

Development of Google Classroom as a Learning Management System in Teaching English in Grade 4

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Abstract. Class interruptions caused by adverse weather conditions create learning gaps and disrupt instructional continuity. This study examined the utilization of Google Classroom as a learning management system (LMS) to support continuous learning for Grade 4 English pupils at Ratay Elementary School, Calabanga East District, during the first quarter of the 2024–2025 school year. Specifically, the study analyzed eight official MATATAG Grade 4 English lesson exemplars in terms of content, structure, and assessment. It used the results to design and develop a Google Classroom aligned with the MATATAG Most Essential Learning Competencies. The study employed a descriptive-developmental research design guided by the Analysis–Design–Development (ADD) model. Eight lesson exemplars served as the primary materials for analysis, while the developed Google Classroom prototype was evaluated by five Master Teachers using a three-point appropriateness scale. In addition, the study considered the alignment of instructional materials with learners’ needs, accessibility of content, and the integration of interactive features to enhance engagement in an online environment, ensuring relevance and usability for learners. Findings revealed that all Google Classroom components were rated Appropriate to Very Appropriate, with mean scores ranging from 2.30 to 3.00. The Topic Outline, PowerPoint presentations, and Q&A sessions were considered particularly effective in organizing lessons and promoting interaction. However, challenges such as cognitive overload, uneven participation, assessment difficulties, and late submissions were identified. The study concludes that a well-designed Google Classroom can effectively support instructional continuity and enhance learners’ conceptual understanding during class disruptions, while also encouraging independent learning and digital literacy skills among pupils, especially in flexible learning contexts.

Introduction

In the rapidly evolving landscape of modern education, digital tools and platforms have transitioned from optional enhancements to essential pillars of contemporary pedagogy. Learning Management Systems (LMS) play a pivotal role in this shift, facilitating instructional delivery, boosting student engagement, and fostering collaboration beyond the physical classroom. By bridging traditional and virtual learning spaces, these systems ensure continuity of education during disruptions such as extreme weather, public health crises, or logistical emergencies, thereby strengthening educational resilience. Among the widely used platforms is Google Classroom, a cloud-based system that streamlines the creation, distribution, and assessment of learning tasks while enabling educators to organize materials and provide real-time feedback efficiently. Previous research highlights that well-designed LMS platforms are essential in responding to the demands of 21st-century education (Delos Santos, 2023). Empirical evidence from Hastutiningsih (2023) further suggests that even teachers with limited technical experience can successfully implement the platform to maintain instructional quality, a sentiment echoed by Candilas (2023) regarding the platform’s high accessibility and productivity.

In early and elementary education, digital integration aligns with the Department of Education’s Early Language, Literacy, and Numeracy (ELLN) program, which emphasizes the development of foundational reading, language, and numeracy skills through structured, literacy-rich, and developmentally appropriate instruction. Integrating digital learning tools supports

ELLN goals by extending opportunities for vocabulary development, reading comprehension, and interactive language practice beyond the classroom, while also providing immediate feedback and differentiated instruction to address diverse learner needs. However, despite growing evidence on LMS effectiveness, much of the literature remains focused on secondary and tertiary levels, with limited attention to elementary English instruction and the contextual design of LMS aligned with curriculum and learner characteristics.

In the Philippine context, these gaps are further challenged by issues such as limited internet connectivity and varying levels of digital literacy among learners, as noted by Santos (2021). This highlights the need to move beyond general evaluations of LMS platforms and instead focus on their intentional development as structured instructional tools suited for primary education settings and aligned with national programs such as ELLN.

In response, this study focuses on the development of Google Classroom as a learning management system for Grade 4 English learners at Ratay Elementary School during the first quarter of School Year 2024–2025. The study aims to design a curriculum-aligned and context-responsive platform that enhances instructional delivery, supports continuous learning, and strengthens literacy development in alignment with ELLN objectives.

To provide a clear understanding of this development process, the paper is organized into the following sections: Methodology, which explains the instructional design and developmental framework; Results and Discussion, which presents and evaluates the developed Google Classroom; and Conclusion and Recommendations, which highlight the study's contributions and propose applications for similar digital learning implementations in Philippine schools.

Objectives of the Study

While Google Classroom is recognized globally for its utility, a critical gap remains in its systematic application within the Philippine primary education sector. As educational landscapes shift toward hybrid models; failing to localize Gclass leaves young learners and teachers at a disadvantage during class disruptions. By refining this LMS, this study provides an accessible model for educators to ensure that digital transitions are both curriculum-aligned and pedagogically sound.

To address these challenges, this study specifically sought to:

- a. analyze the existing lesson exemplars in English 4 to identify how their content, structure, and assessment strategies can be effectively translated into a digital format;
- b. design a Google Classroom framework that is strictly mapped to the Grade 4 English competencies to ensure instructional alignment; and
- c. develop and refine the Google Classroom platform based on expert validation to ensure its technical and pedagogical soundness for primary education.

Assumptions of the Study

This study was premised on the following assumptions:

1. The use of Google Classroom as a learning management system was assumed to significantly impact the academic performance of Grade 4 learners in English, particularly in bridging gaps in learning during class suspensions.
2. The respondents (Master teachers) provided valuable and transparent information regarding their anticipated experiences and appreciation of Google Classroom
3. The feedback from master teachers and other experts offered valuable perspectives that helped refine and improve the design of Google Classroom.

Conceptual Framework

The conceptual paradigm of this study follows the Input–Process–Output (IPO) model using the ADDIE framework, specifically the Analysis, Design, and Development phases. This framework was used to improve Grade 4 English instruction by developing a Google Classroom platform that addresses identified learning gaps.

The study begins with the Analysis Phase (Input), where Grade 4 English Quarter 1 lessons were reviewed. The analysis found several problems, such as misalignment between competencies and lesson content, lack of integration of skills, and insufficient feedback. As Thomas and Adams (2021) explain, unclear connections between learning goals and content make it difficult for students to achieve objectives. The study also found that lessons were not well integrated, with topics taught separately instead of being connected.

Next is the Design Phase (Process), where solutions were created through Google Classroom. The platform was designed to align competencies with lesson content, ensuring clear learning goals. Lessons were also integrated so that English skills are connected rather than taught separately, following Robinson and Larkin (2022). In addition, feedback systems were added using rubrics, check-ins, and online tools to help students improve continuously.

Finally, the Development Phase (Output) involved building and refining the Google Classroom based on expert feedback. This resulted in improved learning goals, better integration of lessons, and stronger use of real-time feedback. Jones and Martin (2024) emphasize that clear goals improve student focus, while Torres (2024) highlights that immediate feedback supports independent learning. DepEd (2024) also supports the use of digital tools for timely assessment and improvement.

Overall, expert evaluation confirmed that the developed Google Classroom is an effective and responsive tool for teaching Grade 4 English. The conceptual framework of the study is presented in Figure 1 to show the flow of the research process and its outcomes.

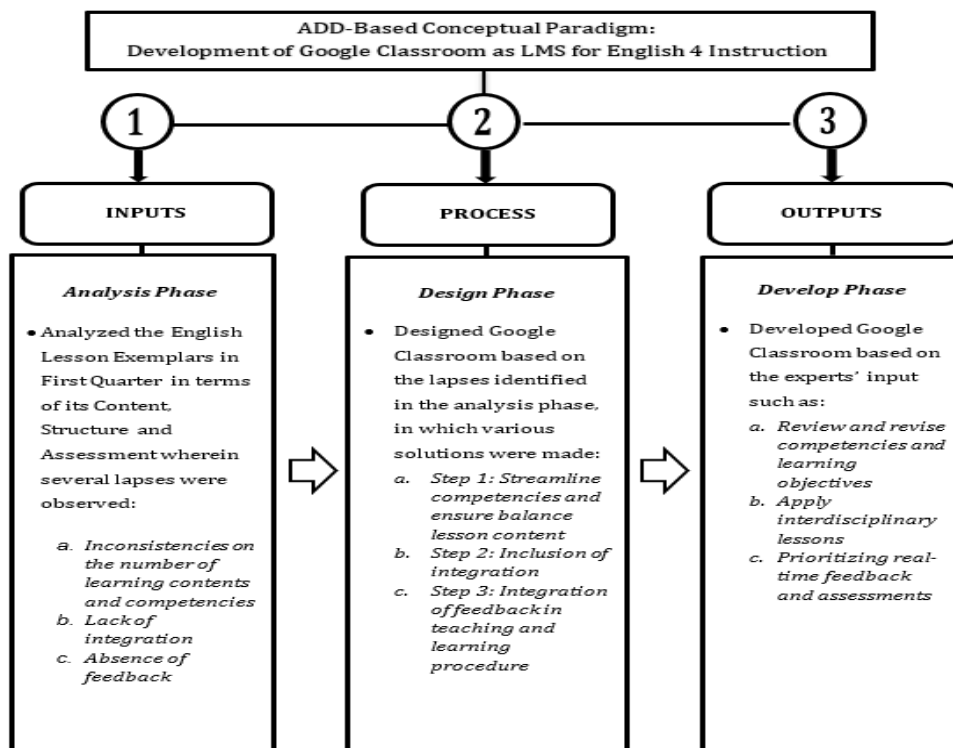


Figure No. 1 Conceptual Paradigm

Methodology

The methodology of this study was systematically structured to address its specific objectives—namely, to analyze the lesson exemplars in English 4 in terms of content, structure, and assessment; to design a Google Classroom that is aligned with English 4 competencies and addresses the identified issues in the exemplars; and to develop the Google Classroom based on experts' inputs, which were systematically addressed.

Research Design

This study utilized a descriptive-developmental research design guided by the Analysis–Design–Development (ADD) model to develop a Google Classroom-based Learning Management System (LMS) for Grade 4 English instruction under the MATATAG Curriculum. The descriptive-developmental approach was deemed suitable as it allowed the study to both identify the current instructional conditions and gaps in existing Grade 4 English lesson exemplars and systematically inform the creation of a contextually responsive instructional tool. Descriptive research involves the systematic documentation of characteristics and conditions as they naturally occur, without manipulation, which is crucial for uncovering real instructional challenges in current curricular materials. Developmental research, on the other hand,

focuses on the deliberate creation and refinement of an educational intervention based on those observations. Combining these approaches ensures that the resulting LMS addresses genuine instructional needs.

The ADD model was adopted for its structured approach to analyzing instructional requirements, designing targeted interventions, and developing practical solutions. The design of the Google Classroom platform was primarily informed by an analysis of the official Grade 4 English Quarter 1 lesson exemplars, which served as the basis for identifying competency gaps and instructional shortcomings. Through qualitative content analysis, the researcher examined the lesson texts to identify recurring issues such as insufficient procedural depth, limited conceptual progression, and the omission of key competencies. This method allowed for the interpretation of patterns and themes within the materials, supporting both the description of existing curricular limitations and the development of LMS features tailored to address them. These identified gaps posed potential risks of learning discontinuities if left unaddressed.

Moreover, the design accounted for contextual factors affecting learning, including frequent classroom disruptions due to weather-related suspensions, student absenteeism, and school activities that often interfere with instructional continuity in public schools. By grounding the platform design in these practical challenges, the study ensured that the Google Classroom LMS was both aligned with curriculum standards and responsive to local teaching realities.

The study followed the three interconnected phases of the ADD model. During the analysis phase, lesson exemplars were reviewed to uncover instructional gaps and contextual barriers. The design phase translated these findings into structured Google Classroom features aimed at enhancing competency mastery, reinforcing conceptual understanding, and maintaining continuity despite classroom disruptions. Finally, in the development phase, expert feedback was incorporated to refine the prototype into a curriculum-aligned, adaptable platform.

Research Locale

This study was conducted at Ratay Elementary School, a public educational institution located in the municipality of Calabanga, Camarines Sur. Falling under the Schools Division Office of Camarines Sur, the school serves the community of Barangay Santa Cruz (Ratay) and represents the typical rural public-school setting found throughout the Bicol Region.

The selection of Ratay Elementary School was driven by the urgent need for instructional continuity. Because Calabanga is a coastal area frequently hit by typhoons and heavy monsoon rains, the school often faces sudden class suspensions that disrupt the academic calendar. This geographic vulnerability made the school an ideal site for developing a Google Classroom LMS, providing a necessary bridge for learning when physical attendance is impossible.

Environmental and socio-economic factors also heavily influenced the study's implementation. Additionally, recognizing the varying levels of internet stability in the area, the digital framework was intentionally built to be "data lite." This ensures that Grade 4 learners can still access their English lessons even with limited or inconsistent web connections. By focusing on Ratay Elementary School, the research demonstrates how localized digital tools can address the unique geographic and technological challenges faced by rural Philippine schools.

Participants

This study was conducted at Ratay Elementary School, Calabanga District, under the Division of Camarines Sur during the first quarter of the 2024–2025 academic year. The respondents were selected through purposive sampling and consisted of five Master Teachers who were chosen as expert evaluators. These Master Teachers were considered highly qualified based on their Highly Proficient rating under the Philippine Professional Standards for Teachers (PPST). Their extensive experience in teaching and supervising English instruction at the elementary level made them well-equipped to assess the appropriateness and alignment to the English 4 competencies of the proposed Google Classroom-based Learning Management System. These respondents were selected for their direct involvement in teaching and evaluating English 4 lessons and their expertise in identifying the classroom disruptions that affect student learning.

Their role in the study was to evaluate the content validity, instructional coherence, and practical applicability of the developed LMS. Through structured evaluation tools and professional feedback, they assessed whether the system effectively supported curriculum implementation, addressed common instructional challenges, and enhanced student engagement. Their expert insights provided critical validation and recommendations, ensuring that the proposed LMS is pedagogically sound, contextually relevant, and responsive to the needs of Grade 4 English learners.

Data Gathering Procedure

The study followed the ADD model, which has three phases: Analysis, Design, and Development. These phases were used to improve the English 4 Google Classroom based on identified needs and expert feedback.

Phase 1: Analysis of Lesson Exemplars

The existing Grade 4 English lesson exemplars were examined in terms of content, structure, and assessment. The analysis showed several gaps, such as imbalance between learning content and competencies, lack of integration of skills (reading, writing, grammar, and vocabulary), and absence of feedback tools. These issues became the basis for improving the Google Classroom design.

Phase 2: Designing Google Classroom

In this phase, the Google Classroom was designed to address the identified gaps. Learning competencies were streamlined and balanced to ensure complete coverage. Lessons were also integrated, combining different skills such as reading with grammar or group activities. Feedback tools were added, including rubrics, comments, and reflection tasks to help students improve their learning.

Phase 3: Developing Google Classroom Based on Experts' Inputs

Master Teachers evaluated the designed platform and provided feedback for improvement. Based on their suggestions, Version 2 of Google Classroom was developed. Lessons were revised to align with curriculum standards and to better integrate skills across reading, writing, grammar, and real-life contexts. The platform also improved its use of feedback through rubrics, private comments, peer review, and resubmission features to support continuous learning.

Overall, this phase ensured that the platform became more organized, interactive, and effective for both teaching and learning.

Data Analysis

Both qualitative and quantitative techniques were employed to address the objectives of the study. For the first objective, the eight officially issued Grade 4 English Quarter 1 lesson exemplars were subjected to qualitative content analysis. The researcher used open-ended, note-based thematic observation, from which a post-hoc evaluation checklist was developed to systematically organize the insights gathered. This checklist captured emergent themes across three domains—content, structure, and assessment—allowing the identification of the exemplars' strengths, weaknesses, and areas needing improvement.

For the second objective, the findings from the exemplar analysis directly informed the design of the Google Classroom. Identified instructional gaps were translated into structured platform features intended to strengthen content delivery, activity design, and assessment practices. The design process was anchored on the Grade 4 English competencies prescribed for the first quarter under the MATATAG Curriculum.

For the third objective, data from the five Master Teachers' evaluation of the initial Google Classroom prototype were analyzed using both quantitative and qualitative approaches. Each component of the platform was rated using a three-point scale (1 = Inappropriate, 2 = Appropriate, 3 = Very Appropriate). The mean rating for each component was computed by dividing the total weighted score by the number of evaluators. These means were interpreted as follows: 1.00–1.49 = Inappropriate, 1.50–2.49 = Appropriate, and 2.50–3.00 = Very Appropriate. This quantitative analysis determined the appropriateness of individual features and of the platform as a whole. In addition to the numerical ratings, the evaluators' written comments were examined to determine shared observations, recurring concerns, and specific suggestions for refinement. These qualitative insights were organized into categories highlighting the platform's strengths, weaknesses, and recommended enhancements. Drawing from both the quantitative results and the summarized qualitative feedback, the researcher revised the Google Classroom, producing Version 2, which incorporated the recommended improvements and demonstrated better alignment with instructional needs.

Ethical Considerations

This study observed the highest ethical standards to ensure the integrity, credibility, and trustworthiness of the research on the development of Google Classroom as a Learning Management System for English 4 instruction. The researchers conducted the study with a commitment to upholding ethical and intellectual principles, guided by professional knowledge and responsibility. The five master teachers involved in evaluating the Google Classroom platform were provided with comprehensive information regarding the study's objectives, procedures, potential risks, and anticipated benefits, enabling them to provide voluntary and fully informed consent. Participants' identities and personal information were strictly

safeguarded to ensure confidentiality and privacy throughout the research process. Furthermore, all stages of data collection, analysis, and reporting were carried out with accuracy, transparency, and honesty, ensuring that the findings reliably reflect the usability of Google Classroom as a Learning Management System. Ethical rigor was maintained at every stage to uphold the credibility of the study and contribute responsibly to the enhancement of English 4 teaching and learning practices. These ethical safeguards ensured that the study on the development of Google Classroom as a Learning Management System for English 4 was conducted with transparency and accountability, while fully respecting the rights, dignity, and welfare of all participants involved.

Results and Discussion

This chapter presents the analysis and interpretation of data using the ADD process: Analysis, Design, and Development, aligned with the three main objectives of the study.

The Analysis phase addressed Objective 1 by examining the Grade 4 English Quarter 1 lesson exemplars from the Department of Education. Through thematic analysis, strengths, patterns, and instructional gaps in content, structure, and assessment were identified.

The Design phase addressed Objective 2 by developing Google Classroom features based on the MATATAG Curriculum Guide. These features were created to respond to the gaps found in the analysis and to ensure that all Quarter 1 competencies were covered, supporting continuous learning even during disruptions.

The Development phase addressed Objective 3 by evaluating the designed Google Classroom with five Master Teachers from Ratay Elementary School, Calabanga District, Division of Camarines Sur. These teachers were selected based on their Highly Proficient status under the PPST. They assessed the platform's alignment with learning competencies and its effectiveness in addressing instructional gaps. Their ratings and feedback were used to improve and refine the platform.

Analysis of English Lesson Exemplars in terms of Content

Week	Content	Strength	Weakness	Possible Improvement	Pedagogical Basis
1	Making predictions, elements of a short story, drawing conclusions	Covers key reading skills and follows standards	Only 1 objective per content; limited skill integration	Add multiple objectives and integrate other skills	Piaget (1952), Bruner (1960); Vygotsky (1978); Bloom et al. (1956)
2	Noting details, outlining, drawing conclusions, summarizing informational text	Covers multiple reading skills and integrates health topic	Some content lacks clear objectives; mismatch of content and goals	Align content with clear objectives and competencies	Cognitive & constructivist theories
3	Structural analysis for word meaning	Helps vocabulary development	Competency is too broad	Make competencies more specific and SMART	Piaget (1952), Bruner (1960)
4	Nouns, pronouns, verbs (regular/irregular)	Covers grammar topics aligned with standards	Too many topics, limited objectives	Break content into smaller, manageable lessons	Cognitive & constructivist theories
5	Action verbs, tenses, voice of verbs, adjectives, complex sentences	Covers grammar and writing skills	Too many topics with limited objectives	Simplify and unpack content	Cognitive & constructivist theories
6	Narration, friendly letter writing, gestures in speaking	Covers speaking and writing skills	Only 1 objective per content	Add more objectives per lesson	Cognitive & constructivist theories
7	Visual elements, interpreting images, purpose of visuals	Develops viewing and representing skills	Limited objectives per content	Expand objectives for deeper learning	Cognitive & constructivist theories

Week	Content	Strength	Weakness	Possible Improvement	Pedagogical Basis
8	Informational writing, real vs make-believe images, multimedia	Integrates writing and media literacy	Limited objectives per content	Add more specific and measurable objectives	Cognitive & constructivist theories

Table No. 1. Weekly Lesson Exemplars Content Analysis in English 4 in the First Quarter

The Grade 4 English lesson exemplars are generally aligned with national standards, particularly the MATATAG curriculum. This alignment helps ensure that lessons focus on clear learning outcomes. Research shows that students perform better when lessons are designed around specific competencies. The curriculum is also well-structured: Weeks 1–2 focus on listening and reading, Weeks 3–6 on speaking and writing, and Weeks 7–8 on viewing and representing. Each part aims to help learners develop mastery of English skills.

However, there are some weaknesses in the lessons. One major issue is the imbalance between content and learning competencies. Some lessons include too much material but have too few objectives to properly measure learning. Studies show that clear and balanced objectives improve student understanding and engagement. In addition, many lessons treat skills like reading, writing, and speaking separately instead of integrating them, which limits deeper learning.

To improve the exemplars, the content and objectives should be better aligned. Lessons need to be more focused, with competencies that clearly match the topics and activities.

The Week 1 lesson on making predictions, elements of a short story, and drawing conclusions is limited because it uses only one objective per content and does not address multiple learning domains. To improve this, objectives should include cognitive, affective, and psychomotor domains. Learners should analyze story elements and make predictions (cognitive), express their thoughts about the story (affective), and create a graphic organizer to present ideas (psychomotor). This promotes deeper understanding and engagement. Making predictions is based on constructivist theory, where learners build meaning using prior knowledge (Piaget, 1952; Bruner, 1960).

In Week 2, the lessons focus on receptive skills—listening and reading—through informational texts. Activities like outlining and summarizing help students understand language in context. Meanwhile, Lopez and Hernandez (2023) confirm that frequent exposure to reading and listening exercises is crucial for mastering vocabulary and complex content. However, a major lapse observed here is the mismatch between content and competencies.

By Week 3, focusing on prefixes and root words improves reading and vocabulary skills, but it remains limited to reading alone without integration of speaking or listening activities. This restricts learners from applying their knowledge in more communicative ways. In addition, introducing several difficult concepts in one week can overwhelm students and reduce their ability to fully understand and retain the lessons. A more gradual and integrated approach would help learners build skills more effectively and use language in a more balanced way.

Week 4 introduces too many grammar topics at once, including nouns, verbs, and subject-verb agreement, which can overwhelm learners and make it harder for them to fully understand each concept. The fast pacing also limits practice time and retention. Breaking the lessons into smaller parts and allowing more focused practice would help students grasp each idea more effectively and apply it in meaningful language use.

In Week 5, the lessons cover action verbs, tenses, and complex sentences. While these follow grade-level standards, the topics are compact and do not always relate to one another. Carter and Harris (2024) point out that grouping related ideas helps students see connections, making it easier to remember the material. Similarly, Week 6 meets national standards but lacks enough objectives to cover the diverse skills needed. Adams and Garcia (2024) argues that having clear, sufficient objectives ensures that all students receive a high-quality education that prepares them for global success.

Finally, Weeks 7 and 8 focus on visual elements and multimedia. These lessons teach students how to interpret images and create their own informational texts. Research by Liu and Yang (2023) also shows that using videos and infographics significantly boosts critical thinking.

Overall, while the lesson exemplars follow the curriculum, they need better alignment, clearer objectives, and stronger integration of skills to improve student learning.

Analysis of Lesson Exemplars in terms of Structure

Each lesson needs appropriate teaching strategies to ensure effective learning. It is important to use different teaching styles that fit the learners' level. The Grade 4 English lesson exemplars already provide a variety of student-centered and interactive strategies.

Week	Focus/Content	Strengths	Weaknesses	Possible Improvements
1	Making predictions, elements of a short story, drawing conclusions	Uses engaging pre-, during-, and post-reading activities; uses videos and online links; follows lesson schedule	Only one story used; limited printed materials; some tasks not time-bound	Use different short stories; provide printed copies; ensure tasks are time-bound
2	Noting details, outlining, drawing conclusions, summarizing informational text	Uses posters and vocabulary activities; allows self-paced learning; uses online resources	Limited interaction; mostly individual tasks; lacks printed materials	Include group/pair activities; add printed materials; increase interaction
3	Structural analysis for word meaning	Uses online dictionaries, word cards, and word walls; supports vocabulary development	Over-reliance on online tools; activities are not interactive	Use printed dictionaries; add more interactive vocabulary tasks
4	Grammar (nouns, pronouns, verbs, etc.)	Uses many interactive activities; supports learning through visuals and printed materials	Too many activities; not time-bound; limited online resources	Reduce and organize activities; ensure time management; include online resources
5	Verbs, tenses, adjectives, complex sentences	Uses group activities and vocabulary relay	Some tasks are not engaging (e.g., identification only)	Use more interactive activities like games or charades
6	Writing letters, narration, gestures in speaking	Uses online videos and structured lesson parts	Lack of real-life application; time constraints	Add real-life tasks; ensure activities fit the time period; use varied materials
7	Visual elements, interpreting images, purpose of visuals	Uses vocabulary hunts and online resources; aligned with objectives	Lacks real-life examples; limited collaboration	Add real-life visuals; increase group activities; include printed materials
8	Informational writing, images, multimedia	Uses picture study, memory cards, and learner-centered tasks; uses print and online resources	Some tasks are not time-bound; limited variety of materials	Ensure time-bound activities; include group work; use more creative materials

Table No. 2 Weekly Lesson Exemplars Structure Analysis in English 4 in the First Quarter

Across Weeks 1 to 8, the lesson exemplars demonstrate a progressive application of student-centered and theory-based instructional strategies in Grade 4 English. In Week 1, pre-reading, during-reading, and post-reading activities for *The Legend of the Dipper* reflect constructivist theory, where learners build meaning through prior knowledge and guided text interaction. However, repeating the same strategy limits variety, so using different stories would strengthen engagement while maintaining the same constructivist process. In Week 2, informational posters and vocabulary tasks support multimodal learning, but limited interaction suggests a need for more collaborative activities aligned with social constructivism, where learners construct knowledge through peer interaction. Week 3 uses online dictionaries and word analysis, reflecting Bruner's discovery learning, though the lack of interactive tasks reduces deeper engagement, indicating the need for more exploratory vocabulary activities.

In Week 4, grammar lessons use visuals and multiple activities that reflect multisensory and constructivist learning, allowing learners to actively process language structures; however, task overload suggests the need for better pacing guided by behaviorist principles of structured reinforcement and time management. Week 5 emphasizes vocabulary relay and group tasks, clearly applying Vygotsky's social constructivism, as learners collaborate to develop understanding, though more meaningful and game-based tasks would enhance engagement. In Week 6, letter writing and narration activities follow Bruner's instructional scaffolding, where learners are guided through models before independent performance, but real-life application is needed to strengthen experiential learning connections.

Week 7 focuses on visual interpretation and vocabulary hunts, applying dual coding theory and constructivism, as learners integrate visual and verbal information, although collaboration could further enhance meaning-making through shared analysis. Finally, Week 8 uses picture study and memory games aligned with experiential and active learning theories, promoting retention through interaction and practice, but more varied and creative tasks would further deepen engagement.

Overall, engagement strategies are important because they encourage active participation and improve learning outcomes. The use of both traditional and digital resources also makes lessons more meaningful and effective. The lesson exemplars are generally student-centered and time-bound, which supports better learning. Spreading lessons across several days also helps students understand topics more deeply. In conclusion, effective teaching strategies should be interactive, student-centered, well-paced, and supported by a variety of resources. This helps students stay engaged, understand lessons better, and achieve learning objectives.

Analysis of Lesson Exemplars in terms of Assessment

The evaluation of assessment components in the Grade 4 English lesson exemplars was guided by the DepEd MATATAG Curriculum Guide and DepEd Order No. 8, s. 2015. These frameworks highlight the importance of applying language skills in real-life contexts and set standards for classroom assessment. The study focused on three criteria: alignment with learning competencies, presence of feedback tools such as rubrics, and variety of assessment formats.

Assessment is an important part of teaching and learning because it helps both teachers and students. Studies from 2024 show that regular formative assessment improves student performance by giving useful feedback and helping teachers adjust instruction. It also allows students to identify their learning gaps and improve their understanding.

Week	Strengths	Weaknesses	Possible Improvements
1	The Legend of the Dipper Comic strip is used as a formative assessment	Rubrics are not provided for the comic strip	Other assessments must be used that are appropriate to the topic
2	Creating informational posters is used.	Scoring guides or rubrics are not included	Provide rubrics for evaluation
3	The Word Wall project is utilized as an assessment	Rubrics assessing it are not included	Inclusion of rubrics in English Exemplar 4 lessons
4	Identification and application are employed to assess the learners	Other assessments are not used	A variety of assessments should be considered as well
5	Identification and application are used	A limited range of knowledge can be measured	Use varied assessments
6	Identification and application are used	A limited range of knowledge can be measured	Use varied assessments
7	Poster and gallery of emotions and real-world examples	Rubrics are not mentioned	Include rubrics for fair and objective assessment of outputs
8	Outlining, identification, and slogan are used as an assessment	The topics in the slogan are too broad and not associated with the lessons	Provide topics that are anchored to the lessons

Table No. 3 Weekly Lesson Exemplars Assessment Analysis in English 4 in the First Quarter

However, the analysis of specific weeks revealed gaps in how these assessments are structured. For instance, in Week 1, the "Legend of the Dipper" comic strip was used as a formative task, but it lacked a corresponding rubric for evaluation. Rubrics are essential because they clearly define performance standards, which in turn increases student motivation and understanding of the desired outcomes. Without these tools, students miss out on the constructive feedback necessary for self-reflection and improvement, making it difficult for them to gauge their progress toward mastering the lesson's objectives.

The analysis of assessment components across the eight lesson exemplars reveals a strong foundation in alignment and reflection, yet identifies critical gaps in evaluation tools and variety. A primary strength found in the exemplars is that assessments are consistently aligned with learning objectives. Furthermore, the inclusion of teacher and student reflection sections supports metacognitive awareness.

Despite these strengths, a recurring limitation across several weeks is the absence of scoring rubrics. In Week 2 (informational posters), Week 3 (Word Wall project), and Week 7 (gallery of emotions), tasks were assigned without clear scoring guides. Rubrics are vital for consistent, objective grading and reducing bias.

Another area for improvement is the variety of assessment formats. While Weeks 4, 5, and 6 utilized identification and application tasks, there is a missed opportunity to include more performance-based, peer, or authentic assessments. Varied assessments boost engagement by catering to diverse learning styles. Conversely, Week 8 stood out as a positive example, using "definite assessments" with measurable outcomes like slogans and outlines.

In conclusion, while the English 4 exemplars succeed in catering to diverse styles through formative tasks like comic strips and projects, they require a more robust integration of descriptive feedback and standardized rubrics. Feedback is most effective when it guides students on how to close learning gaps rather than just providing a grade. Addressing these lapses through a thorough curriculum review—soliciting input from teachers and experts—will ensure that these exemplars serve as a truly effective roadmap for developing foundational language skills and promoting professional growth among educators.

Designed Google Classroom for English Competencies

The second phase of the study is the Design Phase, where the Google Classroom platform was developed to address the gaps identified in the lesson exemplars. Instead of simply digitizing materials, the platform was designed around three main elements: content, structure, and assessment. This ensures a more organized and effective digital learning environment that supports both teachers and learners.

The Google Classroom for Grade 4 English is a structured digital system made up of six key components aligned with the MATATAG Curriculum. These components help reduce cognitive load and improve how students learn English.

Component	Feature	Description / Purpose	Pedagogical Basis	Supporting Literature / DepEd Mandates
Content	Topic Outline	Structured guide of lessons and key topics for the quarter	Constructivism; Universal Design for Learning (UDL)	DepEd Order No. 12, s. 2020 (MELCs); DepEd Order No. 12, s. 2023; MATATAG Curriculum (D.O. 10-12, s. 2024)
	Lesson Hub	Space for weekly lessons, presentations, and videos for self-paced learning	Constructivism; UDL	DepEd Order No. 12, s. 2020; MATATAG Curriculum (DepEd Order No. 12, s. 2023; D.O. 10-12, s. 2024)
Structure	English Talk	Online discussions to improve communication skills	Communicative Language Teaching (CLT); Sociocultural Theory (Vygotsky, 1978)	Nation & Newton (2020)
Assessment	English Quest	Activities to assess understanding, application, and critical thinking	Assessment for Learning (AfL); Mastery Learning	DepEd Order No. 8, s. 2015; DepEd Order No. 12, s. 2020
	Reflection Hub	Space for learners to reflect on learning and progress	Metacognition; Constructivism	Zimmerman (2015)
	TaskFolio	Digital portfolio for submitting and storing student outputs	Constructivism; Self-regulated learning; Portfolio-based learning	Barrett (2018)

Table No. 4 Google Classroom Design Features

The designed Google Classroom for English 4 is a comprehensive digital ecosystem built to streamline competencies, balance lesson content, and integrate continuous feedback. The platform is organized into six functional components, each serving a specific pedagogical purpose to ensure that instruction is interactive, responsive, and aligned with the MATATAG Curriculum. By categorizing tasks into specialized hubs, the system manages cognitive load while fostering a deeper connection between students and the English language.

The foundation of the platform lies in its Content Organization and the Lesson Hub. The content organization follows a structured topic outline aligned with the Most Essential Learning Competencies (MELCs), ensuring curriculum focus and

decongestion as mandated by DepEd Order No. 12, s. 2023. Complementing this, the Lesson Hub serves as the central instructional space, housing PowerPoint presentations and instructional videos. Grounded in Universal Design for Learning (UDL), these components provide multiple means of representation to accommodate diverse learners. By chunking information into manageable segments, the design facilitates improved comprehension and supports self-paced learning. To promote active language use, the platform features English Talk and English Quest. English Talk is an interactive speaking component anchored in Communicative Language Teaching (CLT) and Vygotsky's Sociocultural Theory. It uses discussion prompts and peer comments to build learners' confidence and oral proficiency through social interaction. Meanwhile, English Quest serves as the assessment engine, featuring quizzes and performance tasks aligned with DepEd Order No. 8, s. 2015. This component is built on Mastery Learning Theory, allowing students to engage in repeated practice and formative assessments until they achieve skill proficiency. Finally, the platform ensures long-term growth through the Reflection Hub and Taskfolio. The Reflection Hub is a dedicated space for metacognition, where students analyze their learning strategies and set goals to foster learner autonomy. To store and manage these outputs, Taskfolio acts as a personal digital drive. This portfolio-based approach aligns with DepEd Order No. 42, s. 2016, encouraging students to take ownership of their work while allowing teachers to track holistic development over time.

Together, these six components transform Google Classroom from a simple file repository into a structured, evidence-based learning environment.

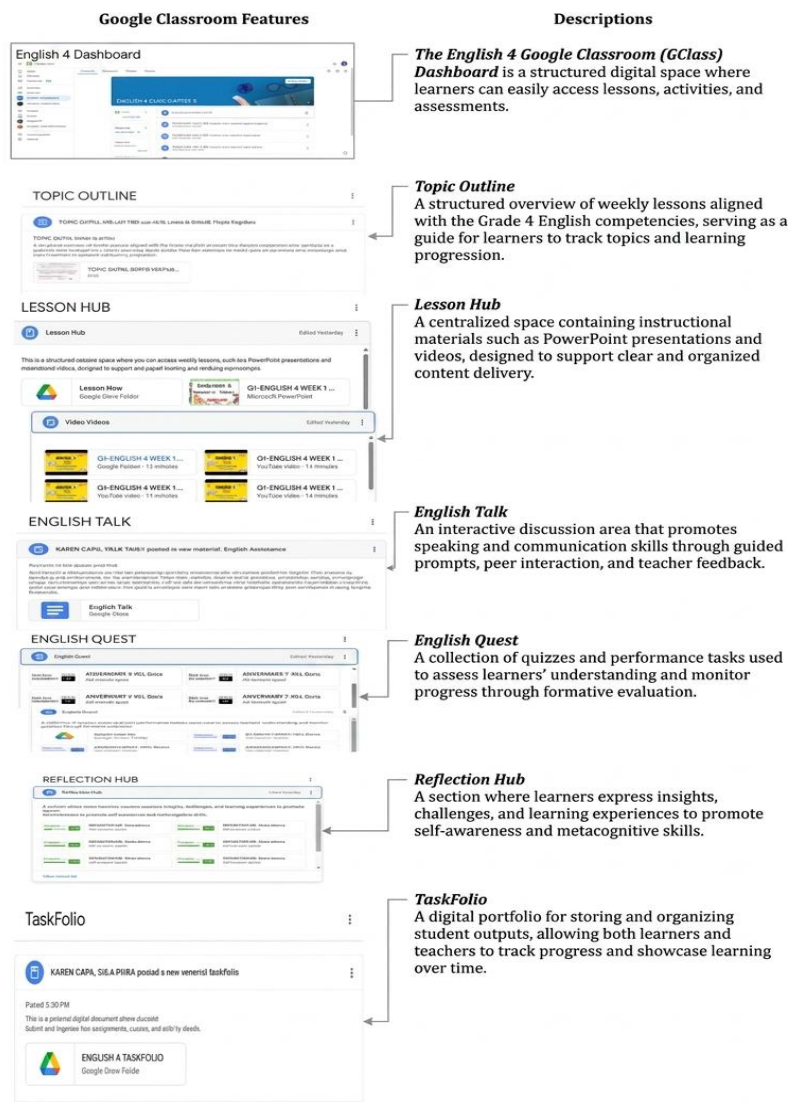


Figure No. 2 English 4 Google Classroom

Developed Google Classroom (Version 2)

Following the initial design, the study entered the Development Phase, leading to the improvement of the English Google Classroom from Version 1 to Version 2. This upgrade was guided by feedback from Master Teachers at Ratay Elementary School to better meet the needs of Grade 4 learners. The goal was to improve learning by making lessons more organized, engaging, and easier to understand, while also focusing on real-life application of English skills.

Section	Evaluation of Version 1 (Mean Rating)	Qualitative feedback from Master Teachers	Suggestions for Improvement of Version 2
Topic Outline	Very Appropriate ($\bar{x} = 2.6$)	Too rigid; limits flexibility and creativity	Make the outline flexible while still guiding lesson flow
Learning Hub – PPT	Very Appropriate ($\bar{x} = 2.5$)	Too much text may overwhelm learners	Use simple slides with bullet points, visuals, and key ideas
Learning Hub – Videos	Appropriate ($\bar{x} = 2.31$)	Lack of learner context; difficulty understanding content	Add introductions, background info, and guiding questions before viewing
English Talk	Very Appropriate ($\bar{x} = 2.7$)	Uneven participation among students	Set participation rules, assign roles, and use random selection
English Quest – Assessment	Very Appropriate ($\bar{x} = 2.6$)	Difficulty in grading written outputs	Use rubrics and comment-based feedback for easier grading
English Quest – Assignment	Appropriate ($\bar{x} = 2.30$)	Late submissions due to poor time management or motivation	Set clear deadlines and use late tracking and flexible options
Reflection Hub	Appropriate ($\bar{x} = 2.31$)	Difficulty tracking reflection progress over time	Use Google Sheets or grading tools to monitor and analyze reflections
TaskFolio	Appropriate ($\bar{x} = 2.32$)	Disorganized file submissions and incorrect folder use	Use clear file naming system and structured folders

Table No. 5 Enhancements and Refinements in English Google Classroom: Version 1 vs. Version 2

The evaluation of the Google Classroom features utilized a three-point scale to measure instructional effectiveness, where mean ratings between 2.50 and 3.00 were interpreted as Very Appropriate. Overall, the results indicate that teachers found the platform highly suitable for English instruction, though several specific areas for improvement were identified. Features such as the Topic Outline (2.6) and English Talk (2.7) received high marks for their organizational and interactive qualities. However, other components, such as the Lesson Hub videos (2.31) and taskFolio (2.32), were rated as Appropriate, suggesting that while they function well, they require refinements to better address learner connectivity and organizational challenges.

Despite the positive ratings, the experts identified six primary lapses in the initial version of the platform. First, while the Topic Outline serves as an effective roadmap, its perceived inflexibility can stifle creativity; experts suggest it should be refined to allow for new insights as they emerge. Second, the Lesson Hub was found to have overcrowded presentation slides and videos that occasionally lacked local learner context. To reduce cognitive load, it is recommended that slides be simplified and videos include guiding hints to aid comprehension. Third, the English Talk sessions, though interactive, often suffer from uneven participation. To ensure all students contribute, teachers should assign specific roles or use random selection to prompt passive learners.

Assessment and organization also presented hurdles in the first version. English Quest was praised for promoting critical thinking, yet teachers found written assessments difficult to grade without a streamlined process. The integration of rubrics within Google Classroom is essential here to ensure consistency and efficiency. Similarly, the Reflection Hub was valued for fostering a growth mindset, but tracking diverse student responses proved difficult. Utilizing Google Sheets to monitor progress and identify patterns in reflection was suggested as a solution. Finally, taskFolio faced issues with disorganized file submissions. Establishing strict naming conventions (e.g., "Name_Assignment Title") and clear subfolder structures is necessary to promote student accountability and easier teacher tracking.

In conclusion, while the first version of the Google Classroom for English 4 established a well-organized foundation, these identified lapses provided the necessary roadmap for the transition to Version 2. By enhancing the flexibility of the outline, simplifying visual content, and standardizing assessment and organization protocols, the platform becomes a more responsive tool. Addressing these areas ensures a more inclusive and effective digital environment that better fosters English language development among Grade 4 learners.

To address these issues, Version 2 introduced clearer slides, improved video guidance, structured participation strategies, built-in rubrics, better tracking tools, and organized file naming systems. These changes help improve learning flow, student engagement, and teacher efficiency.

Thus, Version 2 of the Google Classroom is a more improved and responsive learning platform. It addresses the weaknesses of the first version and provides a more organized, interactive, and learner-centered environment that supports better English learning for Grade 4 students.

Conclusion and Recommendations

This section presents the key conclusions drawn from the study based on the research objectives, highlighting how the findings address the identified problems. It also discusses the implications of the results in terms of theory, practice, and methodology, showing their significance for improving instructional design and the development of digital learning tools.

Research Objective 1: Analysis of Lesson Exemplars in English 4

Conclusions

The analysis of the English 4 lesson exemplars shows that they are generally aligned with the MATATAG curriculum and national standards, confirming that the lessons are designed to meet expected learning competencies. This supports the idea that clear alignment improves student performance. However, the study also found important gaps, particularly in the imbalance between content and objectives, limited feedback in assessments, and inconsistent use of engaging strategies. In relation to the research problem, the results confirm that while the exemplars provide a strong structure for teaching and learning, they are not yet fully effective in addressing diverse learner needs and ensuring deep understanding. It is consistent with expectations that alignment exists, but it is notable that issues such as lack of differentiation, abrupt lesson transitions, and shallow assessment practices still persist despite this alignment.

Overall, the findings highlight that lesson exemplars must go beyond simply meeting curriculum standards. They should also ensure balanced content, inclusive strategies, smooth lesson flow, and meaningful assessment. Strengthening these areas will help create more effective, responsive, and learner-centered instruction, contributing to improved educational quality and better learning outcomes for Grade 4 students.

Implications

Theoretical Implications

The findings show that aligning lessons with the curriculum is important, but it is not enough. Effective learning also requires clear objectives, skill integration, differentiated instruction, and proper feedback. This helps improve existing ideas about student-centered learning by showing that balance and organization in lessons are also necessary.

Practical Implications

The results can help teachers, schools, and curriculum developers improve teaching practices.

For teachers: Use different activities for different learners, give clear feedback, and combine skills like reading, writing, and speaking.

For schools: Provide training for teachers and review lesson exemplars to ensure balance between content and objectives.

For classrooms: Use varied materials (books, videos, real-life examples) and design activities that fit all learners.

Methodological Implications

The study suggests better ways to evaluate and improve lessons in future research:

- a. Use more detailed tools to check not just content, but also engagement, assessment, and feedback;
- b. Combine different methods like document analysis, classroom observation, and interviews; and
- c. Include student performance data to see if lessons are really effective.

Research Objective 2: Design Google Classroom align with the English 4 competencies

Conclusions

The design of the Google Classroom platform showed that it can effectively support the English 4 competencies while addressing the gaps found in the lesson exemplars. Key features such as the Lesson Hub, English Quest, and Taskfolio provided a more organized, flexible, and engaging learning environment. The platform also improved lesson pacing by

spreading topics across several days, allowing students to better understand and master the content. In addition, the use of varied digital assessments helped support different learning styles and encouraged active participation.

In relation to the research problem, the results confirm that a well-designed digital platform can solve issues like content overload, limited engagement, and lack of accessibility. It was expected that technology would enhance learning, but it is especially notable that the platform also helped maintain continuity for students in areas affected by disruptions, such as coastal communities. This shows that digital tools can play a crucial role in making education more inclusive and resilient.

Overall, the findings suggest that integrating structured and student-centered digital platforms like Google Classroom can strengthen teaching and learning delivery. Moving forward, this approach can contribute to more flexible, accessible, and effective education systems, especially in contexts where traditional classroom learning is often interrupted.

Implications

Practical Implications

The results provide useful applications for teachers, schools, and curriculum planners.

For teachers: Use platforms like Google Classroom to organize lessons, give varied activities, and allow students to learn at their own pace.

For schools: Invest in digital tools and provide training so teachers can design effective online learning environments.

For students: The platform allows them to review lessons anytime, especially helpful during class disruptions.

Methodological Implications

The study suggests improvements for future research and design of digital learning;

- a. Use design-based approaches to test and improve platforms based on real classroom needs;
- b. Combine methods like platform evaluation, student feedback, and performance data; and
- c. Focus on measuring engagement, accessibility, and learning outcomes in digital environments.

Research Objective 3: Develop Google Classroom based on the experts' inputs

Conclusions

The development of the Google Classroom platform, guided by expert feedback, showed significant improvements in its design and usability. Issues such as unclear organization, overcrowded materials, and low student participation were addressed, resulting in a more structured, user-friendly, and context-based learning environment. The platform became more effective in managing lessons, tracking student work, and supporting engagement.

In relation to the research problem, the findings confirm that expert input is essential in refining digital learning tools to better meet classroom needs. While the initial design provided a good foundation, it was through the insights of Master Teachers that the platform became more practical, organized, and responsive to real challenges such as assessment, participation, and accessibility.

Overall, the study shows that Google Classroom can serve as an effective learning management system when continuously improved through expert guidance. Moving forward, ongoing refinement and teacher support will be key to maximizing its potential in delivering organized, flexible, and learner-centered instruction.

Implications

Theoretical Implications

The findings highlight the importance of expert-informed design in improving digital learning platforms. They support the idea that effective learning environments are not only based on theory but must also be refined through real classroom experience. This strengthens the concept that continuous feedback and adaptation are essential in developing responsive and learner-centered instructional tools.

Practical Implications

The results provide clear applications for teachers, schools, and system developers.

For teachers: Regularly gather feedback and adjust digital platforms to improve organization, participation, and assessment.

For schools: Encourage collaboration with expert teachers in designing and refining learning systems.

For implementation: Use structured tools (e.g., rubrics, organized folders, tracking systems) to make grading and monitoring easier.

Methodological Implications

The study suggests better approaches for future development and research:

- a. Use expert validation as a key step in developing instructional tools;
- b. Apply iterative design processes, where platforms are continuously tested and improved; and

Combine feedback from teachers with actual classroom data to ensure effectiveness.

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Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data used in this research can be accessed through a formal request to the author of the study.

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Appendices

No appendices are attached to this study.