Teaching Tip: Using Google Analytics and Social Media to Enhance Web Performance

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Abstract. The aim of the teaching tip proposed here is to encourage instructors to get information systems (IS) students actively engaged in the use of Google Analytics and Social Media to enhance Web Performance (WP). The goal is to open Facebook and Google Analytics accounts, build a personal webpage, and combine these IS applications to enhance WP. This teaching tip, targeting undergraduates, is an assignment series that should be considered a term project and a supplement to an existing course, such as social media, Web design, business analytics, or e-commerce where it should be interwoven into the existing course. By the end of the semester, students will have a combined experience with webpage design, Facebook, and Google Analytics, as well as a hands-on understanding of how IS enhances WP.

Keywords: social media, Facebook, google analytics, e-commerce, web design, business analytics.

1. Objective

While many Information Systems (IS) students may have used social media, many are unaware of the hands-on experience of Google Analytics and social media to actually improve the performance (increase customer base in order to increase revenue) of websites based on evaluating their markets, time spent on website, Web visitors, times of visits, and pages visited. Moreover, many students may not have used Google Analytics, or even have developed a personal website. Practice makes perfect and it is imperative that IS students build an engaged relationship with popular and current technologies in order to be relevant in the IS field today. According to Aimiuwu, Bapna, and Ahmed (2013), students have a higher level of interactive and engaged learning when they are allowed to contribute their racial, cultural, and disability perspective to their learning and those students with adequate online access are highly correlated to work success. In this teaching tip, students are to create their own content based on who they are, their individual interests, and adequate access to the internet. The goal of this teaching tip, which can also serve as an instructional focus, is to have IS students actually own a website, Facebook account, and Google Analytics account while...
learning to embrace how IS is used to enhance WP as a hobby or private business based on who they are, their interests, and access to the internet.

This teaching tip coverage should take up an entire semester as a supplement to another related course such as social media, Web design, business analytics, or e-commerce where it should be interwoven into the existing course. It is recommended that the tip be used during the Fall semester to inspire both professors and students who may want to participate in the Google Online Marketing Challenge (GOMC - https://www.google.com/onlinechallenge/). Registration for the GOMC is from October 2016 - March 2017, so this gives professors and students time to form their teams in preparation for the 3 weeks Google AdWords campaign with a $250 budget. It is an assignment series that should be considered a term project throughout the entire semester. The tip is suitable for teaching information systems majors for class sizes of less than 30 undergraduate students. It is recommended that the class meet one hour weekly to master the concepts covered under this teaching tip, to allow for better class management and student interactions, as well as student participation. While there are no pre-requisites for the learning goals associated with this teaching tip, students should pick up the basics on creating Facebook pages, creating websites (http://www.youtube.com/watch?v=Zpe3ctjVfus - creating simple Websites with CSS and HTML using Dreamweaver software), and utilizing Google Analytics (http://www.youtube.com/watch?v=Zoz0SDrXkFA - How to use Google Analytics). Written material on Google Analytics should also be provided for the students (http://blog.kissmetrics.com/50-resources-for-getting-the-most-out-of-google-analytics/ - 50 resources of getting most out of Google Analytics).

The learning goals for the information systems students that this teaching tip addresses are:

1. Appreciate the strategic value of social media through use.
2. Build, host, and maintain a website with Web design software.
3. Know key tags and technologies of Web pages: HTML, CSS, H1-H6, Meta-tags, and also creating Web images.
4. Understand how Google Analytics can aid in strategic Web business planning.
5. Getting students involved and interacting with various information systems applications to see the interconnection between IS and WP.

Table 1 in the appendix shows a 15-week syllabus timeline for developing and fine-tuning students’ skills, proposed assignments and instructor’s role(s), and a grading scale. It is assumed that the concepts in this teaching tip will account for no more than 50% of an existing course, and the grading scale, which adds up to 100%, pertains only to the concepts covered in this tip. The rest of the
paper is broken into the 8 sections that explain the table, lessons learned, as well as a conclusion.

2. Get a Facebook Account and Build Social Capital

Proposed Time Frame for Facebook Class Work
This class work should be done the first week of class. Students who do not already have a Facebook account should create one, invite and accept all the friends they can find on Facebook, and invite the instructor as a Facebook friend. Old Facebook accounts with friends can be used as well. A Facebook account can be created like a Web-based email account. You also have the option to add a profile of yourself. For security and privacy reasons, students should put minimal personal information on Facebook and be professional at all times.

Instructor’s Role
The instructor should be a friend on students’ Facebook page in order to be engaged in their Facebook project and activities. The instructor should also explain that the goal is to start building social capital on their Facebook by posting a minimum of a comment daily (to get readers interested in student’s conversation daily) and responding to other users’ comments that they are interested in. Social capital is social media friends and the wealth of content developed on social media between the user, friends of user, and friends of friends that respond to the content by leaving comments, clicking on links to a video or going to a specific website, or simply checking “like” to indicate approval of content (Aimiwu 2012, Aimiwu, Bapna, & Ahmed 2012).

The process of building social capital will continue for the entire semester. Students will have to post and respond to comments in order to create interactive conversations and build a brand for themselves (be known for specific conversations). Students can talk about anything of interest to them, as long as it is current and interests some or most of their friends on Facebook. Students should leave comments and respond to comments on their page and other users’ page(s) that deals with current affairs such as news, sports, politics, entertainment, and fashion. The goal is to foster dialog on current issues affecting people’s lives in order to get a response or multiple responses to each comment posted (Thurau, Malthouse, Friege, Gensler, Lobschat, Rangaswamy, & Skiera 2010). A rich social capital attracts active and dynamic responses to content by friends and increases the number of friends and responses through time.

Grading Scale
By the end of the first week, the instructor can grade students’ progress based on 5% of the total grade. This 5% of the total grade is for creating a Facebook account and inviting friends, as well as leaving comments, in order to generate
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more conversations. Full points should be given to students who already have a Facebook account with friends.

3. Building Social Capital

Proposed Time Frame for Social Capital Class Work
This class work should be done the second week of class. Students are to come to class with a short paragraph explaining what topic/business area genuinely interests them without any form of compensation or extrinsic motivation driving them. The paragraph should include what they have knowledge about, can write about extensively, like to talk about, or like to read or research. Small groups may be useful in helping all students refine their primary interest to match a particular field, hobby or need to a consumer base. Each student should then share with the entire class the personal interests their social capital will be based upon (Aimiwu 2012, Aimiwu et al. 2012, Constantinides & Fountain 2008).

Instructor’s Role
The instructor should listen to each student and give necessary feedback in order to encourage students to make their social capital exciting and attractive to online readers. Conversations on interest should be initiated by students on Facebook and students should also comment on other friends’ conversations.

Grading Scale
At the end of the second week, the instructor could grade students’ progress on Facebook conversations based on 10% of total grade. Instructors should be able to see students’ activities on their own Facebook, since the instructor is also their friend on Facebook. Instructors should use a separate Facebook account instead of their personal account for the class and can also invite students as friends. 10% of the total grade is for building social capital on Facebook (i.e., inviting friends, accepting friends, leaving comments on others’ Facebook account, and creating conversation through comments, videos, and Web links).

4. Build and Host Website Based on Social Capital

Proposed Time Frame for Website Class Work
This class work should be started by the third week of class and should be updated throughout the course of the class as necessary. Students are to use the entire week to develop their own website and can host it for about $40. This website will be good for a year, but the wise IS students may keep it for a lifetime to gather data for research, have engaged experience on how the website works, and develop their ideas on it as their careers and expertise advance. As of October 2016 Google search result, prices for Web domain names were $3.95
(Register.com), $0.99 (1and1.com), and $0.99 (GoDaddy.com), but according to October 2016 Consumer-rankings.com, Web domain names are free if you purchase domain hosting for an annual fee of $42 (GoDaddy.com), $24 (iPage.com), and $42 (Hostgator.com). These companies also provide technical and customer service support every day. Developing a website is an ongoing process in terms of design and content, which can also include videos. Students should use the 3rd to the 15th week to familiarize themselves with free web editors or web builders such as Wix.com, Web.com, and Weebly.com as they design their website. Students who cannot afford to host a website can use a blog, but we encourage using a website to get students actively engaged in Web design and content creation. Students learn better when they are actively engaged (Aimiuwu et al. 2013).

**Instructor’s Role**

The instructor should assist each student in the computer lab to design a simple website with just about 3-5 pages using any Web design software, such as Microsoft Expression Web, Microsoft FrontPage, Adobe Dreamweaver or any free Web builder. It will be wise for each student to have a site map before they begin. A site map basically is a plan of the pages of your website and how they will be connected. This can easily be done on a piece of paper. Each website should be based on the student’s interest in order to develop adequate content for their social media. The instructor should advise each student to choose a simple and available domain name that represents the content of its interest.

For example, Soccer123.com can be used for soccer interests or Bakeguru.com for baking interests. Small groups can be utilized to refine each possible domain name for individual students. At the end of the third week, each student should have submitted their website to their hosting company and have the website go live on the internet. Most Web design editors have a button to publish websites to the server of their hosting companies or utilize the File Transfer Protocol (FTP) command of any free FTP software, such as LeechFTP. Students should remember the usernames and passwords for their Web hosting accounts just as they do for their e-mail and Facebook accounts. Students are expected to have some content ready for each page, so that it can be posted immediately after the design of their website is completed. It is recommended that lighter colors be used for the background and darker colors be used for the text for easier readability and visibility as opposed to the other way around. Some of the Web design editors already have designed templates that students can take advantage of and all that needs to be done is to paste their content on each webpage in the Web design editor.

This website building exercise is not only meant to teach students how to develop websites, but it is also an opportunity to increase their communication and writing skills to a global audience. The writing should be professional as well
as free from grammatical and structural errors. This is because there is a psychological difference between communicating and writing for class, and communicating and writing for the world through the internet. It takes more patience, alertness, and dedication when presenting your work and identity to the world, rather than to a class or an instructor. Also, personal websites motivate students to see themselves as contributing to the world through the use of technology, communication, and writing before they graduate into the workforce (Hoffman & Novak 2000).

Grading Scale
By the end of the third week the instructor should have the names of all the students’ websites that have gone live on the internet and can grade the students’ progress based on 10% of the total grade. The instructor should also have a Facebook account for the class and invite students as friends so that it is easier to monitor all their postings linked to their websites. Conversations on interest and response to others’ comments on Facebook must continue. This may attract more Facebook friends who may enjoy the students’ conversations through the responses from other friends. Students are to try to make their conversation among Facebook friends (social capital) a product or service to their audience (Aimiuwu 2012).

5. Prepare Social Capital for Search Engine

Proposed Time Frame for Search Engine Class Work
This class work should be done during the fourth week of class. The instructor should make sure that all websites are appropriately indexed in terms of their meta-tags, and include titles, H1-H6 titles, CSS (Cascade Style Sheets), description, keywords, page names, image names, and links to other related websites. Each webpage should be linked to the student’s Facebook account as well as to every other page, which includes the index page. This will help with easy navigation within the website and for visitors from the search engines to find each student’s website and Facebook account (which is a link on the website).

Instructor’s Role
The instructor should inform the students that it is important for search engines to index their website and its pages as soon as possible in order to get better and early rankings. It is also important for students to understand that the titles, H1-H6 titles, description, keywords (maximum of 5), page names, image names, and links to other related websites helps to determine how well the search engine ranks their website and how the internet users can find their websites (Aimiuwu 2012, Aimiuwu et al. 2012, Vatanasombut, Stylianou, & Igbaria 2004).
The H1-H6 titles are as important as the title to the search engines of today compared to the description and keywords, and they let the search engines know the order of importance of the keywords for each webpage. So it is very important for each student to choose relevant words that match their topic of interest in their titles, H1-H6 titles, descriptions, keywords, page names, image names, and links to other related websites for the HTML on their websites. The “Google AdWords Keyword Tool” can be of great use in analyzing relevant keywords that have low competition. It also helps in knowing the combinations of keywords that are the most searched locally and globally on a monthly basis. Figure 1 in the appendix shows the title, meta-tags, CSS, H1-H3 titles.

The HTML5 is the new and better code for the website’s video, audio, integration, and multimedia capabilities for many kinds of browsers than the regular HTML, HTML4, and XHTML. CSS3 (Cascade Style Sheets) on the other hand, makes things more presentable on websites, but it is not yet interpreted properly by many browsers. So any decent and current Web design editor, such as Adobe DreamWeaver should be sufficient in designing a modern website with instructor guidance in the lab. For mobile websites, no special codes are needed these days. iPhones and other mobile devices basically convert the webpage into their mobile format. Weeks 3 and 4, which are about 6 classes or 6 hours, should be spent on Web design. This should be enough time for the instructor to successfully assist all students effectively.

**Grading Scale**

At the end of the fourth week the instructor should make students submit a report on the titles, descriptions, keywords, page names, image names, and links to other related websites that they have used for each webpage in their website. The instructor can then grade the students’ progress for 5% of the total grade. Students should keep conversing on Facebook in order to create a “brand” of themselves to their friends (Aimiwu 2013).

**6. Get a Google Analytics Account**

**Proposed Time Frame for Google Analytics Class Work**

This class work should be done in the fifth week of class. The instructor should encourage students to get a Google Analytics account (http://www.google.com/analytics). Students are to list their website as an account within Google Analytics and get a code for their website. The Google Analytics code should be posted into the HTML of their website and published into their hosting server for the internet. The Web design editor can be used to place the code below the meta-tags within the “head tags” as shown below. The purpose of Google Analytics is to keep track of the activities taking place on the website from around the world in real time for better planning and strategy (Hoffman & Novak, 2000). By using Google
Analytics, the students are not just utilizing information systems technologically, but are also about to interact with the business strategy (plan on how to acquire and retain customers in order to increase revenue) side of information systems, which actually drives the technological side of information systems.

**Instructor’s Role**

The instructor should inform the students that it is important for the Google Analytics code to be added to the website as soon as possible, so that all activities taking place on the website can be tracked in real time. Instructors can open the website of each student, click on “view” at the top of the internet browser, and select “source” to see the HTML page of any website. The instructor should also record each Google Analytics account number that is assigned to each website for easy grading and monitoring. Figure 2 in the appendix shows the Google Analytics code in the HTML page of a website, where “UA-22222222-1” is the Google Analytics account number.

**Grading Scale**

The instructor, at the end of the fifth week, should be able to view each student’s website in order to review their source code. The instructor can grade the students’ progress based on 10% of the total grade, depending on how the Google Analytics were placed as well as if the titles, H1-H6 titles, description, and keywords of each webpage per student were appropriate. Also, instructors can send a Facebook email to students who are not engaging enough in building their social capital.

7. **Build Content and Search Engine Relevance**

**Proposed Time Frame for Web Content Class Work**

This class work should be done between the sixth and eleventh week of class. Instructors should encourage each student to create at least four new pages each week on relevant topics on the website, as well as publish them immediately to the internet. Each new page, like the initial ones, must have a title, description, keywords, student’s Facebook link, Google Analytics code in the HTML, as well as links to every other webpage. One page can be saved multiple times with a new title and then simply pasted and edited as the new content on the new page. The new page will already have everything in place except to refine its title, description, and keywords. The new topics must be unique, be at least two paragraphs, and be professionally written for the world to find and read easily. Small images, which should be appropriately titled, may be added for visual appeal, but should be related to the topic. Students are also encouraged to include videos.
Instructor’s Role
The instructor should inform students that it is important for websites to look credible to visitors and the search engines, through the quality and quantity of relevant content. The more valuable a website appears in terms of content and appeal, the more referrals it gets through blog, social media, other websites, and the search engine results (Meadows-Klue 2008, Hoffman & Novak 2000, Xiang & Gretzel 2012). The instructor should also emphasize the need to make sure all the pages are inter-connected by links and that the students’ Facebook links are present at the top of all pages. The aim is to utilize good search engines’ results to attract more visitors to each student’s website and Facebook.

Grading Scale
At the end of the eleventh week the instructor should get students to submit a printed Google Analytics report for their websites for weeks nine through eleven. The report must include a print out of Google Analytics that shows their Google Analytics account number, visitors overview (page-views and visitors stats), demographics (top 10 country visits), behavior/engagement (time spent on website), technology (operating systems used for visit), Mobile (devices used), and traffic (popular keywords and referring sites). The instructor can grade students’ progress based on 15% of the total grade while Facebook interaction continues daily. Instructors can also initiate conversation and leave comments on students’ postings as a form of being engaged and also challenging students to further develop their expertise in their interest area.

8. The Effect of Facebook on Google Analytics

Proposed Time Frame for Web Links Class Work
This class work should be done between the twelfth and fourteenth week of class. Students are to post interesting sentences about their topic of interests on Facebook and include a link to their website that has information about the topic daily. By the fourteenth week, students should have about 24 unique topics on 24 unique pages on their website. These then are the web pages students were asked to create from week six to eleven by creating four pages weekly on their topic of interest, each with at least two paragraphs (to build content on their website). So students should post a link daily with a short enticing note on Facebook. The goal is to drive traffic from students’ social capital on Facebook to their website (Reibstein 2002).

Instructor’s Role
Instructors should make sure students are still conversing and responding on Facebook. They can do so by monitoring their own Facebook accounts. Students are to submit their Google Analytics report for weeks twelve through fourteen to
see if Facebook has had any effect on the Google Analytics report compared to the previous weeks when links to the students’ websites were not posted.

**Grading Scale**
At the end of the fourteenth week instructors should have students submit a printed Google Analytics report for their websites for weeks twelve through fourteen. The report must include a Google Analytics print out that shows their Google Analytics account number, visitors overview (page-views and visitors stats), demographics (top 10 country visits), collaborative behavior/engagement (time spent on website), technology (operating systems used for visit), Mobile (devices used), and traffic (keywords and referring sites). The instructor can grade students’ progress based on 20% of the total grade while Facebook interaction continues daily. If the students are engaged on Facebook effectively, they should have built some form of following or trust in their social capital, especially from their family, childhood friends, or college friends etc.. As long as the links to their websites are viewed by their Facebook friends, then their Google Analytics results should be affected. The goal now is for the students to see by how much, in real time and numbers, how search engines, Google Analytics, and social media can affect or influence websites or online business. Students by now should begin to see how IS applications can be used to enhance WP on websites through Web traffic, sales, and customer acquisition. Also students can now know exactly what countries customers are in, what information they are interested in by the webpages they visit, and what time of the day they visit. Therefore an entrepreneur can use these IS applications to enhance WP through effective communication with the world over the internet in exchange for customers, sales, and profits, assuming their websites have products and/or services to sell. The more commercially ambitious students may eventually put products and services on their websites in the future.

9. **Project Submission and Presentation**

**Proposed Time Frame for Reports and Presentations**
This class work should be done between the fourteenth and fifteenth week of class. Students are to turn in a short written report comparing interaction on their websites from weeks nine through to eleven (when they did not have the website links), and then weeks twelve through to fourteen (after links were added).

**Instructor’s Role**
The instructor should give each student a minute or two to share with the class whether Facebook had any effect on visitors’ visits, country stats., time spent on websites, and referring sites (Chai, Potdar, & Chang 2007, Kaplan & Haenlein 2010, Gallaugher & Ransbotham 2010).
Grading Scale
Between the fourteenth and fifteenth week, the instructor should grade students’ reports and one-minute summaries. The instructor can grade the students’ progress based on 25% of the total grade.

10. Lessons Learned

The author of this teaching tip has actually utilized Facebook and Google Analytics to enhance the performance of a couple of websites for over 4 years. Despite the fact that this project has never been implemented in class, the author believes that based on the experience of participating in many Web courses and actually doing the teaching tip as a hobby for years, that the entire project is feasible as documented in this article as a useful teaching exercise (Aimiwu 2013, Aimiwu 2012, Aimiwu et al. 2012).

11. Conclusion

By the end of the semester, the information systems students who have utilized this teaching activity would have been actively engaged with information systems and the Web performance side of it. Information systems students should not just read textbooks and articles, but should be able to intelligently speak and write about the actual and practical importance of information systems to business, the economy, academia, communication, and interaction from hands-on experience. This teaching tip should give them hands-on experience on the need, use, and importance of social media, analytics, online communication, writing, and online business. Students get to see Google Analytics’ graphs and charts that show them the times of the day and the days visitors come to their websites, what countries are interested in their websites, how long visitors spend on each webpage, the keywords that bring the most traffic to their websites, their mobile traffic, and what other websites are bringing them traffic. This is what information systems, in terms of technology, communication, interaction, and business, is all about and information systems students need to be a part of this process with hands-on experience. This teaching tip can be extended to other social media like Twitter, LinkedIn, Instagram, YouTube, and others for future projects since many social media sites now allow cross-postings from one social media to another. Ultimately, students will learn how to improve the reach of their websites through social media while monitoring activities on Google Analytics in order strategize how to improve the Web performance in terms of increasing visitors, customers and subsequently revenues.
References:


**APPENDICES**

**Table 1: 15-week timeline for interweaving IS and BS concepts into an Existing Course**

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Proposed Assignment</th>
<th>Instructor's Role</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Get Facebook account and build social capital: Create Facebook account, invite &amp; accept friends, build social capital</td>
<td>Help students build social capital (creating valuable contents by commenting on other users’ comments)</td>
<td>5%</td>
</tr>
<tr>
<td>Week 2</td>
<td>Building social capital: Write paragraphs about what genuinely motivates them for Facebook &amp; form small groups for discussion</td>
<td>Encourage class discussion of students’ topics of interest on Facebook</td>
<td>10%</td>
</tr>
<tr>
<td>Week 3-15</td>
<td>Build &amp; host website based on social capital: Build and host website for Facebook conversation</td>
<td>Help students design websites with Web editors, choose domain name, and host it</td>
<td>10%</td>
</tr>
<tr>
<td>Week 4</td>
<td>Prepare social capital for search engine: Websites should have appropriate titles, H1-H6 titles, descriptions, keywords, page names, image names, &amp; links to other sites</td>
<td>Explain the importance of search engines and rankings, &amp; how it related to proper title, keywords, and names on website</td>
<td>5%</td>
</tr>
<tr>
<td>Week 5</td>
<td>Get Google Analytics account: Put Google Analytics codes into website</td>
<td>Inform students about the use of Google Analytics &amp; how it works</td>
<td>10%</td>
</tr>
<tr>
<td>Week 6-11</td>
<td>Build content &amp; search engine relevance: Create at least four new webpages each week with adequate titles and keywords for content, &amp; submit Google Analytics report</td>
<td>Emphasize the importance to search engine results &amp; collect Google Analytics report without Facebook</td>
<td>15%</td>
</tr>
<tr>
<td>Week 12-14</td>
<td>The effect of Facebook on Google Analytics: Students should have at least 24 unique webpages, post their links on Facebook, &amp; submit Google Analytics report</td>
<td>Have students submit Google Analytics report &amp; analyze the report for their website with Facebook</td>
<td>20%</td>
</tr>
<tr>
<td>Week 15</td>
<td>Project submission &amp; presentation: Submit Google Analytics report &amp; compare website performance with and without the links on Facebook</td>
<td>Make each student give short summary between when Facebook was used and when it was not</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Figure 1: Source view for title, meta-tags, CSS, H1-H3 titles

```html
<head>
<title>Soccer Updates on Chelsea Football Club</title>
<META NAME="description" CONTENT="Get the latest news and opinions on Chelsea Football and soccer">
<META NAME="keywords" CONTENT="Chelsea FC, English Football League, EPL, soccer, Football">

<link rel="shortcut icon" href="http://www.edofolks.com/favicon.ico">
<link rel="shortcut icon" href="http://www.edofolks.com/favicon.ico" type="image/x-icon" />
<link rel="stylesheet" type="text/css" href="http://www.edofolks.com/favicon.css">
<link href="common/style.css" rel="stylesheet" type="text/css" />
<link href="common/productscroll.css" rel="stylesheet" type="text/css" />

</head>
<body>
<H1>Chelsea Football Club</H1>
<H2>English Football</H2>
<H3>English Premiership League</H3>
</body>
```

Figure 2: Source view for title, description, keywords, and Google Analytics (bold)

```html
<head>
<title>Soccer Updates on Chelsea Football Club</title>
<META NAME="description" CONTENT="Get the latest news and opinions on Chelsea Football and soccer">
<META NAME="keywords" CONTENT="Chelsea FC, English Football League, EPL, soccer, Football">

<script type="text/javascript">
    var _gaq = _gaq || [];
    _gaq.push(['_setAccount', 'UA-22222222-1']);
    _gaq.push(['_trackPageview']);

    (function() {
        var ga = document.createElement('script'); ga.type = 'text/javascript'; ga.async = true;
        var s = document.getElementsByTagName('script')[0]; s.parentNode.insertBefore(ga, s);
    })();
</script>
</head>
```