

## PAPER

# The Effective Use of Online Resources in Improving Students' English Grammar Skills in the EFL Classes at the Tertiary Level

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Zallaq, Bahrain[vsfernando@uob.edu.bh](mailto:vsfernando@uob.edu.bh)**ABSTRACT**

The research objective of this study was to explore the effectiveness of online resources in teaching English grammar skills to English as foreign language (EFL) students at the tertiary level. The aim was to assist EFL teachers in maximising the efficiency of their English grammar lessons through the use of online resources. The sample for the study constituted of 250 first-year English Programme students. Present simple and past simple were selected as testing items. Data were collected using students' entry-level test scores prior to the intervention and exit-level test scores after intensive training and practise using various online resources. An important variance was identified between the results of the entry-level and exit-level tests. Also, the participants' perceptions about the effectiveness of online resources in the language learning process were analysed using a quantitative method. The outcomes confirmed that a vast majority of the participants were in favour of integrating online resources. This research also provides valuable suggestions and potential implications for the current study.

**KEYWORDS**

effectiveness, English language learning, online resources, students' perceptions

## 1 INTRODUCTION

With the recent technological advancements, integrating technology in education has been inevitable, and its significant impact on pedagogy and learning has been witnessed in the past few years. Towndrow [1] stated that online education in this digital age has the potential to bring about intellectual and academic growth and to foster the development of various skills and abilities in young people, such as critical thinking skills, language skills and technical skills. Also, it emphasises student-centred learning and has evolved from the traditional method of drill-and-practice methods to the latest trends of online learning and virtual learning environments [2].

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## 1.1 Students and their current internet practices

Without any doubt, the impact of technology in the lives of 21st century youth is obvious, and the digital age is shaping the way they think, act, and grow. These young people are so immersed in the techno-pool of knowledge and information that they are called “N-Gen” or “Net-Generation” [3] and “Digital Natives” [4]. The ubiquitous nature of technology has reshaped today’s youth’s notions of education and made the students demand an integrating technologically advanced teaching and learning environment. They prefer getting more involved in the process of learning. So, they expect their learning process, their teachers’ instructional methods, and the tools used in classrooms to be adaptive based on technology.

## 1.2 Benefits of integrating online resources in teaching English

There are many important reasons why online components should be integrated into the process of language pedagogy on a regular basis. Some chief benefits include:

- Motivates students in learning new language skills
- Reinforces the target language taught
- Helps to use teaching and learning time productively by engaging students in meaningful learning activities
- Makes the learning time interesting and enjoyable
- Offers easy access to the materials anywhere anytime
- Brings in variety in classroom
- Provides self-paced learning and practice at students’ convenience
- Saves time in planning and preparation
- Saves money on materials such as paper and ink thereby saving the environment

Thus, contemporary students find themselves in the midst of a techno-rich environment that is dominated by the computer and the Internet. The constant exposure to these technological devices has driven the net-savvy students to expect the English language teachers to incorporate online teaching in language classes to a certain level. Also, the Internet offers several interesting and useful ELT websites that can be adapted by English language teachers to enrich and enhance their students’ learning experiences. By exploiting suitable online activities, the ELT teachers can bring variety and enthusiasm to the language learning process and improve the students’ English language skills.

Although the availability of online educational resources is enormous, it is quite challenging for English language teachers to select appropriate online instructional resources and utilize them efficiently in their language classes. Therefore, this exploratory research aims to identify various factors that play a major role in an efficient language teaching process using online resources and implement them successfully in the English language classes on a regular basis.

## 2 LITERATURE REVIEW

An extensive attempt has been made to review the literature that has bearing on the present study. There have been many studies conducted on different language skills taught using online resources, different online resources used in ELT,

the perceptions of students about using online resources in ELT, and online resources in ELT in Middle Eastern countries. A thorough analysis of a considerable number of such research studies will shed light on the importance of the current research work.

To begin with, there have been many studies on the fourfold English language skills and subskills. Web 2.0 technology was researched by Thaha [5] to enhance the writing skills of his students. The findings revealed that the integration of Web 2.0 technology played an important part in developing the writing skills of his students and provided ample opportunities for more independent learning and better interactions with their peers. Aydan [6] investigated blogs and their usefulness in developing EFL students' reading skills. The findings indicated that the students were motivated to attend reading classes more actively, resulting in considerable improvement in their vocabulary and reading skills. The findings also revealed some important concerns about the topics selected and Internet issues. Suggestions were given to provide a good Internet connection at school. In Bangladesh, Islam et al. [7] conducted a study to examine the effectiveness of online forms in improving undergraduate students' reading skills. The findings of the study revealed that learners' reading ability can be improved considerably by using appropriate online forms. In 2017, a study was conducted by Hui-Chin et al. [8] to explore the effectiveness of online notes in developing students' reading comprehension skills. The findings confirmed that the students' reading comprehension progressed after the intervention. Dai [9] experimented with the implementation of multimedia technology in teaching listening in the English language. The findings revealed the positive effects of multimedia technology on developing students' listening skills and enhancing teachers' pedagogical skills. In research conducted by Supriyono [10], the effectiveness of online instructions on the reading skills of the EFL learners was explored, and the findings confirmed that the participants' micro and macro reading competences were significantly improved by the end of the study.

Secondly, researchers have tried to investigate the potential role of the different resources on the internet in enhancing English language teaching and learning. Fernandez et al. [11] conducted a pilot study to investigate nonsynchronous online forums' efficiency in enhancing participants' communicative competencies. The results confirmed its effectiveness. Neo et al. [12] conducted a study in Malaysian classrooms using Laurillard's Conversational Framework with the help of multimedia and Web 2.0 to explore active teacher-student interactions. The results demonstrated effective student-teacher collaboration. In 2014, Al-Ali [13] studied the effectiveness of Instagram in teaching English. The findings revealed a gradual improvement in students' writing skills. Dogoriti [14] conducted a study to identify the effectiveness of the e-platform Moodle and social networking platforms such as Facebook, Twitter, and Edmodo in teaching English as second language (ESL)/English as foreign language (EFL) in higher education. The findings indicated that social media could enhance students' learning experiences. The results also suggested the need for a technological tool that would integrate the most preferred features of the existing popular social networks and be used effectively in language education. In 2017, Muller et al. [15] explored the usefulness of an online educational platform for learning English idioms by conducting two studies in two different contexts. The findings revealed that there was a significant improvement in idiom knowledge based on participants' willingness to learn. By developing a MOOC teaching model, Zhang [16] investigated its effectiveness for students' learning styles in English language learning. The findings confirmed that the students' active learning behaviour can be effectively promoted by a suitable learning environment and advanced learning tools. In 2019, Alsanosi et al. [17] investigated the

extent to which digital gadgets were used for language development outside of the classroom by the students. The findings confirmed that the smart devices were used with low frequency for learning English language skills. Recommendations were made to allow in-class access to digital gadgets by students, along with IT training for teachers to develop their computer knowledge.

In recent years, a number of studies have been done to investigate the perceptions of EFL students about integrating online resources into English language teaching. The EFL learners' perceptions of blog usage in developing writing skills were explored by Aljumah [18]. The findings indicated that students had a favourable perception of blog writing. AlZumor et al. [19] conducted a study exploring English language learners' attitudes towards the benefits and drawbacks of blended learning through a learning management system. According to the participants, the new experience improved their learning process. They also pointed out the limitations of this new method and gave suggestions for its practical use. How students perceived the combined methods of face-to-face and online learning of English was studied by Jaashan [20]. The findings revealed that, though the participants perceived this method as favourable, they found the time factor, easy cheating, and social isolation to be its negative factors. In a case study by Zinan and Sai [21], 200 Chinese non-English major participants perceived that ICT-based English language learning enhanced their communicative skills and motivated independent learning. Similarly, the potential benefits of blogs as powerful pedagogical tools were investigated by Hamuddin and Dahler [22], and most participants admitted that their English language skills improved when they used blogs. In another study by Irzawati and Hasibuan [23], though the 134 student participants had a positive perception that utilising ICT in learning English motivates and promotes their learning skills, they also thought that it could negatively affect their attention and lead to misuse of data.

Since proficiency in the English language is an important requirement in Middle Eastern countries, research scholars from these countries have attempted to examine and investigate how incorporating online resources into ELT can help towards it. Farooq and Choudhary [24] conducted a study at Taif University, Saudi Arabia, to find out the impact of online learning in EFL classrooms. A questionnaire survey was administered to find out access, use, and attitude of undergraduate students toward technology in learning English. The results indicated that even though most participants possessed digital equipment, their motivation level for utilising these devices for language development was low. They expected the use of technology in the curriculum and classroom activities. A comparative study to investigate the perceptions of English instructors and students about utilising online components for language development was attempted by Heirati and Alashti [25]. A questionnaire was administered to 100 language teachers and 100 language learners studying at two English language institutes. The findings revealed that a majority of them found the internet very useful in their language classes. In a recent study by Mutambik [26], the 18 Saudi student participants shared the views of the teacher participants that e-learning helped develop their speaking and listening skills and promoted learner autonomy.

Hence, from the above-reviewed literature, the researcher was able to identify various related studies undertaken on teaching English effectively using online resources, especially at the higher education level. It was noticed that a recurring theme reviewed throughout the studies was that online resources in various forms have a significant impact on the English language teaching and learning process. After a careful analysis of the related literature, it was identified that more research work needed to be conducted on the effective use of web-based components in

teaching English at the tertiary level in the Middle East region in general and in the Kingdom of Bahrain in particular. To fill the gap, it was decided to explore the usefulness of online resources in teaching English in EFL classes at the tertiary level in the Kingdom of Bahrain.

### **3 METHODOLOGY**

#### **3.1 The objectives of the study**

The aims and objectives of the research work were formulated in light of the theoretical framework and rationale identified from the review of related research works, i.e., a need for investigating the effectiveness of using web-based materials in EFL classes at the tertiary level. Thus, the general aim of the research was to analyse the various dimensions of teaching English effectively using online resources at the higher education level. The specific aim was to explore the extent to which online resources can be effectively used to teach English grammar skills to first-year students who were participating in the orientation programme. The objectives of this study were:

- To assess the entry-level and exit-level test marks of the students to study the effectiveness of online resources on the students' achievement.
- To analyse the students' perceptions on the effectiveness of using online resources in ELT.
- To identify suitable suggestions for the students to learn English effectively using online resources.
- To provide the English language teachers with valuable suggestions for teaching English effectively using online resources.

#### **3.2 Research questions**

The following research questions were formulated from the theoretical framework and rationale of the study and were directly linked to the objectives of the study:

1. How effectively can the online resources develop the students' grammar skills?
2. To what extent can the online resources improve the students' academic achievement?
3. How do the students view the online resources for enhancing their English language?

#### **3.3 Participants and the context**

Since this research work aspired to explore the effective use of web-based resources in teaching English at the higher education level, a descriptive design was adopted. For this purpose, 250 first-year English programme students were chosen, of whom 102 were male and 148 were female, ranging in age from 18 to 20 years. Present simple and past simple verb tenses were selected as testing items. At the beginning of the semester, an author-designed entry-level test was conducted on these two grammar items to determine the level of the students and their previous

knowledge of the testing items. Then these students were taught these two grammar items and were given intensive training and practice using various online resources and a teacher-created website for nearly three and a half months (fourteen weeks). An author-designed exit-level test was given to assess the students' achievement. The objective of the exit-level test was to assess the effectiveness of online resources on students' language learning process by comparing the findings with those of the entry-level test. At the end of the semester, the participants' viewpoints on the effectiveness of online resources in English language learning were analysed by an author-designed questionnaire. Thus, the effective use of online resources applied to the participants' grammar skills was the independent variable, and the effects of online resources on various dimensions of the participants' learning were the dependent variables.

### 3.4 Data collection tools and procedures

For a successful implementation of the research, a triangulation method was followed in collecting data [27]. For this purpose, three research instruments were developed: an entry-level test, an exit-level test, and a participant questionnaire, as well as an instructional tool for implementing the proposed treatment.

**Entry and exit level tests.** The entry and exit-level tests consisted of 25 multiple-choice fill-in-the-blank items with four options. The testing items were based on present simple and past simple tense types. However, the difficulty level of the exit-level test was higher than the entry-level test since the objective of the entry-level test was to investigate the students' previous knowledge of the testing items, whereas the objective of the exit-level test was to assess their achievement and improvement after getting intensive training and practice in the testing items. The content validity of the tests was established by matching the test questions with the content area they were intended to assess.

**Questionnaire survey.** The students' viewpoints on the effectiveness of online resources in learning English were measured using a five-point Likert scale questionnaire adapted from a case study by Noytim [28]. It consisted of two major sections. The questionnaire's first segment consisted of participants' demographic profiles, whereas its second segment had various evaluative factors measuring the participants' perceptions towards the effects of online resources. All precautions to be taken in the process of constructing a questionnaire, as suggested by Best and Kahn [29], were observed to the maximum extent possible. The collected data were loaded onto SPSS software and analysed and interpreted as per the guidelines provided by the research methodology.

**Research instructional tool.** The researcher created an instructional website called [www.learn-english-anywhere.com](http://www.learn-english-anywhere.com) for teaching and practising present simple and past simple. The website was designed and launched by the researcher using Yola site builder. Since it is an open website, the students could access it anywhere and at any time. The content was updated by the researcher on regular basis. The content of the website was validated by task design specialists and English language experts.

#### Limitations of the study

- The research was restricted to the first-year English programme students.
- It focused only on the present simple and past simple verb tenses.
- It was confined to the geographical region of Bahrain.



## 4 RESULTS

A detailed analysis and discussion of the major findings of the entry-level test, conducted to identify the participants' level and knowledge of the testing items before the study, the exit-level test to measure their improvement and achievement upon the completion of study, and the survey aimed at capturing the participants' viewpoints on using online resources in learning English, is described in this section.

### 4.1 Students' achievement-level scores

**Table 1.** Entry-level test scores

Entry-Level Test	No. of Respondents	Percentage
Up to 10 marks	105	42.0
11 to 15 marks	116	46.4
16 to 20 marks	27	10.8
Above 20 marks	2	0.8
Total	250	100.0

**Table 2.** Exit-level test scores

Exit-Level Test	No. of Respondents	Percentage
Up to 20 marks	42	16.8
21 to 22 marks	45	18.0
23 to 24 marks	102	40.8
25 marks	61	24.4
Total	250	100.0

The total score of each test was 25 points. In the entry-level test, as indicated in Table 1, it was observed that the vast majority (i.e.) 99.2% of the students scored 20 points or below, with 88.4% scoring below 15 points and below. Only 0.8% of the student scored above 20 points and none of them scored 25 points. These findings indicate that the majority of the students had limited knowledge of the tested items, specifically the present simple and past simple verb tenses. However, the scores from the exit-level test scores, as presented in Table 2, revealed a significant improvement. About 83.2% of the students scored between 21 and 25 points. Nearly half of the students scored between 23 and 24 points and about one-fourth of the students scored 25 points.

From these findings, it is evident that the students performed much better and scored much higher in the exit-level test than in the entry-level test. The primary factor contributing to students' improvement can be credited to the method employed to teaching and practise methods employed for the testing items. As indicated by the findings of Farooq and Choudhary [24] students have an expectation of incorporating technology in classroom activities on a regular basis. In line with this, the researcher incorporated teacher-designed exercises using Hot Potatoes and provided a wide variety of exercises in grammar exercises, especially focusing on the present simple and past simple verb tenses by adding more activities from the latest

available online resources. The regular use of these online resources significantly contributed to the improvement of the students' knowledge in the testing items. Another possible reason can be the availability of smart devices such as iPads, smart phones, and tablets, along with the introduction of high-speed Internet connections, has enabled the students to access the online contents on the go which makes it convenient for them to use it anywhere and anytime.

**Table 3.** Paired sample t tests

Paired samples statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Entry.T 25	11.37	250	3.615	0.229					
	Exit.T 25	22.73	250	2.145	0.136					
Paired differences										
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Entry.T 25 - Exit.T 25	-11.360	3.547	0.224	-11.802	-10.918	-50.632	249	0.000	0.000

Furthermore, the significant difference between the students' performance in the entry- and exit-level tests was analysed using the 'Paired t' test. The outputs from Table 3 demonstrates that the average test scores doubled from 11.37 to 22.73, indicating a significant improvement in exit-level test scores. As per the findings, there was a striking difference between the entry- and exit-level tests marks as the significance of  $p < 0.01\%$  indicating that the exit-level test (mean=22.73) had higher level when compared to entry-level test (mean=11.37). The 95% confidence level indicates that the entry-level test scores were always less than the exit-level test scores of the students. Hence, after evaluating the t-test, the alternate hypothesis is accepted by rejecting the null hypothesis. This signifies that the mean score of the exit test is substantially different from that of the entry test after the intense practice and training of the grammar items using various online resources.

## 4.2 Students' perceptions on the online resources

**Table 4.** Use of English outside & inside the classroom

Use of English	No. of Respondents (n:250)			
	A large amount	A lot	Little	Very Little
Use of English outside the classroom	14 (5.6%)	31 (12.4%)	166 (66.4%)	39 (15.6%)
Use of English inside the classroom	74 (29.6%)	118 (47.2%)	31 (12.4%)	27 (10.8%)

English, being extensively used for communication purposes, is generally recognised as the international language. Table 4 confirms that more than 80% of the respondents did not use English outside the classroom, whereas over 75% of them used English inside the classroom. It was inferred that, as Dogoriti [14] suggested,



there was a need for a common technological platform that would enable the students to learn, practice, and use English outside their classroom even during their free time. Moreover, this common platform would promote independent learning and foster learning autonomy, as supported by the findings of Thaha [5] and Mutambik [26].

**Table 5.** Degree of importance of English for future career

Importance of English	No. of Respondents (n:250)				
	Highly important	Important	Moderate	Unimportant	Highly unimportant
Importance of English for Future Career	104 (41.6%)	104 (41.6%)	24 (9.6%)	3.6 (3.6%)	3.6 (3.6%)

**Table 6.** Willingness to improve English skills

Willingness to Improve English Skills	No. of Respondents
Yes	235 (94%)
No	15 (6%)
Total	250 (100%)

The contemporary students, having realized the importance of English in the work field, have felt the need of improving their language skills. This research work, with regard to students, clearly indicates in Table 5 that more than 80% of the respondents agreed that English was important for future career, and so as it is stated in Table 6 a vast majority (i.e.) 94.0% of the respondents were willing to improve their English skills, knowing that English is essential for success in their future career.

**Table 7.** Students and online resources in learning English

Online Learning Resources	No of Respondents (n:250)				
	SA	A	N	DA	SDA
Technology has become an important part of teaching-learning process	61	158	19	12	–
Using the internet in education is useful	45	178	15	9	3
Willingness to study English using online resources	160	64	26	–	–
Online activities will motivate to learn English	60	122	39	17	12
Using the Internet to learn English is interesting	58	122	43	21	6

Notes: SA: Strongly Agree; A: Agree; N: Neutral; DA: Disagree; SDA: Strongly Disagree.

Table 7 highlights that a significant majority of the students (more than 80%) acknowledged the importance of technology in teaching-learning process. They perceived the usefulness of the online resources in education positively and were willing to use them in studying English. Similarly, 75% of the participants accepted that online activities were interesting and motivated them to learn English. Similar findings by Aljumah [18] and Irzawati and Hasibuan [23] confirm the positive perceptions of students on utilizing the online resources in learning English.

**Table 8.** Students and their expectations from teachers

No of Respondents (n:250)					
Teachers and Online Resources	SA	A	N	DA	SDA
Preferred learning English from teachers who use e-tools	60	174	2	8	6
English teachers have to use online resources effectively on regular basis	29	113	63	27	18
English teachers should have good knowledge of using computers in teaching English	57	127	30	18	18
Understanding English language better while teacher uses online resources in the class	33	105	51	38	21

Notes: SA: Strongly Agree; A: Agree; N: Neutral; DA: Disagree; SDA: Strongly Disagree.

The study further revealed that the students expect their language teachers to incorporate web-based activities in their teaching. As Table 8 indicates, the majority of the students agreed that they preferred learning English from teachers who used e-tools. More than half of the respondents expressed their expectation for their teachers to incorporate online materials in their teaching on regular basis. They also expect their teachers to have good knowledge and working skills in computers.

**Table 9.** Students and their teachers' website

No of Respondents (n:250)					
Learning English Using Teacher's Website	SA	A	N	DA	SDA
Easy to use the website	99	122	10	7	12
Variety of activities available on the website	32	119	69	21	9
Getting more practice using the resources from the website	136	111	3	–	–
helps in reviewing the lessons taught in the English class	55	153	42	–	–
Doing homework is easy using the resources available on the website	151	99	–	–	–
Helps to utilize time effectively	96	115	39	–	–
It is easy to learn English inside and outside the classroom	82	111	57	–	–

Notes: SA: Strongly Agree; A: Agree; N: Neutral; DA: Disagree; SDA: Strongly Disagree.

The study also found that the teacher's website had played a very significant role in its success. Table 9 clearly demonstrates that the vast majority of the respondents (above 80%) were in favour of the teacher's website and all of them (100%) attempted to utilize it at some point or another inside or outside the classroom. The prime reason cited for their preference was the ease of use, as agreed upon by majority of the students (88.4%). Above 95% agreed that they got more practice using the teacher's website, and over 80% agreed that the website's resources helped them in reviewing lessons, completing homework and using time effectively. Similarly, the findings from the study conducted by Muller et al. [15] reveal that the students' performance improved based on their willingness to learn using the online educational platform.

**Table 10.** Students and the challenges faced by them

Challenges While Using Online Resources	No of Respondents (n:250)				
	SA	A	N	DA	SDA
Takes too much of learning time	51	168	23	8	–
Felt isolated when the teacher uses technology to teach English	19	8	94	40	89
Stressful to operate electrical equipment	16	8	54	47	125
Slow internet connectivity	50	126	50	14	10
Difficult to find suitable learning resources on the Internet	69	86	42	31	22

Notes: SA: Strongly Agree; A: Agree; N: Neutral; DA: Disagree; SDA: Strongly Disagree.

There were some challenges faced by the students while using online materials for their study purposes. Table 10 indicates that the major problem was that it was time-consuming to use the internet for studying English. 87.6% of the participants agreed that using web-based resources takes too much of their learning time, which was similar to the perceptions of the participants in Jaashan's study [20]. The second problem was the slow internet connection, which caused difficulty in connecting to the websites and using the online components. More than 60% of the respondents agreed that it was a big challenge for them. Similarly, the participants of the studies by AlZumor et al. [19] and Aydan [6] felt technical issues were a limitation while using the online resources. In addition, due to the exhaustive amount of data and information available online, more than half of the participants felt that it was difficult to find suitable learning materials from the wide ocean of resources. Similar findings were recorded by Irzawati and Hasibuan [23], where the participants perceived the possibility of misusing of data.

## 5 DISCUSSION

The research work explores the effectiveness of web-based components in developing the grammar skills of the first-year English programme students. The research analysis clearly indicates the direct correlation of the conclusions with the research questions. The test scores marked a statistically significant difference between the entry- and exit-level tests. A vast majority (83.2%) of the students scored between 21 and 25 points in the exit-level test, confirming a significant development in the students' grammar skills and improvement in their academic achievement. Added to that, a vast majority (94%) of the students perceived positively the importance of enhancing their language skills due to the significant role that English language proficiency played in the work field and realized the importance of online resources in the efficient learning of the language.

According to the results, analysis, and outcomes elaborated above, a number of specific implications can be derived from this study. First, the outcomes of the research confirm that online resources are potentially effective in enhancing students' grammar skills, particularly present simple and past simple verb tenses. Further research can be conducted to explore the effectiveness of exploiting online resources for teaching other grammar items at the higher education level in Bahrain and in other Asian countries. Since this study aimed on the potential effectiveness of

online resources in teaching grammar items, further research can be done on various elements of other language skills to generate a more comprehensive idea about the extent to which the online components can be efficient in enhancing these skills. Moreover, this research was conducted with geographical limitations. Though it provides specific outcomes of the positive impact of the online components on students' online learning practices, the extent to which these outcomes can be applied to generalise with regard to other students from other contexts and other environments still remains unexplored. So, further research can be conducted to investigate whether the results and findings are similar or different from the findings of this study.

This study is primarily based on teaching English effectively using online resources from the teacher-designed website. Exploiting different types of software programs in language teaching should be further investigated. Moreover, a study on the extent to which resources generated personally by the teacher using web design tools will be effective in language teaching will shed more light on different aspects of online education. One important implication of this study will be the impact it will have on the researcher's own teaching practice. It has drastically changed the researcher's teaching practices and now the researcher has started using more online resources in her teaching on a regular basis than before. Though this study focused on the effective use of online activities to teach grammar skills, the researcher has started using online resources to teach other language skills as well.

## 6 CONCLUSION

This study aimed to explore and evaluate the effective use of online resources in teaching English language at the tertiary level. In specific, the objective was to explore and assess the impact online components on the language learning process of 250 first-year students with a particular focus on grammar skills selected as the research testing items. For this purpose, a teacher-designed website was utilized to teach and reinforce the testing items and to determine the extent to which the online materials could contribute to an efficient learning process. Before starting the study, an entry-level test was administered to find out the students' prior knowledge of the testing items and at the end of the research, an exit-level test was carried out to assess the impact of the online resources on students' achievement. Additionally, an objective type questionnaire was administered to gather the students' viewpoints on using online resources to learn English. The findings of the study indicated a substantial improvement in the students' achievement scores, as well as their positive perceptions towards the integration of online resources in learning English language skills. To sum up, the study demonstrates the significant role played by online resources in improving students' grammar skills. As a result, the outcomes of this study suggests the integration of suitable online resources in the English language classes to foster an optimal language learning environment and enhance the student's learning experiences.

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