management and instruction by the teachers. These subclasses were divided into two groups: experimental groups and control groups. The participants in the study were second- and third-year students, the majority of whom were 20 years old (85.1%), while others were 21 (9.9%) or 19 (4.9%). There were more female participants than male, with 223 female students (73.6%) and 80 male students (26.4%) recruited.

Data Collection Instruments

To collect the data, the author used a survey with a questionnaire, interviews and tests. A 16-item questionnaire was compiled on the basis of a literature review of the studies regarding using WB in learning and teaching. The items were clustered into the following categories: demographics and details of school and respondents; students' evaluations of the effects of WBP comprising reflection, skills development, collaboration and convenience in learning with the support of Website builders; students' evaluations of learning motivation after implementing the project using a five-point Likert scale (1 = Strongly disagree, 2 = disagree, 3 = neutral, 4 = agree to 5 = Strongly agree for students' evaluations on the effects of WBP, from 1 = very low, 2 = low, 3 =

neutral to 5 = very high, for students' evaluations of learning motivation). The questionnaires were sent to the experts to check the reliability and validity. The Cronbach's alpha value of the items higher than 0.7 indicates that this range is acceptable for research and assessment purposes. The effectiveness of using WBP in academic performance was measured through the pre-test and post-tests in the experiments of using and not using Google sites in learning between the control and experimental groups. The in-depth interviews were conducted to collect data related to students' expectations about the feasibility and potential of using WBP in learning. Respondents who were involved in the Legal English course in the second semester (2021-2022) were randomly distributed to one of two groups: the experimental groups ($n = 152$) receiving a WBP-based project in the Legal English learning process, or the control groups learning in the traditional method without any influence from WBP ($n = 151$).

Data Collection and Data Analysis

The pre-tests were conducted at the beginning of the course to compare the input level between the control and experimental groups when there had been no intervention. The post-tests were conducted at the end of the course, with the treatment in the experimental group. The teacher scored their outcomes based on a 10-point scale. The in-depth interviews were conducted to collect data related to students' expectations about the feasibility and potential of using WBP in learning. The interviews were carried out with 20 students who were chosen at random from the experimental groups. The questionnaire sheets were distributed directly to the participants via face-to-face meetings and sent online. The interviews and questionnaires were conducted after finishing the course. The information and perspectives provided by the respondents were collected, noted in files, and kept anonymous by using symbols or pseudonyms.

The quantitative data were analysed with descriptive statistics using IBM SPSS 25.0 software. The demographic information of the participants was analysed, based on the frequency descriptive test. A descriptive analysing tool was used to calculate mean and standard deviation values of students' evaluations toward reflection, collaboration and skills development in learning with the support of Google Site. The influence of using WBP on academic achievement was treated through Paired-sample T-tests to measure the difference between the academic achievement of the two groups before and after interventions with the support of WBP.

The qualitative data were treated with coding technique. Coding finds text passages, selects a specified amount of text, and then codes the passage with a previously selected code. The information collected from the interviews was sorted based on the repetition of indigenous categories or specialised vocabulary; key words in context; compare and contrast, metaphors and analogies, which were grouped into codes and common themes.

Findings

Students' Assessment toward the Effects of Using Website Builder-Based Project on Reflection, Collaboration and Skills Development

With the results achieved from the questionnaire, it can be seen from Table 1 that the effects of WBP on collaboration ranks first, with $WM = 3.71$ and $SD = 0.94$. Succeeding this benefit is skills development ($WM = 3.59$ and $SD = 0.92$) which is followed by collaboration effects with $WM = 3.54$ and $SD = 0.89$. The high standard deviation (> 0.8) indicates that the results were achieved from the common consent of respondents, or indicated slight differences in participants' viewpoints. Going into more detail, in reflection, students highly evaluated the storage capacity of documents and learning resources by WB for revision, with $M = 3.93$ and SD

= .876, and the effect of the role of an e-portfolio with $M = 3.93$ and $SD = .876$. This data can be explained by the great number of books, videos and documents students posted on the web to store and share with readers. Besides, students had to use WB as an alternative for a traditional portfolio in written form by creating an e-portfolio on WB that helped them to record activities, lectures, performances, and to note the weakness and strength of change. Despite ranking last, the effect of conducting reflective activities such as games and quizzes for revising knowledge was at a high level, with $M = 3.40$ and $SD = 1.067$.

Table 1: Students' Assessment Toward the Effects of using WBP

Effects		Mean	Std. Deviation	Weighted mean	Std. Deviation
Reflection	Storing a variety of course materials for revision and reflection: Videos, recordings, slides, images, PDFs, books, etc.	3.93	.876	3.71	0.94
	Informing schedules, events, rules, activities and assignments	3.62	.996		
	Conducting reflective activities such as games, quizzes for revising knowledge.	3.40	1.067		
	Increasing the feedback on lectures	3.61	.862		
	Creating e-portfolios after each lecture	3.91	1.012		
	Reinforcing self- assessment	3.62	.848		
	Editing or making changes and improvement easily	3.87	.924		
Collaboration	Improving collaboration and interaction through teams' activities	3.72	.767	3.54	0.89
	Creating a forum for discussion	3.41	.838		
	Sharing materials rapidly	3.79	.911		
	Giving fair open assessment among groups	3.56	.919		
	Keeping teachers, parents, supervisors ... observing what's happening in classroom	3.24	1.032		
Skills development	Language competence	3.81	.778	3.59	0.92
	Promoting logical and critical thinking skills	3.02	1.051		
	Boosting IT competence	3.92	.894		
	Learning autonomy	3.60	.958		

When it comes to collaboration, it is seen from Table 2 that students highly evaluated the role of WBP in improving collaboration through teams' activities and sharing materials rapidly. Meanwhile, students gave a neutral opinion on allowing teachers, parents and supervisors to observe what happens in the classroom, with $M = 3.24$ and $SD = 1.032$.

When investigating the skills development effects of WBP, the results show that IT skills improved most, with high agreement from students ($M = 3.92$ and $SD = 0.894$), while students

kept their skeptical views on the effect of promoting logical and critical thinking skills ($M = 3.02$).

The Influence of Using WBP on Students' Academic Achievement

Paired-Sample test was used to examine the hypothesis, "There is no difference between the academic achievement between the group using WB and the group not using WB in learning." Table 2 demonstrates the results that the pre-test scores of control and experimental groups do not have any difference, with the Sig (2-tailed) value = $0.143 > 0.05$. The data illustrate that before there was the intervention of WBP, the scores of the two groups were not different and this result is satisfactory to conduct the post-tests.

Table 2: Comparison between Academic Achievement of the Control and Experimental Groups

	Paired Differences					st	df	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-test Scores of control and experimental groups	-.139	1.161	.094	-.326	.048	-1.472	150	.143
Post-test Scores of control and experimental groups	-.642	.392	.113	-.866	-.419	-5.670	150	.000

($p = 0.05$)

The post-test scores of the control group and experimental group show a slight difference, with the P value corresponding to Sig. (2-tailed) less than a predefined significance level (Sig. [2-tailed] = $0.000 < 0.05$). Obviously, with the support of IT in learning, the students from the experimental groups made positive progress in academic achievement, with the average difference between the two variables: the scores of experimental groups in comparison with the control groups without the assistance of Website builder-based project ($M = 0.642$). In conclusion, the hypothesis that there was no difference between the academic achievement between the group using WB and the group not using WB in learning was rejected.

Students' Beliefs about Potential and Feasibility of Using WBP in Learning

Potential of Using WBP in Learning

i) User-Friendly Website Creation

The students gave positive responses and acknowledged the benefits of using WB in learning. Students praised WBP as a wonderful learning experience: "In my opinion, it was an effective online learning project with free cost, ease of use, and a lot of interest. It was suitable

for students” — T.D. (male, 19). They revealed that using WB in this subject was a successful implementation and they expected that this application would be an effective support for other subjects in the future. Students were satisfied with what it offers in terms of knowledge, skills, reflection and collaboration.

ii) Digital Portfolio Development or Classroom Websites

Students also demonstrated that they learned more than expected with the assistance of WB. They could record learning activities, review knowledge, search for meaningful information, provide feedback to other groups, receive comments and assessments from readers, create their own diary or portfolio and exchange ideas through online learning communities.

iii) Innovative and Collaborative Learning Environment

Additionally, Website builder-based project was regarded as an innovative learning product based on an IT application. Students agreed that the project conducted in a smart educational environment brought about innovative learning approaches that were superior to the traditional approach, with the academic activities supported by IT, and, especially, that WBP was collaborative, reflective and motivative.

N.L. (female, 20) revealed that she and her friends were excited about the lectures with the assistance of IT tools: “We were bored with the traditional lessons that were too monotonous, theoretical, and passive. Our duties were listening and remembering. This was as a cool air in desert.” Some students also agreed with these opinions and manifested that they compared with the traditional learning activities, and the project had advanced features thanks to IT applications. However, this is a contemporary innovative product. In the future, there will be even more modern tools and learning approaches will change, along with IT development.

Challenges to Feasibility of Using WBP in Learning

i) Learning Habits

When being asked about the challenges that hindered the feasibility of using WB in the classroom, each student gave at least one barrier they encountered in the course. Traditional learning habits were mentioned as the first difficulty. Throughout this project, students stepped out of their old habits and tried to explore more interesting things in the IT world.

ii) Learning and Teaching Environment

The learning and teaching environment was also defined as a problem. H.L. (female, 20) revealed “Online learning and teaching environment was not really enough good for us to have a smooth connection. There were still many problems occurring in the learning process that made using IT time-consuming.” Besides, the lack of appropriate project-based learning design and curriculum challenged students and teachers. “It is necessary to adjust the traditional curriculum accordingly to align with the online learning approach, because there has been insufficient appropriate adaption in classroom practice for online or blended learning environments” (T.T., female, 19). Some students manifested that they were interested in the WB-based project, however, they indicated the encounters that could be considered as the barriers to the implementation of WB, including lack of experience, skills and the time to make the products more effective.

iii) Methods of Learning, Teaching and Assessment

Additionally, assessment tools, instructors’ teaching method, learning rules in doing tasks and training, learners’ attitude and autonomy, interaction, conflict between knowledge and outcomes and conflict between teaching and assessment methods hindered students and teachers from achieving better results.

Discussion and Recommendations

This study sheds light on using Website builders-based project in learning Legal English. This study emphasises three main effects: reflection, collaboration and skills development. From students' perspectives, the project was highly appreciated as an innovation in learning thanks to the prominent technological advantages. It facilitated students' learning with collaboration, reflection and motivation. This is in accordance with the study of Liu, et al. (2017) and Serdyukov (2017). The highlighted data from findings clarify the effects of the project to learners. The authors indicated that the reflection ability was improved thanks to the assistance of the IT tools. However, there is no conclusion about the factors influencing the reflection frequency or the barriers learners faced in reflection procedure.

With respect to the effect of collaboration, the findings showed that through the activities of this project, students could enhance their interaction and connection with classmates, teacher and even their parents. This effect of WBP fosters discussion and assessment among groups, improves collaboration and interaction through teams' activities, creates a forum for discussion, shares materials rapidly, gives fair open assessment among groups, keeps teachers, parents, supervisors observing what's happening in the classroom. These findings are in alignment with the investigations by McLoughlin and Lee (2008) and Nambiar and Thang (2015) that reflection on learning and teaching on the sites facilitates personalisation, communication, collaboration and sharing knowledge.

When it comes to the impacts of the WB-based project on student academic achievement, the findings indicate that there is a slight difference in scores on the final tests between the control and experimental groups. The scores of the group using WBP in learning are higher than those of the group without the assistance of WBP. This finding is consistent with the research by Harris and Jones (2016) about experiments using Website builders. de Bruin (2019) revealed that multimedia help students be more confident to do better on their tests.

On the premise of experience in creating and using a WB-based project, students were interviewed about their evaluation of the feasibility and potential of WB in learning. Most of them were in agreement that this is a significant project for their learning. It is better to keep implementing IT-assisted projects for all subjects in the future. Because there are many challenges they have to face, students have to make an effort to make appropriate changes to improve the online education environment. Student learning autonomy, teacher creativeness and innovation are always placed in a priority position in order to implement the project successfully (Mahmud & Ching, 2012; Nguyen, 2021; Kasuma, 2017).

Changes in teaching and learning approaches should be made compatible with innovation in a smart educational environment. Stemming from the experience of online classrooms with the assistance of IT tools, such as social networks and Website builders, I recommend that clear instructions and strict rules pertaining to the project should be given to students at the beginning of the course. Only when students are aware of what to achieve and how to achieve it, and they do not have any misunderstanding or confusion about learning duration, can they feel confident enough to perform their tasks effectively. An appropriate assessment approach is of importance to meet the requirements of an innovative learning project and to fit the curriculum. Thus, teachers should adapt the syllabus to integrate the project into the course, by shortening the theory in the classroom, increasing the online student time to study, implementing the tasks at home and enhancing instruction and management. To successfully achieve these objectives, synchronous solutions to the problems in learning and teaching approaches should be promptly

implemented. With respect to learning, students' learning autonomy is placed in the priority position. Students must realise that everything they are doing is for themselves. Without autonomy, there will be no reflection, collaboration and skills development. Collaboration among the members of the team is needed as well, to ensure successful implementation. Teachers also must give students as much encouragement as possible. When students have high motivation, they will fulfill their requirements with more interest and passion and make more effort to achieve their goals.

Limitation and Suggestions

This paper is limited to a narrow scope due to the small number of participants. It would be better if the author could call for more participants from different schools, who are involved in taking different majors, to achieve a broader overview about this application. Additionally, this study did not deeply investigate any particular concept. The issues not addressed in this study will be recommended for further research topics. Researchers can contribute valuable insights to the implementation of assistive technology tools based on web builders and to enhance language skills, such as reading, writing, listening and speaking. An investigation into an ESP curriculum design integrated with website builder tools should be conducted. Additionally, further research is suggested based on the implementation of website builder tools in diverse educational settings.

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