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Exploring the Experience of EFL Learners on a Website for Language Learning to Practice Speaking English

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ABSTRACT

In the realm of English language learning, web-based learning (WBL) provides a critical tool for practicing the speaking skill which requires synchronous interactions for effective learning. This study explores the efficacy of the "Harati Speaking" website, a web-based platform designed to enhance spoken English skill among Intermediate English learners. The research employs a quantitative descriptive method involving 64 second-year bachelor students from an Indonesian university's English Education Study Program. Data were gathered using the User Experience Questionnaire (UEQ), which evaluates six categories of user experience: attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. Results indicate a generally positive user experience, with specific strengths in the website's ability to provide an engaging and efficient learning environment. However, areas such as novelty and certain aspects of attractiveness and dependability received lower, though still satisfactory ratings, suggesting room for design enhancements. Overall, the "Harati Speaking" website proves to be a valuable tool for practicing speaking skill of English, contributing positively to the language learning process in a foreign language classroom. This study provides valuable insights into how such platforms can facilitate synchronous interactions essential for effective language learning. For future development of the "Harati Speaking" website, more innovative and engaging features could boost the web novelty, such as by including gamification elements and interactive scenarios. By addressing these areas, future research can provide a more comprehensive understanding of the potential and optimization of web-based learning tools for English learning.

KEYWORDS:
web-based language learning;
spoken English skill;
UEQ;
web development.

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Introduction

In recent decades, the development of information and communication technology (ICT) has created significant changes in the world of education. The improvement of various computer hardware and software and the expanding internet connectivity have tremendously impacted how students learn, and teachers teach. Thus, the implications of technological innovation have shaped a new paradigm for modern education. For example, the use of online learning platforms and virtual classrooms, as asserted by (Manegre & Sabiri, 2022) has allowed students to access educational resources anywhere globally, breaking physical barriers. Additionally, tools like interactive whiteboards and educational apps have transformed traditional teaching methods into more engaging and interactive experiences for both students and teachers (Reguera & Lopez, 2021). As a result, students can now tailor their learning experience to their own pace and style, while teachers can easily track student progress and provide personalized feedback. This shift towards technology-driven education has not only made learning more accessible and efficient but has also fostered a more collaborative and dynamic learning environment. Therefore, integrating technology into education has revolutionized how knowledge is imparted and acquired, paving the way for a more innovative and effective educational system.

The central role of learning innovation is to bring a more engaging and interactive teaching approach. Creative and innovative learning can increase student engagement, motivating them to learn more effectively to create engaging learning experiences. This shift towards a more interactive and engaging approach to education has proven to enhance student retention and overall academic performance. By leveraging technology to create immersive learning experiences, as stated by Kamalov et al (2023), educators can cater to students' diverse learning styles and keep them actively engaged in the learning process. For this reason, integrating

technology in education can transform traditional teaching methods and open up new possibilities for educational advancement and success.

A creative and innovative learning approach can be combined through web-based technology. Web technology is a new technological innovation that combines the Internet and computers to be used in communication and as a tool to support educational activities at all levels (Urazova, 2020). Many websites provide digital educational activities and network-based courses for all grade levels in many subjects or courses (Mioduser et al., 2000). Students can engage in interactive learning experiences, collaborate with peers in virtual classrooms, and access a wealth of resources and information at their fingertips. By embracing web technology in education, as asserted by Douse & Uys (2020), schools can ensure that students are well-equipped to thrive in an increasingly interconnected and technology-driven world. Therefore, the term "web-based learning" refers to a computer and Internet-generated learning platform.

Web-based learning, abbreviated as WBL, is an important medium for designing and delivering instruction by discussing various learning strategies (Khan & Vega, 1997). WBL is generally designed to facilitate learners through information to help students perform specific tasks. As is known, communication technology in WBL is generally categorized as asynchronous or synchronous activity (Darhower, 2008; Pacheco, 2005; Wang et al., 2004). In relation to English language skills, reading and writing can be effectively taught through asynchronous method. This is because teachers can support their students by sharing instructional materials via blogs or Google Classroom (Fauzi, 2021). In contrast to the other two language skills, speaking and listening need teachers to have rigorous control and engagement with their learners. Therefore, speaking and listening skills are two skills that are more applicable to treat synchronously than reading and writing skills (Fauzi, 2021). In order to excel in

synchronous learning, teachers must possess a method and platform for effectively guiding EFL learners in improving their productive skills, such as speaking skills.

In practice, not all foreign language learners successfully master speaking skills. This can be due to a variety of factors, such as lack of practice, fear of making mistakes, or difficulty understanding the nuances of pronunciation (Shumin, 2002). Some learners may struggle with speaking due to shyness or lack confidence in their abilities. However, with dedication and consistent effort, many language learners can overcome these obstacles and improve their speaking skills over time (Al Hassan & Abdulaziz, 2019). Learners must remember that mistakes are a natural part of language learning and should not hinder progress. In this regard, speaking is challenging for many FL learners because it requires much interaction. Learners can gradually build their confidence and fluency by engaging in conversations, seeking feedback, and practicing regularly.

Meanwhile, three other language skills, such as listening, reading, and writing, can be practiced alone without counterparts (Berninger et al., 2006). Listening can be improved by listening to podcasts, audiobooks, or music in the target language. Reading can be enhanced by reading books, articles, or websites in the language. Writing skills can be developed by journaling, writing essays, or practicing grammar exercises. These individual language skills can be honed independently, allowing for flexibility and personalized practice. However, language learners cannot speak independently, so students must make every possible effort to find someone to talk with. Therefore, Nunan (2006) asserts that speaking is one of the key aspects of SL/FL learning since this language skill needs more interaction to be realized. He further noted that the success of language learning is measured in terms of the ability to communicate orally in the target language.

For this reason, the lack of opportunities to expose the target language to practice (in this case, to practice speaking) can make EFL learners demotivated to practise the target language itself. Brown (2000) states that the failure of foreign language learners to master English speaking skill is triggered by several factors, where the affective factor is the main factor to learners in speaking practice. Affective factors are related to the learner's interests, feelings, emotions, and personality problems. Hence, one of the affective factors that make EFL learners fail to speak English is the feeling of being afraid of speaking the target language (Alsowat, 2016; Ataiefar & Sadighi, 2017; El Shazly, 2021; Fauzi & Asi, 2023; Lai & Gu, 2011). EFL learners are worried about negative reactions from their teachers. Therefore, practising speaking independently via web-based language learning can overcome one of these affective factors.

Designing and developing websites for language learning is not as simple as imagined. According to Kettle et al.(2012), many things must be considered, starting from the website purpose, target audience, pedagogical focus, web content, language use, media inclusion (image, video, audio), design, and the interaction interface (self-regulated, peer interaction, etc). Nevertheless, efforts to develop websites for language learning have never subsided because several studies have proven that web-based language learning platforms have benefits in enhancing the speaking competence of the learners (Appel & Borges, 2012; Baniabdelrahman, 2013; Li & Suwanthep, 2017).

In relation to web-based language learning, researchers in this study developed a website for language learning in their previous work named "Harati Speaking." This website aims to facilitate EFL learners at the intermediate level's practice of speaking English. Therefore, the present study aims to probe to what extent user experience after exploring the "Harati Speaking" website for speaking English.

Method

This study employed a quantitative descriptive method, which aims to create an objective depiction of a situation using numerical data (Crowe et al., 2011; Sugiyono, 2019). This approach involves systematic data collection, interpretation, and presentation of results (Fraenkel et al., 2011). Quantitative research methods are designed to provide a clear and concise picture of research subjects by numerically analyzing data (Gall et al., 2007). Therefore, the method chosen in this study allows for the objective measurement and statistical interpretation of data, thus fostering reliable and replicable research outcomes.

The respondents of this research were students in the English Education Study Program at a state university in Indonesia. There were 64 students in the second year of bachelor study who took the intermediate English-speaking course and were chosen as the respondents. The sampling technique used to choose the respondents was purposive sampling. Based on Kumar (2011), the primary consideration in purposive sampling is that the researcher has certain considerations by considering factors such as effectiveness, cost, and closeness to the sample. In this regard, to consider the effectiveness and cost of the study, in addition to the respondents ' closeness with the researchers, purposive sampling is the best choice for the sampling technique for this study.

To collect the data, researchers used a questionnaire for the data collection technique. The questionnaire used by researchers was the User Experience Questionnaire (UEQ). The UEQ is a questionnaire created firstly in the German language in 2005 to review user experience when using a newly launched product (Laugwitz et al., 2008). The reason for choosing UEQ as the research instrument is that the questionnaire is eligible to review a technology product launched, including the website, as reviewed by several studies (Derisma, 2020; Kristanto et al., 2020; Paramitha et al., 2018; Saleh et al., 2022). The latest UEQ has been translated into 20 world

languages, including Indonesian (Schrepp, 2023). The purpose of the questionnaire is to evaluate six product categories: attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. The questionnaire has 26 questions, and each category has four questions, except for the attractiveness category, which has six questions. The UEQ has a score range of 1 to 7, where the score level shows either a negative or positive review of the website product. The scores range from 1.00 to 3.90, which indicates a negative review, meaning the category rating is poor. Then, scores ranging from 3.91 to 4.90 indicate a neutral review, representing that the website is fair with the category, while scores ranging from 4.91 to 7.00 indicate a positive or very good rating.

The data collection was generated from the respondents when they used the website for speaking practice. Four main pages of the website were implemented for users to run the speaking practice using the web platform. All students had to log in to have access to the website. Several menus in the left sidebar of the website, such as I Listen, I Watch, I Read, and I Speak, served as navigation options for the web-based learning journey. Two models of speaking practice were offered by the website: integrated speaking and independent speaking. Integrated speaking combined speaking with listening skill while independent speaking was enhanced without audio prompts, but it relied on data from videos, charts, diagrams, or tables provided by the website. Students practiced speaking English using the website for four weeks with a frequency of practice once a week. Several steps were offered on treating students to practice with the website. First, in integrated speaking, students listened to an assigned audio in the "I Listen" page, including conversations, brief lectures, or reportages. Each audio clip lasted for two to four minutes. At the end of each audio, a lecturer posed a prompting question, encouraging students to think about how they would respond. To respond to the prompting questions, students were navigated to the “I Speak” page directly where they

could deliver, record, and save their spoken responses on the platform. Second, students were managed to the independent speaking after they completed several topics assigned in the integrated speaking session. They were navigated to "I Watch," containing videos to guide and facilitate them for practice. Each video, lasting between five to seven minutes, included a prompting video related to each topic and featured instructional content from a lecturer. Third, students were then navigated to the "I Read" page, which offered learning materials like documents, pictures, charts, and diagrams in PDF format. These materials helped students manage their ideas based on their personal opinions to support ideas obtained previously from videos. Last, students were directed to the “I Speak” page. They could start recording their voices when they were ready, and the platform automatically saved all student voice recordings. After completing the practice, the students were asked to report their experiences by answering the UEQ questionnaire.

To confirm the questionnaire is valid and reliable, researchers evaluated its validity and reliability. To test its validity, researchers used the Pearson Correlation by comparing the validity value per item and the correlation value in the R-table (df=63). The result shows that validity values ranging from 0.935 to 0.983 are higher than the r-table value (0.254). It is to confirm that UEQ items are valid. Meanwhile, researchers used Cronbach's Alpha reliability to measure how stable or reliable the instrument is. The test result shows a value of 0.996, which indicates that the UEQ is also reliable. Thus, the UEQ questionnaire was verified to be valid and reliable for reviewing user experience on this website.

Result

Table 1 below depicts six categories of UEQ on the website. It presents several values in columns, such as scores, means, and standard deviations.

Here are the results of website testing based on user experience using UEQ questionnaires.

Table 1. Description of UEQ Result

Questionnaire	Number of Respondents	Scores	Mean scores	Std. Deviations	Website categories
Item 1	64	370.00	5.78	1.27	Attractiveness
Item 2	64	382.00	5.97	1.21	Perspicuity
Item 3	64	267.00	4.17	2.10	Novelty
Item 4	64	289.00	4.52	1.98	Perspicuity
Item 5	64	319.00	4.98	2.14	Stimulation
Item 6	64	330.00	5.16	1.71	Stimulation
Item 7	64	356.00	5.56	1.61	Stimulation
Item 8	64	325.00	5.08	1.58	Dependability
Item 9	64	292.00	4.56	1.86	Efficiency
Item 10	64	247.00	3.86	1.67	Novelty
Item 11	64	370.00	5.78	1.23	Dependability
Item 12	64	310.00	4.84	1.95	Attractiveness
Item 13	64	337.00	5.27	1.55	Perspicuity
Item 14	64	347.00	5.42	1.34	Attractiveness
Item 15	64	340.00	5.31	1.39	Novelty
Item 16	64	340.00	5.31	1.51	Attractiveness
Item 17	64	290.00	4.53	1.91	Dependability
Item 18	64	310.00	4.84	1.68	Stimulation
Item 19	64	280.00	4.38	1.85	Dependability
Item 20	64	356.00	5.56	1.39	Efficiency
Item 21	64	297.00	4.64	1.94	Perspicuity
Item 22	64	356.00	5.56	1.54	Efficiency
Item 23	64	309.00	4.83	1.95	Efficiency
Item 24	64	290.00	4.53	1.78	Attractiveness
Item 25	64	304.00	4.75	1.89	Attractiveness
Item 26	64	360.00	5.63	1.47	Novelty
Average Mean &; Std. Deviation			5.03	1.67	

As data shown from Table 1 above, the result depicted from user experience has resulted in the average score of 5.03, which means this score shows a positive result with a standard deviation value of 1.67. This means that overall the website is very good since the score falls into 4.91 to 7.00 which indicates a positive rating or the very good experience from the users.

Attractiveness

The following is the result of user experience in terms of website attractiveness related to the overall impression of the website, whether users like or dislike it when they use it in English-speaking practice.

Table 2. UEQ analysis score based on website attractiveness

Assessment category	Evaluation indicators		Means	Ratings
Attractiveness	Annoying	Enjoyable	5.78	Positive
Attractiveness	Bad	Good	4.84	Neutral
Attractiveness	Unlikeable	Pleasing	5.42	Positive
Attractiveness	Unpleasant	Pleasant	5.31	Positive
Attractiveness	Unattractive	Attractive	4.53	Neutral
Attractiveness	Unfriendly	Friendly	4.75	Neutral

The result in Table 2 depicts that three indicators of the website attractiveness give positive ratings, and the three others show neutral ratings. The "annoying/enjoyable" indicator shows a positive rating, which means users rate supportively when they initially open the website. Their first impression is that the website is fun for speaking English. It is supported by the "unlikeable/pleasing" indicator, which shows the same rating. It means users like the content and overall appearance of the website, which encourages speaking practice. A positive rating is also followed by the "unpleasant/pleasant" indicator. This indicator shows that users feel very comfortable with the background color chosen for the website, which does not make users' eyes tired.

Those three positive ratings are slightly different in the "bad/good" indicator. The users tend to rate it neutral, implying that the content on the website is just fairly impressive. It is the same with the "not attractive/attractive," indicator in which the users' reviews are neutral. It means they consider the website's interface design to be sufficiently attractive. The "unfriendly/friendly" indicator also depicts the other neutral rating. It shows users still regard the website as friendly enough to be used, which means the application is quite practical and easy to operate.

Perspicuity

The following is the result of user experience in terms of website perspicuity related to familiarity and easiness of the website whether users get familiar with it and easy to learn how to use it.

Table 3. UEQ analysis score based on website perspicuity

Assessment category	Evaluation indicators		Means	Ratings
Perspicuity	Not understandable	Understandable	5.97	Positive
Perspicuity	Difficult to learn	Easy to learn	4.52	Neutral
Perspicuity	Complicated	Easy	5.27	Positive
Perspicuity	Confusing	Clear	4.64	Neutral

The result shown in Table 3 indicates that in the website perspicuity, two indicators confirm positive results, and the two others confirm to be neutral in users' ratings. In the "not understandable/understandable" indicator, the result shows a positive rating, which means the instructions given on the website can be understood by users. That positive rating is in line with the "complicated/easy" indicator, where the learning model provided on the website is easy to understand because users can effortlessly follow the learning procedure.

It is slightly different from the indicator of "difficult to learn / easy to learn," which shows a neutral rating. This means users consider that (even if not positive) the website content is still fairly easy for a learning platform. A neutral rating is also shown in the "confusing/clear" indicator. The users consider that the website does not confuse them on how to use it since it provides simple integration menus. It is practically not too difficult to move from one menu to another menu.

Efficiency

The following is the result of user experience in terms of website efficiency: whether users can solve their tasks without unnecessary efforts while using the website for speaking practice.

Table 4. UEQ analysis score based on website efficiency

Assessment category	Evaluation indicators		Means	Ratings
Efficiency	Slow	Fast	4.56	Neutral
Efficiency	Inefficient	Efficient	5.56	Positive
Efficiency	Impractical	Practical	5.56	Positive
Efficiency	Cluttered	Organized	4.83	Neutral

The result shown in Table 4 indicates that in the website perspicuity, two indicators confirm positive results, and the two others confirm to be neutral in users' ratings. In the "inefficient/efficient" indicator, for instance, the result shows a positive rating in terms of assessing the web display size. It means each piece of content on the web display page is efficient enough to be placed without zooming in on the screen. The "impractical/practical" indicator also shows the positive rating, where users regard the website as very practical when they want to record their speech and replay it on the platform.

Meanwhile, in the "slow/fast" indicator, the result shows a neutral rating, which means users rate the website as fairly good to navigate so that they can get data or information from the website without lagging. Then, in the "cluttered/organized" indicator, the result also shows a neutral rating, which means users give their ratings fairly organized or arranged quite neatly in terms of image layouts, icons, and texts on the website.

Dependability

Below is the result of user experience in terms of website dependability, including whether users feel in control of their interaction with the website while using it for speaking practice.

Table 5. UEQ analysis score based on website dependability

Assessment category	Evaluation indicators		Means	Ratings
Dependability	Unpredictable	Predictable	5.08	Positive
Dependability	Obstructive	Supportive	5.78	Positive
Dependability	Not secure	Secure	4.53	Neutral
Dependability	Does not meet expectations	Meets expectations	4.38	Neutral

As shown in Table 5, the result indicates two indicators show positive ratings, and the two others show neutral ratings in the website dependability. In the "unpredictable/predictable" indicator, the result shows a positive rating, which means users can control learning media provided on the website, such as videos, audio, and images, so that they can predict the content of what they watch, listen to, and use for learning, especially for speaking practice. The positive rating also occurs in the "obstructive/supportive" indicator, which shows overall website content positively supports users in accessing learning services.

Meanwhile, in the "not secure/secure" indicator, the result shows a neutral rating, which means users consider the website can sufficiently secure their data, especially their recorded audio, when they perform a task to speak up. This is in line with the indicator of "does not meet expectations / meets expectations." Though the result shows a neutral rating, the pages displayed on the website menu still objectively meet user expectations.

Stimulation

The following is the result of user experience in terms of website stimulation: whether it is exciting and motivating to use for speaking practice.

Table 6. UEQ analysis score based on website stimulation

Assessment category	Evaluation indicators		Means	Ratings
Stimulation	Inferior	Valuable	4.98	Positive
Stimulation	Boring	Exciting	5.16	Positive
Stimulation	Not interesting	Interesting	5.56	Positive
Stimulation	Demotivating	Motivating	4.84	Neutral

As shown in Table 6, three indicators have positive results, and the other one indicates a neutral rating in terms of the website stimulation category. It can be seen in the "inferior/valuable" indicator, where the result is positive. In this regard, users feel it helps them practice speaking through the website. It is similar to the "boring/exciting" indicator. The result shows a

positive rating, which means that users are excited about the videos and images used by the website, which can help them practice speaking. A positive rating is also supported by the "not interesting/interesting" indicator, in which users are interested in the combination of background colours and fonts displayed by the website to make it look very attractive. Yet, the "demotivating/motivating" indicator is slightly different, where the result shows a neutral rating. It indicates the content materials used in videos, audio, and images are still fairly (even not positively) motivating to support users in speaking practice.

Novelty

The following depiction is the result of user experience in terms of website novelty, whether it is innovative or creative and catches users' interest.

Table 7. UEQ analysis score based on website novelty

Assessment category	Evaluation indicators		Means	Ratings
Novelty	Dull	Creative	4.17	Neutral
Novelty	Conventional	Inventive	3.86	Negative
Novelty	Usual	Leading edge	5.31	Positive
Novelty	Conservative	Innovative	5.63	Positive

As shown in Table 7, the result indicates that two indicators have positive ratings; one indicator has a neutral rating, and another shows a negative rating regarding the website novelty. To be more detailed, though the result in the "dull/creative" indicator shows a neutral rating, the website is still fairly creative to be used as a platform for speaking practice. Unfortunately, the result for the "conventional/inventive" indicator shows a negative rating. It indicates the front-page design of the website is still outdated, as it shows a conventional interface and is less inventive.

However, the "usual/leading edge" indicator shows a positive rating, which means users feel satisfied with the platform's ability to record and playback the voices provided by the website, which supports users in practising speaking skills. Last, the indicator of "conservative/innovative"

also shows a positive rating, which means users consider the website's mapping of the page menu to be very innovative in supporting learning activities, especially for the practice of speaking English.

As a result, though the novelty category still shows one negative rating in the "conventional/inventive" indicator, it implies that this indicator needs to be improved. For this reason, the development team of this research has made improvements in the website's novelty, such as a page header, login page pop-up, and text-displayed position, introducing the front page. Thus, the improvement of website novelty, which such things have made can be an increase in the website performance so that it further can generate positive value from users.

The following figure depicts a summary of the data gathered through the evaluation of the six variables above explored.

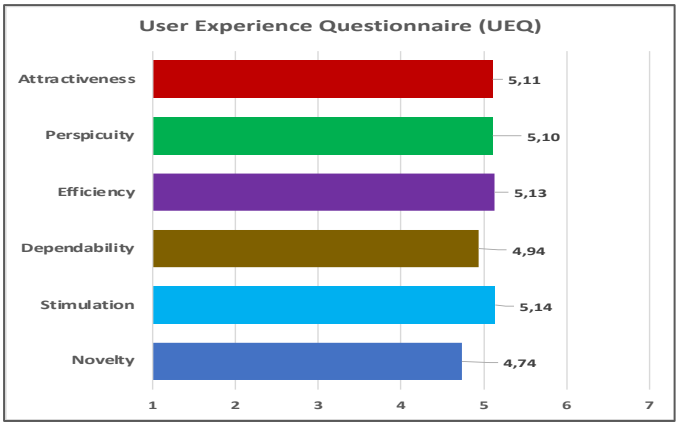

Figure 1. Summary of user experience to rate the website

For a summary of user experience during a three-week exploration of the website, no one category was rated lower than 4 points (rated negative). Therefore, all six categories of website performance have positive results and are are eligible for use for speaking practice by EFL learners.

Discussion

The results of the UEQ analysis revealed a highly positive user experience across various dimensions. The website received excellent scores in attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. These findings indicate that the website effectively facilitates user tasks and provides a high level of user satisfaction. By implementing the UEQ evaluation, the website can receive valuable feedback and support for further improvement. These results align with the research conducted by Saleh et al (2022), which emphasizes the importance of using a user experience questionnaire to evaluate websites. Such evaluations not only provide a comprehensive understanding of user perceptions but also shed light on the overall quality of the website.

Furthermore, when implementing an academic information system on a language learning website, it is crucial to assess the effectiveness of the interface in terms of its simplicity and practicality for users. Conducting an evaluation can help gauge how easily users can navigate and utilize the website system. This aligns with the assertion made by Sahid et al (2016) that user experience encompasses not only the functional aspects but also the psychological aspects, such as pleasure, disappointment, and fear, that users may experience when using a product. Therefore, UEQ offers a distinct advantage in swiftly measuring these user experience aspects of a product where it provides a quick and comprehensive evaluation of users' perceptions related to the website's information system.

Meanwhile, this study confirms that the "Harati Speaking" website successfully satisfies product usability and design aspects in which the combination of both aspects should be defined by user experience (Beauregard & Corriveau, 2007). The website's product usability is characterized by its simplicity and effectiveness in completing tasks. Additionally, the design aspect focuses on creating a visually pleasing experience that evokes positive emotions.

Consequently, incorporating a quick access section and improving the search process (specifically in terms of efficiency) demonstrates a deep understanding of user needs and behaviors. This is in line with the principles of effective usability testing outlined by Moran (2019). Overall, the findings of this study indicate that a web-based language learning platform developed by lecturers, who are non-commercial web developers, holds great promise for creating a user-friendly and efficient English-learning website. This supports the evolving standards and expectations in Computer-assisted Language Learning (CALL) and Web-based Language Learning (WBLL) development.

Conclusion

The UEQ analysis of the "Harati Speaking" website revealed highly positive user experiences in attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty, indicating effective facilitation of user tasks and high user satisfaction. Aligning with the findings of previous research as stated in the discussion, the study underscores the importance of evaluating websites through user experience questionnaires to capture both functional and psychological user perceptions comprehensively. The "Harati Speaking" website successfully balances product usability and design that creates a visually pleasing and effective user experience. Incorporating features like quick access and an efficient search process further demonstrates an understanding of user needs. The results suggest that web-based language learning platforms developed by non-commercial web developers, such as university lecturers, can meet evolving standards in computer-assisted language learning and web-based language learning development.

Future research could focus on several areas to build on the findings of this study. Longitudinal studies are necessary to evaluate the sustained impact of the "Harati Speaking" website on learners' speaking skills over

extended periods. Comparative studies with other similar platforms could help understand its relative strengths and weaknesses. Research should also expand beyond intermediate learners to include diverse demographic groups for more generalized findings. Adding a qualitative component could provide deeper insights into user experiences and perceptions, complementing the quantitative data. Furthermore, exploring the integration of emerging technologies like artificial intelligence and machine learning could personalize learning experiences and further enhance the platform's effectiveness. By addressing these areas, future research can offer a more comprehensive understanding of the potential and optimization of web-based learning tools in the context of English language education, finally leading to more effective and engaging language learning experiences.

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