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**A STUDY ON THE POTENTIAL OF AN ENGLISH LANGUAGE
LEARNING (ELL) WEBSITE**

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Abstract

English Language Learning (ELL) websites are powerful learning tools that teachers can utilise to support language learning. The presence of various authentic materials enhances students' learning opportunities and assists educators. Despite the increasing abundance of free websites, educators and users still face challenges in finding quality websites. This notion accentuates the vitality of website evaluation. Thus, this study aims to explore the selected ELL website (LearnEnglish Kids) to evaluate the technical quality, the pedagogical potential, and the appropriateness of free ELL websites available to be used in the Malaysian context. This qualitative research was initiated with the screening stage using Google PageRank to determine one website with the best Page Rank (PR). The selected website is LearnEnglish Kids. The selected website was then evaluated using Website Grader. This was followed by the distribution of checklists to 13 primary school teachers. Five of them were interviewed. All in all, LearnEnglish Kids is found to be having average technical quality with a few issues related to its performance, SEO, and mobile friendliness aspects. Based on the evaluators' responses it is highly recommended. Besides, it was found to be moderately appropriate to be used in the Malaysian context despite the problems and challenges accentuated by the respondents. This study sheds light on the potential of websites as powerful learning tools, the importance of ELL websites evaluation, the utilisation of automated evaluation tools to check the technical quality of websites and a list of features to design an effective and quality ELL website.

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1. Introduction

1.1. Overview

English Language Learning (ELL henceforth) websites provide an abundance of authentic resources for language learning (Alhabdan, 2021; Fuentes & Martinez, 2018). They enhance students' learning via the existence of interactive visual aids and the accessibility to lessons that they can follow at their own pace (Macancela, 2019; Sihombing, 2020). These learning opportunities created beyond the classroom walls, are significant for students to enhance their second/foreign language competence (Nunan & Richards, 2015). Besides, these websites have made it easier for educators to find resources and materials for their students.

2. Problem Statement

The increasing directory of free websites on search engines does not guarantee the quality of those learning resources (Aguayo & Ramírez, 2020). Along with the difficulties faced by users in finding quality websites (Fuentes & Martinez, 2018), website hosts faced challenges to meet the varying needs of users in earning their satisfaction (Shen et al., 2015). This notion accentuates the importance of websites' quality as a determinant of users' acceptance and satisfaction (Aguayo & Ramírez, 2020) which further urges the need for website evaluation. Allison et al. (2019) suggested a comprehensive website evaluation to improve the quality of websites. Besides, as claimed by Kettle et al. (2012), the evaluation results of ELL websites assisted in enhancing the quality of this powerful tool which will help to support the language learning process.

Notwithstanding the countless research conducted within the continuum of a website evaluation, there is still a significant number of facets that appear obscure in this research literature. First, despite being a potential learning tool, the appropriateness of ELL websites in the Malaysian context remains inexplicable. Second, the majority of the studies conducted were quantitative, less attempted to explore it qualitatively. Third, based on the literature, most of the studies utilised questionnaires to gather responses from the participants, and very few combined the use of automated evaluation tools, checklists, and interviews to evaluate websites' quality. Thus, this study aims to explore this area from a different perspective by looking at the technical quality, potential, and appropriateness of the LearnEnglish Kids website (the selected ELL website) in the Malaysian context.

3. Research Questions

This study aims:

- i. To examine the technical quality of the LearnEnglish Kids website (the selected ELL website).
- ii. To evaluate the potential of the LearnEnglish Kids website from primary school teachers' perspectives.
- iii. To explore the appropriateness of the LearnEnglish Kids website in the Malaysian context.

4. Purpose of the Study

The purpose of this study is to explore the selected ELL website (LearnEnglish Kids) with the aim of exploring the technical quality, pedagogical potential and appropriateness of free ELL websites in the Malaysian context. Besides, the evaluation of the LearnEnglish Kids website using an automated evaluation tool accentuates the quality of 4 technical aspects (Performance, SEO, Mobile and Security) with a few recommendations to improve the limitations highlighted. This will assist the website hosts in improving the performance of the website eventually elevating the traffic of their website. In addition, the analysis of the checklist responses provided by the teachers determines the overall quality of the website. This is further supported by the interview data, which highlights the degree of compatibility of the selected ELL website with Malaysian students and curriculum. This information informs teachers about the abundance of quality resources available on ELL websites that can be integrated with their teaching and learning sessions. Other than that, the limitations highlighted in this study will assist teachers in adopting and adapting the available resources to suit their students' needs. Above all, the website features highlighted by the respondents of this study serve as a guide for the Ministry of Education in outlining and designing an ELL website for Malaysian primary school students, which will benefit all the stakeholders.

5. Literature Review

5.1. The potential of ELL websites

The utilisation of Computer Assisted Language Learning (CALL) resources such as learning websites as fascinating complementary tools can shatter the tedious routine classroom strategies and activities (Rahamat et al., 2014). As stated by Murray and McPherson (2004) the use of the web has created motivating learning opportunities to support language learning regardless of time and place. Numerous studies conducted within this continuum, reported the potential of ELL websites in i) developing language skills (Abramova & Boulahnane, 2019; Rahmt Allah & Mohamedahmed, 2021) ii) enhancing independent and autonomous learning (Rahmt Allah & Mohamedahmed, 2021; Yang, 2016), and iii) providing supplementary materials (Abramova & Boulahnane, 2019; Dissanayake, 2018).

First and foremost, ELL websites provide ample opportunities to develop language skills. Abramova and Boulahnane (2019) conducted a study on an English language-based news website, www.breakingnewsenglish.com, tailored to support English language learning of non-linguistic major learners. The website which was used by 35 teachers and students was reported as having valuable language-learning resources for different levels. The provision of rich-input structured to meet the varying learners' needs was viewed as effective in developing their linguistic and communicative skills (Abramova & Boulahnane, 2019). Similarly, Rahmt Allah and Mohamedahmed (2021) in their study which involved 143 learners, claimed the usefulness of ELL websites in improving learners' language skills. The respondents stated that ELL websites provided authentic learning materials which assisted them in vocabulary enhancement (Rahmt Allah & Mohamedahmed, 2021).

Besides, ELL websites are potential resources for language learning regardless of time and place. As claimed by Kartal and Uzun (2010), websites aid in independent learning, and their potential should not be disregarded. This accentuates the essential purpose of developing educational websites; creating possibilities for autonomous learning (Furner & Daigle, 2004). The notion is further discussed in the findings of the study conducted by Yang (2016). All 36 students who participated in the study were optimistic about the use of online web-based resources, especially in terms of the flexibility of the resources. Adding to this, Rahmt Allah and Mohamedahmed (2021) in their study found that the majority of the students agreed that the website used motivated them to learn English independently by providing a range of learning levels to support individual differences. In essence, the flexibility of learning at one's own pace offered by websites highlights their credibility as powerful learning tools.

Other than that, according to Dissanayake (2018), ELL websites act as supplementary materials or resources which provide support to learn the language. This is supported by the findings of his study with undergraduate students of Uva Wellassa University. The participants were given an assignment about the websites to ensure sufficient exposure to the websites. The majority of participants (88%) agreed on the positive impacts of utilising ELL websites to support language learning (Dissanayake, 2018). The results correspond with the previous study that reported the potential role of EFL websites as a supplement in language learning (Abramova & Boulahnane, 2019). The research found educational news website offers enough supplemental resources in aiding the language learning process. Previous studies had comprehensively documented the potential of ELL websites. Being valuable resources, they should be utilised to their utmost potential. Thus, it is important to evaluate and determine the quality of the available ELL websites.

6. Methodology

This qualitative research aims at evaluating the quality and appropriateness of a selected ELL website. It was initiated with the screening stage, as suggested by Fotos and Browne (2013). The purpose of this process is to reduce the evaluation pool (in this context, the number of ELL websites) to a manageable number before selecting one website to be evaluated. A few websites with free ELL websites were visited to create a list of potential websites. These websites were evaluated using Google PageRank to determine one website with the best Page Rank (PR). The selected website is LearnEnglish Kids (<https://learnenglishkids.britishcouncil.org/>).

Mack and Nielsen's (1994) proposed four categories of evaluation methods which are automated, empirical, formal and informal. The study utilised 2 of the evaluation methods suggested, which are automated and informal. The automated evaluation method utilised the Website Grader as a tool to examine the technical quality of LearnEnglish Kids. Website Grader was chosen as it analyses Site Performance, Search Engine Optimization (SEO), Mobile Friendliness, and Security to determine the overall technical quality of a website. Briefly, it provides a comprehensive report with recommendations to improve the quality of sites. Kwangsawad et al. (2019) and Kumar et al. (2021) in their studies indicated the effectiveness of the website Grader as one of the accurate automated evaluation tools. The audit report generated for LearnEnglish Kids was analysed and the results were tabulated.

The informal evaluation method involved the use of a checklist and interview protocol. This category of evaluation process depends fundamentally on the expertise of the evaluators. The evaluators are guided by their general skill, knowledge, and experience, as well as the rules of thumb (Hubbard, 2006).

The checklist used was adopted from the study by Linares and Romero (2016). All 49 items were checked and tested by the experts (validity test). The checklist consists of 3 parts. The first part comprises a list of technical features (ease of use and reliability). The second part is made up of pedagogical features (content), and the third part consists of a comprehensive list of features related to the communicative approach principles (autonomy, language contextualisation, language skills integration, interculturalism, interaction and evaluation). The checklist was distributed to 13 primary ESL teachers. The responses gathered from the checklist were analysed with respect to the descriptors proposed by Linares and Romero (2016). The quality of the website was discussed comprehensively.

Following that, five teachers (with consent) were interviewed to determine the strengths, limitations and appropriateness of LearnEnglish Kids to be used in the Malaysian context. The six interview questions were derived from Hubbard (2006) methodological framework. This framework was selected due to its clear connection with learning considerations. The interview protocol consists of 6 questions based on Hubbard (2006) Methodological Framework. The first two questions focus on deducing the strengths and limitations of LearnEnglish Kids. Meanwhile, the third and fourth questions aim at evaluating its compatibility with students' needs, interests, and learning styles. The last two questions are about its suitability to be integrated into the Malaysian curriculum. Thematic analysis was carried out to identify the themes based on the common points in the responses provided by the teachers. This study employed the external audit as the strategy to validate the findings (Creswell, 2002). The interview questions, themes and codes of the interview data were audited by two experienced English Language teachers.

7. Findings

The evaluation data gathered were analysed, tabulated and discussed with respect to the findings of relevant studies.

7.1. Technical quality of the LearnEnglish Kids website

The data in table 1 summarises the technical quality of LearnEnglish Kids. The overall technical quality was reported as average. 8 out of 17 technical features were reported as problematic. This indicates the need for improvement. Similarly, 'pit.ac.in' website which was evaluated using Website Grader was reported as having average quality (Khandare et al., 2017). Besides, Kwangsawad et al. (2019), in their study, utilised three different automated evaluation tools, i.e., SEOptimer, Website Grader, and Qualidator, reported the critical need to improve the security, social, SEO and performance aspects of the evaluated website.

Table 1 shows the score of each aspect and the total score of LearnEnglish Kids website based on the evaluation report generated by Website Grader. Four evaluated aspects are performance, SEO (Search

Engine Optimization), mobile and security. The percentage for each aspect was calculated to determine its scale based on the five-level scale for rating the quality of websites (Table 2). The website was found to be fair in its performance, and good in terms of SEO and mobile friendliness. Nevertheless, the security features are excellent. The total score of this website is 60 which is average.

Table 1. The score of each aspect and the total score of LearnEnglish Kids website

No.	Aspects	Score (Percentage)	Remarks
1	Performance	10/30 (33.3%)	This is vital to elevate the number of users, enhance conversion rates and create more leads.
2	SEO	20/30 (66.7%)	Excellent SEO will ensure that the website content will be comprehended appropriately by the search engines.
3	Mobile	20/30 (66.7%)	Optimising websites to support mobile phones is crucial since these devices are conveniently used by the majority of our population nowadays.
4	Security	10/10 (100%)	Security is essential. Therefore, websites should be equipped with an SSL certificate and free from vulnerabilities.
Total score		60/100	This site is average.

Table 2 shows the five-level scale for rating the quality of websites.

Table 2. Five-level scale for rating the quality of websites

Scale	Percentage
Poor	1-20%
Fair	21-40%
Average	41-60%
Good	61-80%
Excellent	81-100%

Table 3 shows the analysis based on the evaluation report generated by Website Grader. Four evaluated aspects are performance, SEO (Search Engine Optimization), mobile, and security. The first aspect, the performance consists of 8 features. Only 3 of these features ('Page Size', 'Browser Caching', and 'Minimal Page Redirects') passed the audit. The second aspect, SEO consists of 4 features. Only 2 of these features passed the evaluation. There are 2 features in the third aspect (Mobile) which passed the audit while for the fourth aspect (Security), all 2 features passed the audit.

Table 3. Aspects, Features, and Recommendations

No.	Features	Aspect 1: Performance		Recommendations
		Pass	Fail	
1	Page Size	/		
2	Browser Caching	/		
3	Minimal Page Redirects	/		
4	Page requests		/	Reduce the number of HTTP requests. Remove any unnecessary images, scripts, or files.
5	Page speed		/	Lighten up the site pages, compress images and video where possible.
6	Image Size		/	Use responsive images or SVGs for different screen

				sizes.
7	Minified JavaScript	/		Use a minifier tool.
8	Minified CSS	/		Use a minifier tool.
Aspect 2: SEO				
No.	Features	Pass	Fail	Recommendations
1	Permission to Index	/		
2	Content Plugins	/		
3	Meta Description		/	Add a meta description to the <head> section of the page.
4	Descriptive Link Text		/	Use descriptive link text to inform users about what they'll see if they click the link.
Aspects 3: Mobile				
No.	Features	Pass	Fail	Recommendations
1	Legible Font Size	/		
2	Responsive	/		
3	Tap Targets		/	Tap targets (e.g., links and buttons) should be at least 8px apart from each other, and at least 48px wide and 48px tall to make them clickable for mobile users.
Aspect 4: Security				
No.	Features	Pass	Fail	Recommendations
1	HTTPS	/		
2	Secure Javascript Libraries	/		
	Total	9	8	8

7.1.1. Potential of the LearnEnglish Kids website from primary school teachers' perspectives

Table 4 shows the number of YES entries in the checklist of each of the respondents. The degree of qualification was determined based on the four-level scale described in Table 5. LearnEnglish Kids was evaluated as excellent and highly recommended by 12 out of 13 evaluators. Only 1 evaluator claimed it as good with the distinction of 1 YES entry. Some of the concerns listed by the evaluators are the differences in assessment scales. The scales or levels should be according to the CEFR, but the ones indicated by the website are 3-level scale. Besides, the learning objectives were stated implicitly. Other than that, the language level and instructions provided were quite challenging for low proficiency students. Last but not least, commenting on a post is only allowed for registered users. The findings is in line with the study conducted by Chuah et al. (2016). The learners who used the language learning websites as a supplementary learning tool were satisfied with the websites and all of them expressed high overall satisfaction (Chuah et al., 2016).

Table 4. Number of YES entries in the evaluation checklist

Evaluator	Number of YES entries	Degree of Qualification
T1	43	Excellent (highly recommended)
T2	44	Excellent (highly recommended)
T3	44	Excellent (highly recommended)
T4	44	Excellent (highly recommended)
T5	44	Excellent (highly recommended)

T6	36	Good (appropriate for use)
T7	44	Excellent (highly recommended)
T8	44	Excellent (highly recommended)
T9	37	Excellent (highly recommended)
T10	44	Excellent (highly recommended)
T11	44	Excellent (highly recommended)
T12	44	Excellent (highly recommended)
T13	44	Excellent (highly recommended)

Table 5 shows the four-level scale for rating the degree of qualification of websites.

Table 5. Four-level scale for rating the degree of qualification of websites

Scale	Degree of qualification
Between 1 and 12 (Between 1% and 25%)	Poor (Not appropriate)
Between 13 and 24 (Between 26% and 50%)	Suitable (acceptable with reservations)
Between 25 and 36 (Between 51% and 75%)	Good (appropriate for use)
Between 37 and 49 (more than 75%)	Excellent (highly recommended)

7.1.2. Appropriateness of the LearnEnglish Kids website in the Malaysian context

Table 6 shows the themes and codes identified from the interview responses. There are 3 themes deduced from the participants' responses. First, the strengths and limitations of the website. Six codes under this theme are: User interface design, Content, Free, Lack of curriculum-related vocabulary, Insufficient writing activities, Lack of culture-related content, and Accessibility issues. The second theme is compatibility with the students' needs, interests, and preferred learning styles. There are four codes which are: Content, Integration of skills, Language level, and Differentiated learning. The third theme is compatibility with the curriculum. There are three codes which are: Enrichment activities, Supplementary tasks, and addition and adaptation.

Table 6. Themes and codes identified from the interview responses

Theme	Code
Theme 1 Strengths and limitations of the website	<ul style="list-style-type: none"> • User interface design • Content • Free • Lack of curriculum-related vocabulary • Insufficient writing activities • Lack of culture-related content • Accessibility issues
Theme 2 Compatibility with the students' needs, interests and preferred learning styles	<ul style="list-style-type: none"> • Content • Integration of skills • Language level • Differentiated learning
Theme 3 Compatibility with the curriculum	<ul style="list-style-type: none"> • Enrichment activities • Supplementary tasks • Addition and adaptation

In determining the appropriateness of the LearnEnglish Kids website in the Malaysian context, it is crucial to highlight the strengths and limitations of the website. These are further discussed with respect to the six codes identified from the interview responses.

All five of the respondents claimed that LearnEnglish Kids has an interactive and colourful user interface design. For instance, Teacher 1 stated that *"the website is colourful and attractive"*. This indicates the importance of having a nice layout. Kartal and Uzun (2010) in their study found that websites with fantastic user interface designs invite more users. Other than that, the findings of the evaluation conducted on three websites by Sihombing (2020) found that the layout of all three websites was well organised as well as appealing to see and explore. Furthermore, all five teachers stated that LearnEnglish Kids variety of free content ranging from games, activities, worksheets, etc for both educators and students. As stated by teacher 2, *"activities, worksheets are available for each skill with different levels to support learning. It is free."* Meanwhile, teacher 4 said, *"varieties of free information and resources...for the teachers"*.

Next, all of them stated that the website offers varieties of content (such as videos, worksheets, and games) that support students' learning and assist teachers in finding appropriate materials. For example, Teacher 2 stated that *"activities, worksheets are available for each skill with different levels to support learning"* and teacher 4 said *"varieties of free information and resources...for the teachers"*. Rebelo and Isaías (2020) in their study, highlighted the effectiveness of Gamification as an engagement tool in websites. This is further explained by the findings; most of the chosen e-learning websites utilise interactive games as engagement tools which are proven effective by the experts (Rebelo & Isaías, 2020). It is undeniably true that the improvement of engagement is positively impacted by the provision of more gamification and engagement features which leads to the effectiveness of online learning or self-directed learning via websites. Another strength highlighted by the respondents is the website is free. As described by Aguayo and Ramírez (2020), free websites were proven to have higher traffic compared to those which require subscription fees.

Among the highlighted limitations are insufficient writing activities, lack of curriculum-related vocabulary, lack of culture-related content, and a few accessibility issues. Three of the respondents commented on the inadequacy of writing activities and two of them specifically described the absence of step-by-step writing tasks. For example, teacher 1 said, *"I couldn't find suitable writing activities...such as guiding students...first with filling-in-the blanks...then can proceed with guiding how to write short, simple sentences..."*. The only writing activities and tasks offered by LearnEnglish Kids are *"story or paragraph writing activities"* (teacher 1). This shortage may impede the development of writing skills as writing instruction should be preceded with suitable step-by-step tasks as explained by teacher 1 *"...we shouldn't straight away give them story or paragraph writing activities"*.

As suggested by Czerkowski (2016), despite the strengths and potential of ELL websites, there are several limitations such as inappropriate vocabulary (probably beyond learners' current competence level) and culture. LearnEnglish Kids was reported as lacking in Malaysian culture-related materials as well as curriculum-related vocabulary making it slightly challenging for Malaysian learners. Among the responses are *"the texts are not culture related and unfamiliar content of resources"* (teacher 1) and *"limited Malaysian culture-related resources"* (teacher 3). This corroborates the findings of the study conducted by Ninggal et al. (2020). They suggested the need to structure the content of websites to meet the needs of the learners as websites have a great impact on students' engagement in learning. Besides, Hubbard (2006) emphasises the vitality of 'learner fit' in selecting online resources. This is further

supported by the findings of the study conducted by Kettle et al. (2012). They argued on the role of localised topic choices or culture-related content which promotes a degree of familiarity in students, further assisting them in learning. Apart from that, the lack of vocabulary related to the Malaysian curriculum as pointed out by Teacher 1 makes LearnEnglish Kids less relevant to be integrated with the curriculum. Two accessibility issues highlighted by the respondents are the requirement of high bandwidth and user registration. As stated by teacher 1, *“the videos and games can only be accessed by those with good Internet server”* and teacher 2, *“everyone can access the content from the website, but only registered users can post any comment”*. Francom et al. (2021), in their study, conducted in the states of Mississippi and South Dakota found many learners are still reported as having internet and computer access issues, when it comes to utilising online resources. The accessibility issues especially related to the internet access may create gap between students in rural and urban areas. Therefore, it is crucial to anticipate some students as having limited access to the internet and devices than others (Czerniewicz, 2020) to help us in outlining effective strategies to deliver the technology and eventually reducing the gap.

According to Hubbard (2006), to determine the appropriateness of learning materials with the teaching context, it is crucial to determine the compatibility of the selected material (in this study; ELL websites) with the students' needs, interests, and preferred learning styles. Among the aspects which need to be checked are the content, integration of skills, language level, and differentiated learning. Firstly, four of the respondents claimed that the content is generally good, but lacks culture-related resources. Only one of them claimed culturally relevant resources as unimportant due to the integration of the CEFR framework in our curriculum. Teacher 5 explained that *“pupils learn a language from the native speaker's point of view. From time to time, pupils do not depend on cultures when learning English. They have grabbed a certain level of ability to learn from authentic materials”*. This accentuates the credibility of the authentic resources offered by ELL websites. Secondly, all of the respondents agreed that the website supports the integration of skills. For instance, teacher 1 said, *“I think it is helpful for my kids to be used to support different skills...”*. This is in line with the findings of the study conducted by Abramova and Boulahnane (2019). The English language-based news website, (www.breakingnewsenglish.com) was found as effective in providing ample opportunities to develop language skills as it offered valuable language learning resources for different levels. Similarly, Rahmt Allah and Mohamedahmed (2021) in their study which involved 143 learners, claimed the usefulness of ELL websites in improving learners' language skills.

Thirdly, four of the respondents shared their concern regarding the language level which is quite high especially for reading texts. For instance, teacher 2 said, *“reading materials are good and challenging for my advanced students but they are not beneficial for my low proficiency students”* and teacher 3 said *“I think the level of reading texts are quite high and challenging even for the A2 level in Malaysian context”*. Meanwhile, teacher 5 was optimistic about the overall content of the website as it promotes differentiated learning through the provision of different performance levels. Teacher 5 stated that the website is *“perfect and well prepared for students with 3 levels to select from”*. This is aligned with the findings of the study conducted by Abramova and Boulahnane (2019). www.breakingnewsenglish.com was found as effective in improving language skills as it offered valuable language learning resources for different levels. All in all, it is always the roles of educators to select the best material using their skills and expertise.

All of the respondents agreed on the potential of the website and claimed that they will consider to use it with their students. Some of the responses are *“I will use those chants and listening materials from the website”* (teacher 5) and *“yes, because it's interesting”* (teacher 4). The abundance of quality

resources available can benefit Malaysian students as supplementary tasks and enrichment activities, as stated by teacher 4, the activities within the website “*can be used as extra learning*”. “*It attracts them to learn and love English*”. Similarly, according to Dissanayake (2018), ELL websites act as supplementary materials or resources which provide support to learn the language. The majority of participants (88%) in his study agreed on the positive impacts of utilising ELL websites to support language learning (Dissanayake, 2018). This is further supported by Abramova and Boulahnane (2019) that educational news website offers enough supplemental resources in aiding the language learning process.

Although as claimed by teacher 2 “*the website fits very well into our curriculum because modern tools and techniques unlock new levels of interesting and fun opportunities to the students*”, it is crucial to consider teacher 3’s opinion that “*the content needs adaptation according to cultures and needs of the pupils to make it appropriate to be used in our curriculum*”. Thus, teachers should consider materials adaptation to meet their students’ needs. Critically planned implementation scheme with concern on content, language level, and accessibility issues in rural areas is crucial if this website is to be integrated with the Malaysian curriculum.

8. Conclusion

All in all, LearnEnglish Kids is found to be having average technical quality with a few issues related to its performance, SEO, and mobile friendliness aspects. Based on the evaluators’ responses it is highly recommended. Besides, it was found to be moderately appropriate to be used in the Malaysian context despite the problems and challenges accentuated by the respondents. LearnEnglish Kids was found as a potential resource to support Malaysian primary school students. It can be used as enrichment activities and supplementary tasks. Teachers should consider adding and adapting the content to suit their students’ needs. There is a need to carefully plan the implementation scheme if this website is to be integrated with the Malaysian curriculum. This is due to certain issues such as lack of culture-related content, insufficient writing tasks, language level as well as some accessibility issues in rural areas. Above all, this analysis comprehensively addressed the three research questions. This study sheds light on the potential of websites as powerful learning tools, the importance of ELL websites evaluation, the utilisation of automated evaluation tools to check the technical quality of websites and a list of features to design an effective and quality ELL website.

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