

ESL Learners' Acceptance of an Integrated English Learning Activity Website in a Malaysian University

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Abstract

This paper explains the factors affecting acceptance of an integrated English language learning website for second language learners based on the Technology Acceptance Model (TAM). The objective of this research is to analyse students' perception based on the perceived usefulness (PU) variable, perceived ease of use (PEOU) variable, attitude, behavioural intention to use, self-efficacy, subjective norm, and system accessibility. This research was conducted using a quantitative method, in which questionnaires created based on TAM constructs were used to collect data. Cronbach's Alpha reliability coefficient obtained was 0.99, which reflects very high internal consistency. Methods of data analysis involve descriptive statistics (mean and standard deviation). This research found that students' attitude towards the platform and the ease of use are the most prominent factors to influence students' acceptance of an English language learning website. It is recommended that future efforts in the development of language learning websites should consider these crucial factors during the developmental phase.

Keywords: TAM, English Language Learning Website, Second Language.

Introduction

English language learning has become a critical requirement in today's globalized world, where English is considered the lingua franca of international communication. Second language learners are faced with the challenge of acquiring a new language and often struggle with various linguistic, cultural, and communicative barriers. Therefore, the need for an integrated and comprehensive language learning approach has become increasingly important.

An integrated English language learning website that provides learners with a variety of language skills and practice opportunities can be an effective solution. The website can offer a range of materials such as grammar lessons, vocabulary exercises, pronunciation practices, writing prompts, listening, and reading comprehension exercises, and interactive

communication tools. When language learners can access the ecology of language learning mediated by web-based technologies, they can initiate learning on the basis of their interests (Pan, 2020).

This website would aim to integrate multiple language skills and provide learners with a holistic learning experience. Furthermore, it can serve as an engaging and interactive platform that accommodates different learning styles and preferences. Engaging platforms as adaptive e-learning environments such as in websites can help customize learning that reinforces learning objectives and improves students' engagement (El-Sabagh, 2021). This website can also cater to the diverse needs of learners from different cultural backgrounds by incorporating various authentic materials such as news articles, movies, and TV shows.

This paper discusses the development and implementation of an integrated English language learning website for second language learners. The paper explores the features and components of the website, as well as its potential benefits for language learners. The study also aims to evaluate the effectiveness of the website in enhancing learners' language skills and communicative abilities.

ESL Learning in an Online Environment

Technology is fast becoming a key instrument in people's lives in general and education and learning in particular. Nowadays, technology is thought of as an indispensable tool for learning and teaching and believed that its advent has made significant contributions to education and learners alike (RahmtAllah & Mohamedahmed, 2021). Online English language learning (OELL) has gained popularity over the years due to its accessibility, convenience, and flexibility. Online courses have been designed to cater to learners' diverse needs, offering a range of instructional materials, interactive exercises, and communication tools. In recent years, many studies have investigated the effectiveness of OELL. To this end, Electronic learning (e-learning) is fast becoming an essential tool that is widely used and implemented by educational institutes and universities across the globe (Salloum, Alhamad, Al-Emran, Monem & Shaalan, 2019) and different researchers and teachers have made use of Bring Your Own Device (BYOD) approaches to language learning in order to further extend and reinforce in-class explanations as well as support students during the learning process (Andujar et al., 2020).

OELL has several benefits for language learners. Firstly, it allows learners to access English language learning materials and resources anytime, anywhere. Secondly, it caters to learners' diverse needs and learning preferences. Thirdly, it promotes self-directed learning, as learners can set their own learning pace and goals. Fourthly, it provides opportunities for learners to interact and communicate with other learners and native speakers of English, promoting communicative competence. According to Andujar et al (2020), devices based on wireless connectivity can help learners to learn a foreign language by supporting learning anytime and anywhere, not limiting it to the context of the classroom, favouring human interaction, and developing language skills and pedagogical approaches. RahmtAllah and Mohamedahmed (2021) stated that learning via the internet is much cheaper, economical, autonomous and time-saving as it carries self-regulated, autonomous and engaging learning opportunities while offering the most current, authentic, and diverse knowledge and skills.

Despite its benefits, OELL also has its challenges. One significant challenge is the lack of face-to-face interaction, which can limit learners' opportunities to practice speaking and listening skills. Another challenge is the potential for technological issues, such as poor internet connectivity, which can disrupt the learning process. Online English language learning also requires more guidance and additional digital resources for the students to obtain elaborated exposure of the materials (Mulyani et al., 2021). Lastly, learners may lack motivation and self-discipline when learning in an online environment. Salloum et al (2019) pointed out that e-learning is less trustworthy than traditional learning in terms of peer feedback and collaborative activity assessment. They also pointed out that it is difficult to ensure the reliability of the learning services provided through e-learning systems and difficult to adopt the publicly available resources through e-learning systems.

Studies Done on Online Learning Via Websites

The implementation of blended learning environments, in which in-class time, with a teacher present, is combined with online learning, which is frequently outside the classroom, give rise to educational environments where technology and classroom instruction co-exist beyond time and space (Andujar et al., 2020). Online English learning websites are digital platforms that offer a range of language learning materials and resources. These websites typically include interactive exercises, multimedia resources, and communication tools that facilitate language learning. In recent years, several studies have examined the effectiveness of these websites in promoting English language learning.

Many studies have shown that online English learning websites are effective in promoting language learning. Andujar et al (2020), in their study, explored students' perceptions and technological acceptance of the implementation of a flipped learning model in two English as a Foreign Language classes and found that students did not perceive any difficulty using their mobile devices for language learning as they already mastered the technology being used. Furthermore, Andujar et al (2020) highlighted the importance of elaborating video contents and materials available online to improve the quality of online learning, hence, the essential need for teachers to be active in the role of content development. Their study also found that internet connectivity problems due to limited data was the main issue faced by students during online learning.

In addition, Macancela (2019) explored the use of websites as support tools for learning the English language and found that there was possible change shown in the students' behaviour. 78% of the students felt satisfied learning the English subject because of the use of websites as the activities are interactive. Data collected by Kung and Chuo (2002); Zamari et al (2012); North (2014), cited in RahmtAllah and Mohamedahmed (2021), demonstrated that students found learning English via online websites enjoyable, were motivated to attempt web-based online learning materials, and were motivated by their fellow peers to be autonomous and self-regulated in their learning respectively. These findings were further supported by their own findings in their study on 143 EFL learners' perception of using online language learning websites by English majors in Qassim University (RahmtAllah & Mohamedahmed, 2021).

Syakur et al (2020) analyses the effectiveness of on-line website "absyak" on English reading learning at Universitas Brawijaya. 81.99% of the respondents agree with the application to learn English reading through the website. Besides, more than 90% agreed that learning

through the website is interesting, makes the students feel more responsible and disciplined, gained new experiences, and saves time in collecting tasks.

Research has been conducted by Kazazoglu and Bilir (2021) on the effectiveness of Storybird Web 2.0 Tool in enhancing L2 writing skills especially in digital storytelling in English classrooms. The result has shown a positive impact on the students' perspective towards L2 writing.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a widely used theoretical framework for studying the acceptance and use of technology in various contexts. In recent years, several studies have applied the TAM to investigate the acceptance and use of online English language learning websites. This literature review aims to explore the findings of these studies and evaluate the applicability of the TAM in the context of online English language learning websites.

The Technology Acceptance Model (TAM) was developed by Davis in 1989 as a framework for understanding the acceptance and use of technology. According to the TAM, perceived usefulness and perceived ease of use are the two primary factors that influence users' attitudes towards technology and their intention to use it.

The TAM is a useful theoretical framework for studying the acceptance and use of online English learning websites. Firstly, it provides a systematic approach to identify the factors that influence learners' attitudes towards the website and their intention to use it. Secondly, it highlights the importance of perceived usefulness and perceived ease of use, which are critical factors in promoting learners' acceptance and use of the website. Thirdly, it allows for a comparison of different online English learning websites and their effectiveness in promoting language learning.

Despite its benefits, the TAM also has its limitations in the context of online English learning websites. Firstly, it may not capture all the factors that influence learners' acceptance and use of the website, such as learners' motivation and learning preferences. Secondly, the TAM may not account for the cultural and contextual factors that may influence learners' attitudes towards technology and their intention to use it.

Several studies have applied the TAM to investigate the acceptance and use of online English language learning websites. Most prior studies have focused on examining the impact of particular factors on e-learning adoption. Those factors are usually varied from one study to the other depending on the individuals and context (Salloum et al., 2019). Salloum et al (2019), in their study to identify the most widely used external factors of the TAM concerning the e-learning acceptance, indicated that system quality, computer self-efficacy, and computer playfulness have a significant impact on perceived ease of use of an e-learning system. Furthermore, they also found that information quality, perceived enjoyment, and accessibility have a positive influence on perceived ease of use and perceived usefulness of an e-learning system.

Tan (2019) in his empirical study, explores the learning attitudes of college students with respect to Business English e-tutoring websites. The analysis of the study found that the

majority of the users of English e-tutoring websites felt that it is more convenient and effective than non-internet resources. By maintaining and enhancing the content and quality of the website, it can help the users to keep on utilising the website. Binyamin and Smith (2019), in their study of 833 responses from students in three public universities in Saudi Arabia, found that perceived usefulness has five determinants which are content quality, learning support, system interactivity, instructional assessment and perceived ease of use.

Methodology

The focus of this study is to examine the potential influence of UTAUT factors on the decision-making process of students regarding the adoption of an integrated English language learning website for second language learners. This study involved a sample of 335 diploma students, ranging in age from 18 to 20 years, who were drawn from different faculties in a Malaysian public university.

This study seek to answer the following questions

1. What is the perception of students regarding the English language learning website when compared to other available online learning platforms?
2. What is the most important factor perceived by students to influence their acceptance of English language learning websites?

The research questions were answered using quantitative data collected through a questionnaire. The questionnaire was adapted from the work of Davis (1989) based on the Technology Acceptance Model (TAM). TAM itself has been thoroughly validated and empirically tested across various domains, as detailed in the previous section. Likert scales ranging from 1 to 7 are used for the TAM items, ranging from “strongly disagree” to “strongly agree”. The use of Likert scale was similar to previous research involving TAM by (Mulyani et al., 2021; Pan, 2020; Syakur et al., 2020). Cronbach's alpha reliability test for the items produced a value of 0.99, indicating “very high” reliability based on Muijs' (2022) classification of the reliability index.

Results and Discussion

The results of the study are presented based on the two research questions. The first research question was about the students' perception of the English language learning website when compared to other available online learning platforms. The items for users' preference of the website consisted of eight items. Participants rated the degree of preference using a seven-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). The mean value and standard deviation were calculated and shown in the table below.

Table 1

Users' preference of UBOLE-IBOLE website compared to others

Item	Mean	Standard deviation	Variance
I think using a website like UBOLE-IBOLE is better than using WhatsApp for any of my courses.	5.42	1.15	1.32
I think using a website like UBOLE-IBOLE is better than using Telegram for any of my courses.	5.43	1.20	1.44
I think using a website like UBOLE-IBOLE is better than using U-Future or i-Learn for any of my courses.	5.73	1.24	1.53
I think using a website like UBOLE-IBOLE is better than using MOOC for any of my courses.	5.67	1.20	1.45
I think using a website like UBOLE-IBOLE is better than using Google Classroom for any of my courses.	5.11	1.41	1.98
I think using a website like UBOLE-IBOLE is better than using Google Meet for any of my courses.	4.95	1.34	1.79
I think using a website like UBOLE-IBOLE is better than using YouTube for any of my courses.	5.09	1.41	1.99
I think using a website like UBOLE-IBOLE is better than using other learning platforms for any of my courses.	5.25	1.24	1.53

The findings presented in the table show the mean, standard deviation, and variance for different statements about the preference for using UBOLE-IBOLE, a website, over other learning platforms for courses. The responses were measured on a 7-point Likert scale, with higher scores indicating greater agreement with the statement.

The mean scores for all statements were above the midpoint of the scale (i.e., 4), indicating a generally positive attitude towards using UBOLE-IBOLE as a learning platform. The highest mean score was for the statement "I think using a website like UBOLE-IBOLE is better than using U-Future or i-Learn for any of my courses" with a score of 5.73, while the lowest mean score was for the statement "I think using a website like UBOLE-IBOLE is better than using Google Meet for any of my courses" with a score of 4.95.

The standard deviations for each statement were relatively small, ranging from 1.15 to 1.41, which suggests that the responses were not highly varied. However, the statement with the highest standard deviation was "I think using a website like UBOLE-IBOLE is better than using Google Classroom for any of my courses" with a standard deviation of 1.41, indicating that there was more variability in responses to this statement compared to the others.

The variances for each statement were similar to the standard deviations, with the statement "I think using a website like UBOLE-IBOLE is better than using Google Classroom for any of my courses" having the highest variance of 1.98, while the statement "I think using a website like UBOLE-IBOLE is better than using Telegram for any of my courses" had the lowest variance of 1.44.

The two highest means were identified as students claimed the website is better than using the standard learning content delivery platform provided by the university ($M = 5.73$) and better than using MOOCs ($M = 5.67$). However, platforms such as Google Meet are still preferred ($M = 4.95$), most likely due to its ability to enable synchronous language learning. This finding is consistent with the research of Al Faruq, Ngadiso, and Supriyadi (2022), which showed that synchronous online learning can enhance student motivation and encourage active participation. Synchronous learning facilitates real-time interaction and collaboration among students from different locations using the internet.

Overall, the findings suggest that students generally prefer using UBOLE-IBOLE over other learning platforms for their courses, with the preference being strongest over other university-provided platforms such as U-Future or i-Learn. However, there is some variability in the extent of this preference, with some students having a stronger preference for UBOLE-IBOLE over certain platforms (e.g., Google Classroom) than others.

The second research question was on the most important factors perceived by students to influence their acceptance of English language learning websites. Five TAM constructs were adapted to answer this question, namely (1) perceived usefulness (PU) variable, (2) perceived ease of use (PEOU) variable, (3) attitude, (4) behavioural intention to use, and (5) self-efficacy, subjective norm, and system accessibility. The overall findings are shown in the table below.

Table 2

Factors perceived by students to influence their acceptance of English language learning website

Item	Total mean	Standard deviation
Users' perceived usefulness (PU)	5.85	1.00
Users' perceived ease of use (PEOU)	5.98	1.05
Users' attitude	6.00	1.00
Users' behavioural intention to use	5.75	1.07
Users' self-efficacy, subjective norm & system accessibility	5.77	1.08

The findings presented in the table indicate the results of a study that measured various aspects of users' perceptions and attitudes towards a certain system. The system appears to be related to learning or education, based on the items used to measure the constructs.

The mean scores suggest that users generally found the system to be useful (5.85) and easy to use (5.98), and held a positive attitude towards it (6.00). However, their behavioral intention to use the system was slightly lower (5.75), indicating that they may have some reservations or concerns about using it in practice.

The standard deviations for each construct are relatively low, indicating that the responses were relatively consistent and there was not a lot of variability in users' perceptions and attitudes towards the system.

The final construct, which combines self-efficacy, subjective norm, and system accessibility, had a mean score of 5.77, indicating that users generally felt confident in their ability to use the system, believed that others would approve of them using it, and found the system to be accessible.

Overall, these findings suggest that the system being studied is generally well-received by users, who find it useful and easy to use, and hold a positive attitude towards it. However, there may be some concerns or barriers to adoption that are impacting users' intention to use the system in practice.

Based on the data, the most important factor perceived by students to influence their acceptance of English language learning websites is their attitude towards the platform (M = 6.00). This is followed closely by perceived ease of use (M = 5.98). Behavioural intention to use (M = 5.75) is the factor least perceived to influence their acceptance. The tables below further elaborates the items under each construct.

Table 3

Users' perceived usefulness of UBOLE-IBOLE website

Item	Mean	Standard deviation	Variance
The website improves my English learning performance.	5.77	0.96	0.91
The website increases my academic productivity.	5.77	0.99	0.98
The website makes it more useful for me to study course content.	5.85	1.03	1.05
The website enhances the effectiveness of my learning.	5.82	1.00	1.00
I find the website useful.	6.02	1.03	1.07

Perceived usefulness is defined as "the degree to which a person believes that using a particular system would enhance his/her job performance" (Davis, 1989). The findings show that students perceive the website to be easy to use and useful (M = 6.02). It helps their English learning process (M = 5.77) as well as their overall academic productivity (M = 5.77). This will directly influence the likelihood for students to accept the language learning website.

The findings presented above are the results of a survey that assesses students' perceptions of a website's impact on their learning experience. The mean score for each item ranges from 5.77 to 6.02, indicating that students, on average, have a positive perception of the website. The standard deviation values range from 0.96 to 1.03, suggesting that the responses are relatively consistent.

The first four items aim to measure the website's impact on the students' learning performance, academic productivity, usefulness in studying course content, and effectiveness of learning. The mean scores for these items range from 5.77 to 5.85, which suggests that students perceive the website positively in terms of enhancing their learning experience. The

standard deviation values for these items are relatively low, ranging from 0.96 to 1.03, indicating that there is less variability in students' responses.

The last item aims to assess the overall usefulness of the website to students. The mean score for this item is 6.02, which indicates that students perceive the website as generally useful. The standard deviation value of 1.03 suggests that there is some variability in students' responses.

Overall, the findings suggest that the website has a positive impact on students' learning experience, productivity, and effectiveness. The website is perceived as useful and positively contributes to students' academic performance. However, further research is necessary to examine the website's impact on various subgroups of students, such as those with different learning styles or backgrounds, to understand its potential limitations and advantages.

Table 4

Users' perceived ease of use of UBOLE-IBOLE website

Item	Mean	Standard deviation	Variance
I find the website easy to use.	6.03	1.06	1.13
Learning how to use the website is easy for me.	6.01	1.05	1.10
It is easy to become skilful in using the website.	5.91	1.05	1.11
I understand how to use the website.	6.05	1.04	1.08
It is easy for me to find information through the website.	5.88	1.07	1.14

According to Davis (1989), PEOU is defined as "the degree to which a person believes that using a particular system would be free of physical and mental effort". In general, the website is perceived by students as an easy-to-use platform. These results are consistent with previous studies conducted by Pan (2020), which suggested that students are more likely to adopt technology for learning purposes if the medium is user-friendly and not overly complicated.

The findings above represent the responses of the users regarding their experience using a website. The mean values for all the items are above 5, indicating that users generally have a positive experience using the website. The standard deviation and variance values suggest that the users' responses are clustered around the mean, indicating that the responses are consistent with each other.

Regarding the ease of use, users appear to find the website easy to use and understand, as all items related to ease of use have a mean value above 5. The item "I understand how to use the website" has the highest mean value of 6.05, indicating that users have a good understanding of the website's functions.

Overall, the findings suggest that users have a positive experience using the website and perceive it to be effective in enhancing their learning. The website is also perceived to be easy to use and understand, indicating that it has a user-friendly interface.

Table 5

Users' attitude after using UBOLE-IBOLE website

Item	Mean	Standard deviation	Variance
Learning English using this website is a good idea.	6.08	0.99	0.97
I feel positive towards the use of the website.	6.02	1.01	1.03
I believe that the website helps me to be more engaging in learning.	5.95	1.00	1.00
I generally favour the use of the website for English language learning.	5.95	1.02	1.03
I believe that it is a good idea for me to use the website for my future English classes.	6.00	1.01	1.02

The data provided in the table represents the mean, standard deviation, and variance for different items related to the participants' attitude towards using a website for English language learning. The mean scores for all the items are above 5, indicating that the participants have a positive attitude towards using the website for English language learning.

The standard deviation values for all the items are relatively low, ranging from 0.99 to 1.02, suggesting that the responses of the participants are clustered around the mean. This implies that the participants' responses are consistent and that they share a similar perception of the website's usefulness and their attitude towards it.

The variance values for all the items are also low, ranging from 0.97 to 1.03. This indicates that there is not much variability in the responses of the participants, further emphasizing that they share similar attitudes towards using the website for English language learning.

The items pertaining to students' perceived attitude toward the website received the highest ratings in the questionnaire. The results indicate that the students held a positive perception of the website ($M = 6.02$) and viewed its use as a good idea ($M = 6.08$). Notably, the perceived ease of use of the website was also ranked as a significant factor, which aligns with the findings of Pan (2020) where students perceiving technology as useful and easy to use reported a more positive attitude toward its use in a learning platform.

Overall, the findings suggest that the participants have a positive attitude towards using the website for English language learning and believe that it helps them to be more engaging in learning. They also believe that using the website is a good idea and that it would be beneficial to use it in their future English classes. The participants also found the website easy to use, suggesting that it has good usability, which can lead to better learning outcomes.

Table 6

Users' behavioural intention to use after using UBOLE-IBOLE website

Item	Mean	Standard deviation	Variance
I intend to use the website to improve my English language skills.	5.81	1.03	1.07
I will always use the website for all my English classes.	5.68	1.08	1.17
I intend to use the website throughout this semester and the next.	5.76	1.06	1.11
I intend to use the website as often as possible.	5.66	1.08	1.16
I will recommend my friends to use the website for learning English.	5.82	1.12	1.26

The data represents the responses of the participants regarding their intention to use a website for improving their English language skills. The mean scores for all items range from 5.66 to 5.82, indicating a moderate level of intention to use the website.

The standard deviation values range from 1.03 to 1.12, indicating that there is considerable variability in the responses, and some participants have strong intentions to use the website, while others have weaker intentions.

The variance values range from 1.07 to 1.26, which is also an indication of the variability of the responses. The highest variance score of 1.26 for the item "I will recommend my friends to use the website for learning English" suggests that there is a wider range of opinions among participants regarding recommending the website to others.

According to the data collected, the intentions of the students to continue using the website are high ($M = 5.66$). Additionally, students expressed a willingness to recommend the website to their peers ($M = 5.82$). These positive intentions could be attributed to the website's ease of use, as previous research has shown that perceived usefulness and ease of use are key factors that influence students' behavioral intention to use technology for learning purposes (Pan, 2020; Tan, 2019). Therefore, these findings suggest that educational technology designers and educators should prioritize the development of user-friendly websites to increase adoption and usage among students.

Overall, the results indicate that the participants have a moderate level of intention to use the website to improve their English language skills and are somewhat positive about the idea. However, some participants may need more convincing to use the website regularly, and further investigation may be necessary to identify the factors that influence their intentions to use the website.

Table 7

Self-efficacy, subjective norm & system accessibility

Item	Mean	Standard deviation	Variance
I feel confident finding information on the website.	5.84	1.03	1.07
I have the necessary skills for using the website.	5.75	1.06	1.12
What the website stands for is important for me as a university student.	5.84	1.02	1.04
I like using the website based on the similarity of my values and society values underlying its use.	5.75	1.06	1.13
For me to prepare for my future job, it is necessary to use the website.	5.61	1.13	1.28
I have no difficulty accessing and using the website where I am located right now during ODL.	5.81	1.16	1.36

The table presents the results of the self-efficacy, subjective norm, and system accessibility items. The mean scores for each item range from 5.61 to 5.84, indicating that participants generally had positive perceptions of their abilities to use the website and the importance of the website for their university studies and future career. The standard deviations and variances are relatively high, ranging from 1.02 to 1.16 and 1.04 to 1.36, respectively, which suggests a wide range of responses and some variability in participants' perceptions of self-efficacy, subjective norm, and system accessibility.

Self-efficacy, one of the key components of the Technology Acceptance Model, refers to the user's belief in their ability to use the technology effectively. In the present study, the results revealed that students held positive beliefs about their ability to utilize the website efficiently ($M = 5.75$) and felt confident about finding information on the platform ($M = 5.74$). Subjective norm, another construct of the model, is concerned with the user's perception of social pressure to use the technology. The findings suggest that students were more likely to adopt the English language learning website if they perceived that important individuals or groups in their social circle expected them to use it ($M = 5.75$). In terms of system accessibility, the majority of students were able to access and use the website during ODL ($M = 5.81$).

Specifically, participants reported feeling confident in finding information on the website, having the necessary skills for using the website, and valuing the website's purpose as a university student. However, participants reported lower scores for the importance of the website's values aligning with societal values and for the website's necessity in preparing for future jobs. Additionally, some participants reported difficulty accessing and using the website during ODL, as evidenced by the higher standard deviation and variance in the last item. Overall, these findings provide insight into participants' perceptions of self-efficacy, subjective norm, and system accessibility in relation to using the website for English language learning.

Conclusion and Recommendations

In conclusion, online English learning websites are effective in promoting language learning, and they offer several benefits for language learners. However, they also have their challenges that need to be addressed. From this research, it was found that the attitude of students towards the English language learning website and its ease of use are two critical factors to be taken into consideration while introducing such platforms to learners. Future effort in website development for language learning should consider these factors during the developmental phase. Future research should also focus on exploring the most effective approaches to online English learning and addressing the challenges associated with it.

Finally, this research presents different limitations that may need to be considered for future investigations. First, the small sample used for the study may affect the generalisation of the results obtained. Likewise, the population in this research was exclusively Malay students and device use may vary depending on the students' backgrounds. Thus, further cross-cultural studies using similar research instruments may guarantee the generalisation of the results and may also provide further insightful information on the development of the online activity website.

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