

An Analysis Of English Language Learning (ELL) Websites: Insights On Their Relevance And Suitability

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ABSTRACT

The growing array of English Language Learning (ELL) websites and their users suggests that the ease of getting online material exceeds the process of reading books when it comes to achieving individuals' language learning objectives. However, the task of locating high-quality websites that cater to the needs of language teachers and students has gotten increasingly challenging. The evaluation of ELL websites is highly worthwhile because it facilitates the identification of appropriate resources for educators and students. Thus, this study attempts to assess the relevance of a compilation of ELL websites for primary learners. Besides, it aims to analyse the suitability of one selected ELL website in the Malaysian primary education context. The research methodology employed two evaluation stages: the general evaluation and the context-specific evaluation which were conducted by four experienced primary school teachers using a checklist and an evaluation framework. The results of this study suggest that ELL websites are useful as supplementary resources for ESL and EFL primary learners. The only concern is the availability of technological facilities within the selected context, which will definitely affect the implementation and integration of ELL websites as a whole. The aforementioned findings provide website hosts with valuable insights into their website's limitations and the need to enhance its relevance and suitability. The findings shed light on the effectiveness of the evaluation framework in assessing ELL websites. This study emphasises the need to investigate the suitability of ELL websites in other contexts, which will undoubtedly highlight the potential of these resources.

Keywords: website evaluation, English Language Learning websites, relevance, Malaysian primary learners, evaluation framework

1. Introduction

Fundamentally, the growing array of English Language Learning (ELL) websites and their users suggests that the ease of getting online material exceeds the process of reading books when it comes to achieving individuals' language learning objectives. ELL websites offer an extensive selection of authentic resources for language learning (Aguayo & Ramírez, 2020; Boulahnane & Abramova, 2019; Linares & Romero, 2016). Moreover, the broad spectrum of content available on these platforms caters to different learning styles, hence enriching the learning experience by making it more engaging and fascinating (Alhabdan, 2021; Fuentes & Martínez, 2018).

The impetus to examine the relevance and suitability of ELL websites is driven by the apprehension that digital educational resources especially websites are increasingly available in today's society (Oqilat, 2013; Fuentes & Martínez, 2018; Saeedi et al., 2023), in conjunction with the growing prevalence of online learning (Aldowah et al., 2019). Placing emphasis on the relevance of a website will ultimately lead to increased user engagement (Huang & Benyoucef, 2014), as it plays a vital role in determining the favourability of a website (Ageeva et al., 2019). This will undoubtedly be advantageous for the website hosts.

In addition, the task of locating high-quality websites that cater to the needs of language teachers and

students has gotten increasingly challenging (Saeedi et al., 2023). Hence, the aforementioned issues underscore the requirement of a carefully planned evaluation process. Overall, the assessment of educational websites is highly worth it as it facilitates the identification of appropriate resources for both educators and students (Zamari et al., 2012). Moreover, it significantly reduces the time commonly allocated to finding the most effective educational websites (Zamari et al., 2012).

Surprisingly, despite extensive research on evaluating the affordances of ELL websites for second language development, there remains a notable lack of corpus-based assessments that categorize these resources based on essential categories. Besides, a complete mapping of these resources' relevance remains notably absent (Gani & Habil, 2023). Thus, there is a pressing need to fill in the study's gap.

This study aims to answer the following research questions:

- i. How relevant are the ELL websites for primary learners?
- ii. How suitable is the selected ELL website for Malaysian primary learners?

The first question revolves around the idea of assessing the relevance of a selected list of ELL websites for ESL and EFL primary learners in general. This highlights the overall relevance of the selected sample according to the crucial evaluation criteria applied. The second question is about a context-specific evaluation from the perspective of Malaysian primary school teachers. The analysis provides a comprehensive understanding of whether the selected ELL website is suitable as supplementary tools in Malaysian primary education, which will accentuate the great potential of the readily available ELL websites.

2. Evaluating the relevance and suitability of ELL Websites

The evaluation of language learning websites is highly valuable (Chuah et al., 2016; Hubbard, 2006; Saeedi et al., 2023) because it facilitates the identification of appropriate resources for both educators and students (Saeedi et al., 2023). Keeping in mind the importance of website evaluation, researchers like Fuentes and Martínez (2018), Liu et al. (2011), and Yang and Chan (2008) conducted studies with the objective of designing a comprehensive set of criteria that can assist teachers in assessing the quality of ELL websites.

Fuentes and Martínez (2018) conducted a study with the aim of developing an evaluation method that offers a comprehensive assessment of websites used for learning English as a foreign language (EFL). Following an analysis of several frameworks for evaluating EFL websites, they established a precise model using a defined set of criteria specifically designed to evaluate EFL learning websites. Their final evaluation checklist consists of multimedia, interactivity, content, and communicative aspects (Fuentes & Martínez, 2018).

In another study, Liu et al. (2011) employed both qualitative and quantitative research methodologies with university students and professors in design-based research to develop and improve the evaluation criteria. Fifty-eight evaluation criteria were refined and finalised. Furthermore, to address the challenges in implementing the obtained criteria and elucidating the implications of the findings, this study offers a practical implementation by assessing a selected ELL website (Liu et al., 2011).

According to Yang and Chan (2008), ELL websites should follow theoretically-informed fundamentals for second language development. Particularly, these websites attempt to facilitate self-learning by providing learning aids and materials (Yang & Chan, 2008). Thus, they listed the baseline evaluative criteria for a credible website, as content, objectivity, currency, navigation, and authority, with additional attention to learners' attitudes, motivation, interactions, and instructional objectives.

Some other researchers, such as Rezvani and Ketabi (2011), Saeedi et al. (2023), Song (2006), and Teske (2017), aimed at accentuating the potential and suitability of ELL websites within a specific sample and setting.

Teske (2017), for instance, focused on evaluating one selected website. She selected Duolingo, an online language-learning platform providing courses in 27 different world languages, for her study. The evaluation was conducted with respect to Hubbard's (2006) framework, which comprises six evaluation categories. The categories are technical preview, operational description, teacher fit, learner fit, implementation schemes, and appropriateness judgments. The findings gave rise to a list of efficient features. First, learners can save their progress by registering a free account. The educational experience is divided into structured units based on themes. Second, this webpage offers an English translation and a grammatical category. Third, the activity tab enables students to monitor their usage frequency and achievements. Fourth, the discussion tab enables students to engage in discussion boards covering a wide array of subjects, including new Duolingo features, instructional guides, and particular grammar exercises. Fifth, the website has integrated gamification into the knowledge acquisition

process by enabling learners to advance to the next part via adaptive release (Teske, 2017).

Interestingly, the study conducted by Song (2006) aimed at evaluating an ELL website designed by the researcher-The Life of Moses (referred to MOSES). The study aimed at investigating how Chinese undergraduate students studying English as a Foreign Language (EFL) acquire composition skills using digital learning websites as cognitive tools. The findings revealed none of the games as excessively challenging. On the whole, the students had positive perceptions regarding the usability and functionality of the website. The website allowed students to freely determine their route and speed of navigation.

Some studies, in comparison, evaluate more than one website. Saeedi et al. (2023) conducted an analysis of a compilation of 10 websites, with an equal distribution of five for vocabulary and five for grammar, chosen according to 10 specific criteria. The analysis of the completed website checklists revealed that, although certain platforms had more advanced technical and technological features than others, they were nonetheless highly practical and beneficial for enhancing the vocabulary and grammar skills of ESL and EFL learners. The findings also indicate that the British Council website achieved superior ratings in both the vocabulary and grammar sections. Conversely, the findings indicated that all the studied websites were equally beneficial for both educators and learners (Saeedi et al., 2023).

Rezvani and Ketabi (2011) adopted a unique strategy for the evaluation field by conducting an experimental sequence of the study over some twelve weeks. The study sought to assess the influence of grammar training websites on the acquisition of grammatical rules and structures among Iranian English as a Foreign Language (EFL) learners. The results demonstrated that websites were equally effective in teaching grammar as textbooks. Therefore, it can be inferred that include online resources in English as a Foreign Language (EFL) courses (at least as supplementary resources) can enhance learners knowledge of English grammar (Rezvani & Ketabi, 2011).

Above all, the suitability of a website depends on the students and their respective contexts (Saeedi et al., 2023). Due to a variety of factors, the appropriateness of a website in one context may vary across different locations. Thus, there is a need to comprehensively analyse ELL website based on the selected context.

1.1 3. Methodology

A carefully planned selection stage initiated this mixed-method study, aiming to determine the research sample. The pool creation process yielded 67 ELL websites, included in the list due to their appearance on the first and second pages of the Meta search engine. The evaluation stage is composed of two consecutive stages: the general evaluation and the context-specific evaluation. The general evaluation procedure was initiated with a surface check where the link of each website was visited to verify its domain availability and confirm its ELL status. Four of the links were omitted due to the unavailability of the domain; eight links were not ELL websites, and one link showed the same domain as the previous link in the selection list. Thus, only 54 ELL websites passed the checking procedure and were selected as the sample for this study.

The first evaluation was conducted with reference to the six evaluation categories outlined from six guiding questions proposed by Healey and Johnson (1997). According to Hubbard (2006), evaluation criteria depend entirely on the objectives of evaluation or analysis. Since this study aims at analysing of a huge sample size, a simple but comprehensive evaluation criteria or categories set was selected and applied. The categories are as follows: target audience, all language skills, independent learning, potential as supplementary resources, accessibility (computer and mobile phone), and availability of free resources. These categories were listed in a checklist, which was distributed to four experienced primary school teachers. The data collected were analysed and the percentage of compliance for each category was calculated. The evaluation gave rise nine ELL websites that comply with all the criteria. The websites were then evaluated using an automated evaluation tool, Website Grader, to select one website for the second evaluation stage.

The second evaluation stage, known as the context-specific evaluation, aims to answer the second research question. The evaluation of the selected website (Highlight Kids) was conducted by four experienced primary school teachers using an evaluation framework. The framework is based on the six components suggested by Hubbard (2006), which are: technical preview, operational description, teacher fit, learner fit, implementation schemes, and appropriateness judgments. The data collected in the form of evaluation reports were thematically analysed, using the NVivo programme (version 12). The identified crucial features were tabulated and labelled according to table i below.

Analysis of features based on availability	Level of suitability	Integration in the Malaysian context
Unavailable (U)	Unsuitable (US)	Addition required (AR)
Available with limited functions (AL)	Moderately suitable (MS)	Recommended with condition (RWC)
Available with excellent functions (AE)	Highly suitable (HS)	Highly recommended (HR)

Table i. Three-level scale for analysing the suitability and potential for integration of the selected ELL website

Table i shows the three-level scale for analysing the suitability and potential for integration of the selected ELL website. The analysis gave rise to a set of features that determine the suitability of the website for Malaysian primary learners.

1.2 4.0 Results and Discussion

4.1 The relevance of ELL websites for primary learners

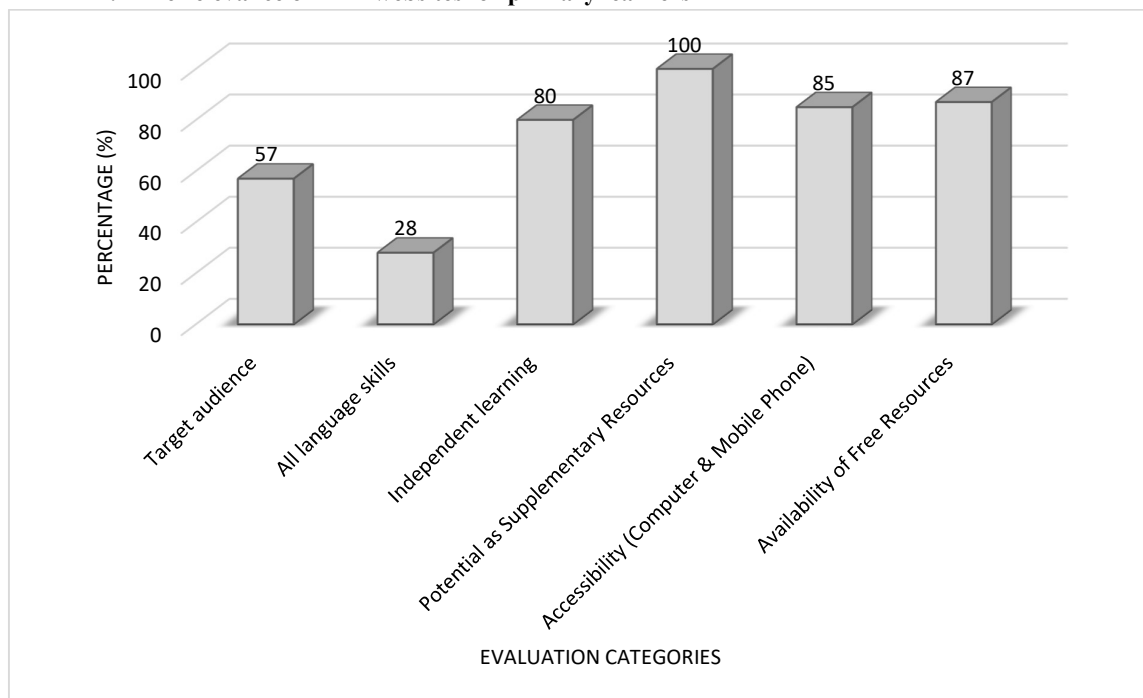


Figure i. The percentage of ELL websites according to the evaluation categories

Figure i shows the percentage of ELL websites according to the evaluation categories. More than half of the websites (57%) are made for primary learners. The least covered criterion is the availability of resources to support all language skills. Only 28% of the websites comply with this criterion. All of the websites ($n = 54$) consist of potential supplementary resources to support ESL and EFL learners. Almost all of the websites are relevant in terms of three evaluation criteria, which are independent learning (80%), accessibility: computer and mobile phone (85%), and availability of free resources (87%).

Significantly, all of the sample consist of supplementary resources which reflect their potential to support English language learning and the delivery of curriculum objectives. This is confirmed by Rezvani and Ketabi (2011) in their study which involved the use of website to teach grammar. Accordingly, it can be concluded that integration of web-based materials in the EFL classrooms (at least as supplement to print-based materials) can help motivate and enhance learners' mastery of English grammar. This is supported by the study conducted by (Tsou et al., 2006). They found that ELL website can be used as supplementary resources

The results of the study support the significance and the education value of the multimedia Storytelling Website on EFL teaching and learning. If such a Website can be applied within elementary EFL classrooms, the quality of teaching and learning can be improved and students' enjoyment and success in EFL learning may increase. This

accentuates a crucial note on the relevance of ELL websites to educators and curriculum developers.

The least percentage of websites that provide resources for all language skills reflects the limitations of these resources. Users may not be able to expect a one-stop resource center which cater to the needs of four language skills development in one place. The provision of resources to support all language skills (listening, speaking, reading and writing) is one of the crucial criteria in website evaluation (Fuentes & Martínez, 2018; Liu et al., 2011; Xian, 2010). Nevertheless, it is important to note that these resources can always be used to cater to the need of different language skills through adaptation strategies and educators' creativity. A listening video or audio resource can be used by teachers as a stimulus for speaking or writing activities. Thus, this is where the teachers play a significant role as activator and facilitator to support the learning process.

Indeed, the high percentage of websites with free resources highlights the relevance of these resources for primary learners regardless of their financial status. As suggested by Sung (2011), ELL websites possess great potential and offer immediate advantage of being conveniently available at no cost to the students. Thus, these precious resources would be beneficial To develop students' necessary English language skills in the global information society through the most practical and realistic methods. This study suggests a list of which prove the high suitability of ELL websites as supplementary resources in the Malaysian context.

4.2 The suitability of the selected ELL website for Malaysian primary learners

In relation to the technical considerations, seven codes (features) were derived from the evaluation forms. Table ii shows the analysis of each feature. According to the evaluators' responses, six features were 'available with excellent functions'. Only one feature was 'available with limited functions'. Highlight Kids was found to be highly suitable in terms of efficiency, design, and compatibility with devices, making it highly recommended for integration in the Malaysian context.

No.	Features	Analysis of features	Level of suitability	Integration (Malaysian context)
1	Efficiency (transition)	AE	HS	HR
2	Efficiency (navigation)	AE	HS	HR
3	Efficiency (audio clarity)	AE	HS	HR
4	Design (images)	AE	HS	HR
5	Design (consistency of design)	AE	HS	HR
6	Compatibility with devices	AE	HS	HR
7	Accessibility in remote areas	AL	MS	RWC

Table ii. the analysis of each feature in relation to the technical considerations

All evaluators were positive about the efficiency aspect of Highlight Kids. This is particularly concerned with the transition, navigation, and audio clarity. For instance, E3 stated that there is a *'fast and smooth transition from one icon to another'*. This is in line with Kan's (2011) study involving a selected ELL website. She found the website to be easily accessible.

The evaluators unanimously agreed on Highlight Kids' fantastic design, particularly the colourful images used on the website and the consistency of design across all webpages. For instance, E2 and E3 noted that the website features 'colourful images', while E1 mentioned a 'consistent shape selection for the navigation menu'. Comparatively, (Kan, 2011) found that the CELE listening website under evaluation had disordered content pages. Other than that, the evaluators' agreement on the site's compatibility with various devices further elucidated its technical relevance. For example, E1 stated that *'It is compatible with many types of devices'*.

The evaluators' only concern is accessibility in remote areas. As stated by E3, there is *'limited accessibility in remote areas'*, which affects the loading time. E2 further clarified this by saying, *"well, clearly, had to wait for page loading in remote areas."* This confirmed that the users in remote areas had issues accessing the website. Zamari et al. (2012) shared the same concern in their study involving Malaysian students. The majority of students indicated that their primary obstacle while using online learning resources was unreliable internet connection (Zamari et al., 2012). Therefore, a reliable and high-speed connection is necessary to sustain the operational structure employed by numerous language learning websites.

In relation to the operational description, ten codes (features) were identified. Table iii shows the analysis of each feature. According to the evaluators' responses, six features were 'available with excellent functions'. The

evaluators highly recommended Highlight Kids for integration in the Malaysian context due to its high suitability in terms of user-friendliness, layout, interactivity, consistency of activity type, and compatibility with the curriculum. However, two features—assessment activities and account registration—were 'available with limited functions'. The remaining two features (language-required website components and other website components) were unavailable.

No.	Features	Analysis of features	Level of suitability	Integration (Malaysia)
1	Website components (Language-required)	U	US	AR
2	Website components (Other)	U	US	AR
3	User-friendliness (No time limit)	AE	HS	HR
4	User-friendliness (Simple input)	AE	HS	HR
5	Layout	AE	HS	HR
6	Interactivity	AE	HS	HR
7	Consistency of activity type	AE	HS	HR
8	Compatibility with curriculum	AE	HS	HR
9	Assessment activities	AL	MS	RWC
10	Account registration	AL	MS	RWC

Table iii. the analysis of each feature in relation to the operational description

The data from the evaluation reports revealed that the evaluators perceived the website as user-friendly, particularly in terms of the unavailability of a time limit and the simplicity of input requirements. This is evident in their responses:

E1: *It doesn't have timing.* (no time limit)

E2: *Typing and clicking answers.* (simple input)

There is no specific time limit for attempting activities and tasks, which reflects the suitability of the website to cater to the needs of young learners. This absence will definitely motivate the learners to attempt the activities without pressure. The simple input format required for almost all activities adds to the list of user-friendliness aspects. Significantly, although Highlight Kids is a free website, it was found to be user-friendly, which contradicts the findings put forth by Oqilat (2013) that the materials on paid websites, in particular, are typically designed to be user-friendly.

The evaluators concluded that they preferred the layout of Highlight Kids. E1 stated that the fonts and colours used in Highlight Kids are clear and suitable for children. Certainly, all evaluators agreed upon the inclusion of interactivity in Highlight Kids. As stated by Phillips (2001), interactive resources are essential for enhancing the learning experience of young learners. Despite the website host's claims, Arikan's (2014) study revealed that the supposedly interactive game is actually a series of multiple-choice questions.

The evaluators have highlighted issues related to the lack of certain website components, including tutorial videos or text on how to use the website, record-keeping features outside the main program, and teacher authoring capabilities. All four evaluators agree on this. Among the responses are:

E3: *None.*

E2: *Please specify which button for each component.*

E4: *No tutorial provided. Pupils have to navigate on their own.*

However, this will not pose a serious issue, as teachers can continue to play their roles in assisting the learners, even without a tutorial on how to use the website. Furthermore, if teachers or schools plan to use the website as supplementary resources, after-class activities, or enrichment activities, they can develop their own record-keeping features to monitor students' progress. Among the alternatives are in the form of Google Forms or Excel spreadsheets.

Moreover, only a limited number of assessment activities in various formats are available, and registering an account is necessary to preserve learning progress. E1 clarifies that while the system specifies listening, it only provides audios, songs, and text. *'No tasks or assessments. Tasks in the form of quiz questions are available in the jokes section.'* Simultaneously, the study conducted by Arikan (2014) revealed that the assessment activities in each session are automated and lack specific emphasis. Subsequently, another limitation was identified: the requirement for registration. The user must sign up to record their learning progress, as explained below:

E1: *'Scores are also recorded. Whenever the user wants to continue, he or she can sign up and log in.'*

Although it requires a free sign-up, it will be troublesome for some users as they will need to provide their details to proceed with the process. Likewise, Teske (2017) conducted a review of an ELL website and found that while users have the option to register an account or engage in activities without one, they can only save their progress by registering an account. Contrastingly, according to Saeedi et al. (2023), one of the crucial website selection criteria is that it should not necessitate any particular registration to access its material.

In relation to teacher fit, ten codes (features) were identified. Table iv shows the analysis of each feature. Based on the evaluators' responses, all four features were 'available with excellent functions'. The evaluators found Highlight Kids highly suitable in terms of resource accessibility, guidance (facilitative layout), guidance (suitable resources), and autonomous learning (peer sample), making it highly recommended for integration in the Malaysian context.

No.	Features	Analysis of features	Level of suitability	Integration (Malaysia)
1	Resource accessibility	AE	HS	HR
2	Guidance (Facilitative layout)	AE	HS	HR
3	Guidance (Suitable resources)	AE	HS	HR
4	Autonomous learning (Peer sample)	AE	HS	HR

Table iv. the analysis of each feature in relation to teacher fit

The resources are easily accessible. Facilitative layouts and suitable resources also provide learners with an appropriate degree of support.

E1: *Simple and easily accessible.* (resources accessibility)

E4: *Simple layout. Hence, pupils can navigate on their own.* (Facilitative layout)

E1: *Most games are easy. The reading activities are guided.* (Suitable resources)

The pedagogical and theoretical assumptions underpinning the website are based on the concept of autonomous learning. The evaluators have identified peer sampling as the method that promotes autonomous learning. E4 stated that *'This website is based on sharing concept. Learners around the globe are invited to share ideas. These ideas are featured on the website for others to read.'* Xega (2023) discussed this further in a case study with a group of 12 English language students at the University of Korça, where they applied websites to promote autonomous language learning.

In relation to learner fit, 11 codes (features) were identified. Table v shows the analysis of each feature. According to the evaluators' responses, seven features were 'available with excellent functions'. Highlight It was found that Kids was highly suitable in terms of thinking skills, fun learning, individual differences, availability of resources (variety of activities), appropriateness for classroom activities, autonomous learning, and alignment with the syllabus, making it highly recommended for integration in the Malaysian context. However, four features - the complexity of resources (challenging), the complexity of resources (suitable for upper primary), the availability of resources (limited levels), and the availability of resources (limited resources, specific language skills) - were found to have limited functions.

No.	Features	Analysis of features	Level of suitability	Integration (Malaysia)
1	Thinking skills	AE	HS	HR
2	Fun learning	AE	HS	HR
3	Individual differences	AE	HS	HR
4	complexity of resources (Challenging resources)	AL	MS	RWC
5	complexity of resources (Suitable for upper primary)	AL	MS	RWC
6	Availability of resources (variety of activities)	AE	HS	HR
7	Availability of resources (limited levels)	AL	MS	RWC
8	Availability of resources (limited resources certain language skills)	AL	MS	RWC

9	Appropriateness for classroom activities	AE	HS	HR
10	Autonomous learning	AE	HS	HR
11	Alignment with the syllabus	AE	HS	HR

Table v. the analysis of each feature in relation to technical considerations

As shown in Table v, the evaluators claimed the use of Highlight Kids promote Thinking skills, fun learning and individual differences.

E2 *Supports development of creative and critical thinking skills. Activities such as sharing thoughts can incorporate critical thinking.*

E1 *There are so many activities which promote fun learning environment.*

E4 *Available for all types of learners.*

Young's (2003) study revealed that a web-based communication environment has the potential to improve critical thinking, problem-solving, and communication abilities (Zamari et al., 2012). In another study, Tsou et al. (2006) presented findings that validate the importance and educational value of the multimedia storytelling website in the context of EFL instruction and acquisition. Implementing such a website in primary EFL classes has the potential to enhance the quality of teaching and learning, leading to increased levels of enjoyment and success in EFL learning among students (Tsou et al., 2006). As a result, Highlight Kids has excellent potential as supplementary resources for Malaysian primary students, particularly in promoting thinking skills and fun learning.

The provision of '*variety of activities*' [E3] and the appropriateness of these activities for use in the classroom further amplifies the potential. One of the evaluators explained that the variation in activity types supports different implementation modes.

E2: *It varied throughout the activity. Some to be done individually, and some groups or pairs work. More on individual tasks in writing.*

According to the evaluators, the website supports autonomous learning. The underlying plan, crafted via the selection and arrangement of activities, drives the learners in a preplanned learning process where they '*think on their own, choose what to do and explore the website on their own*' (E1). Dung's (2016) study highlights the potential of ELL websites in promoting autonomous learning, revealing a significant shift in the beliefs and attitudes of students towards a more independent approach to learning. They have generally achieved a satisfactory level of success in using websites to rectify their mistakes and boost their confidence (Dung, 2016).

According to Hubbard (2006), alignment of a website's content with the curriculum and syllabus is crucial. This website, according to the evaluators, '*aligns with course objectives. Most of the content aligns with the syllabus. i.e., food for years 1 and 5*' (E3). Therefore, it is highly recommended for primary school teachers in Malaysia.

The evaluators identified four content-related limitations, with two pertaining to resource complexity and two more to the quantity of resources for specific components. E2 asserted that specific contents cater to students with prior international study experience. These resources are regarded as challenging for Malaysian students. E1 further argued the complexity of resources: '*reading materials are quite challenging for lower primary syllabus but appropriate for upper primary syllabus,*' highlighting the need to simplify the content to cater to the needs of lower primary students.' Comparatively, none of the students involved in Song's (2006) study perceived any of the games on the website used to learn composition as complex or too challenging. This accentuates a crucial note on the varying needs and proficiency of learners across different contexts.

Other than that, the evaluators found that some sections comprise activities with limited levels. E1 specifically referred to one of the sections, '*Only kids or beginner-level learners will be interested in trying out the activities in the games section.*' The lack of resources is also evident for speaking and writing skills. E4 stated that the website '*doesn't really help build the foundation because it doesn't cover all skills.*' Evaluators regard these features as 'available with limited functions', necessitating adaptation for use in the Malaysian context. Arian's (2014) study revealed a dearth of communicative resources, specifically resources to teach speaking skills, with only a few of them being of low quality. Therefore, as mentioned by Sung (2011), these issues and the need to demonstrate good speaking abilities to facilitate precise communication reveal a clear necessity to address the present incapacity of technology, particularly ELL websites, to effectively enhance speaking skills.

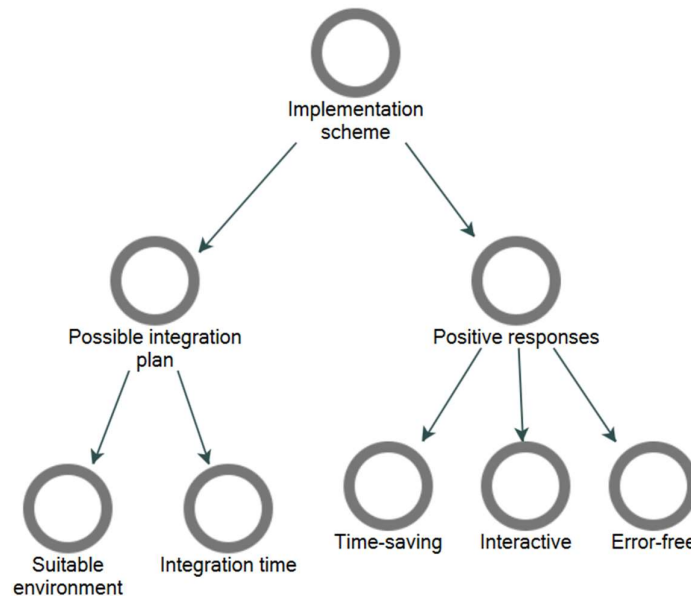


Figure 1. Implementation scheme suggested by the evaluators

Figure 1 shows the implementation scheme suggested by the evaluators. Based on the evaluation reports, a possible integration plan was suggested, taking into account the environment and time constraints. The creation of a suitable environment equipped with computers will support the use of websites in schools. Furthermore, selecting an appropriate integration time is critical to providing opportunities for students to engage in web-based learning. The evaluator's responses illustrate these points:

E1: *'Computer lab has to be really equipped and ready to be used.'* (Suitable environment)

E2: *'At home or later, they finished the current lesson. Or can make as English association activities in schools.'* (Integration time)

All of the evaluators expressed positive reactions to the website's use for language learning. The following benefits are included in the list:

E4: *'Save teachers' time.'* (Time-saving)

E3: *'Interactive resources.'* (Interactive)

E1: *'Certainly, no grammar errors detected.'* (Error-free)

The analysis highlights a list of benefits or advantages of using ELL websites for both teachers and students. Similarly, Saeedi et al. (2023) conducted a study that evaluated 10 selected ELL websites, demonstrating their significant use and benefits in the context of English language learning and teaching. These benefits extend beyond learners, including teachers. This is because these resources have the potential to significantly reduce teachers' burden and time spent on material development (Saeedi et al., 2023).

The analysis gave rise to a list of 23 highly suitable features of the ELL website. Seven moderately suitable features highlight the ELL website's less critical issues or limitations for integration within the Malaysian primary context. Additionally, website hosts and educators need to address only two critical issues. Highlight Kids was found to be moderately suitable in terms of technical preview, operational description, and learner fit. Significantly, it was found to be highly suitable in relation to teacher fit.

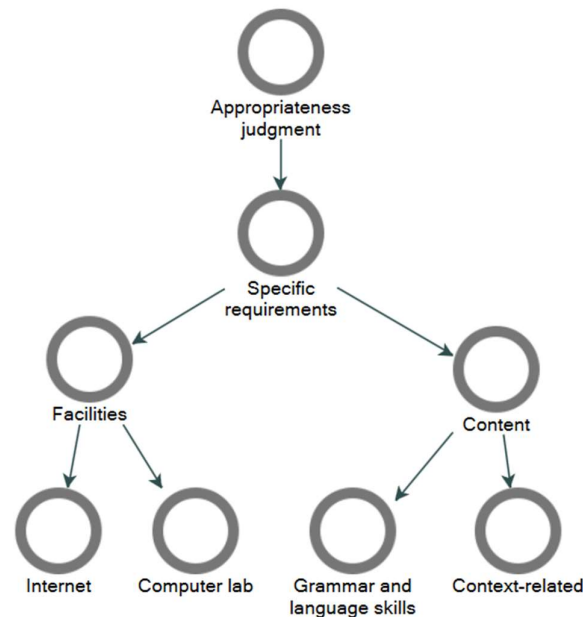


Figure 2. Specific requirement listed by the evaluators

Overall, this study found Highlight Kids to be moderately suitable, with a few limitations necessitating action from website hosts, education providers, and teachers. In order to address the limitations, the evaluators listed a few specific requirements (in terms of facilities and content) as shown in figure 2. The requirements are:

- i. Schools should be equipped with an internet connection to access the website.
- ii. Schools should be equipped with a computer laboratory to ensure successful integration of the website.
- iii. Addition of resources (for grammar, speaking and writing skills) is needed.
- iv. Adaptation of resources (to suit Malaysian context) is required.

5. Conclusion

The results of this study suggest that ELL websites are useful as supplementary resources for ESL and EFL primary learners. Nevertheless, it depends on teachers whether to integrate these resources, as the background of each classroom differs. The only concern is the availability of technological facilities within the selected context, which will definitely affect the implementation and integration of ELL websites as a whole. The aforementioned findings provide website hosts with valuable insights into their website's limitations and the need to enhance its relevance and suitability. Ensuring the provision of high-quality, broad-focus, and accessible digital resources for all learners is essential. This study's findings shed light on the effectiveness of the evaluation framework in assessing language learning websites. This study emphasises the need to investigate the suitability of ELL websites in other contexts, which will undoubtedly highlight the potential of these resources. Furthermore, it enhances the progress of digital learning in Malaysia by highlighting the potential of ELL websites as a platform for teachers to provide authentic English language learning opportunities.

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