

# International Standards for E-Learning ESL Programs: A Comparative Study

Hind Al Fadda<sup>a</sup>, Muhammad Afzaal<sup>b</sup>, Najla Al fadda<sup>c</sup>

## Abstract

Common European Framework of Reference for Languages (CEFR) framework is employed in majority of the countries to establish a standard for English language teaching and learning standards. The present study aims to assess three websites against the international standards for e-learning programs used in learning English as a second language (ESL) for international students. A comparative approach was used on three case studies (British council, University of Cambridge, and AMIDEAST website) and compared with CEFR standard and researcher determined criteria. In three cases, the standard of dialogue and communication standard are accomplished, while writing exercise is absent on the British council website. The review standard was not fully achieved in any case to strengthen the learners' interest in language learning and their use in the social and cultural context. Considering the standard set by the researcher, the study has achieved both standard cognitive reference and applied knowledge; while the standard communicative construction has not been achieved. It implies careful consideration to the changing learning needs and careful update of the website by understanding the theoretical foundations of the applied languages and the standards and specifications of e-learning technology. The study is useful for the identification the best platform to assist the students in optimized learning by conducting a comparative analysis of the three websites.

**Keywords:** Electronic Learning Programs, International Standards, Learning English Online, Language Learning

## Introduction

Increased technological and cultural exchange have promoted interconnectivity across the world (Wu & Chung, 2016). This has increased the popularity of English as a common language for communication (Tan, 2019; Haberman & Afzaal, 2020). Evidence from the studies suggests that international educational reforms have prioritized English language learning and technology as integral for development (Halim & Hashim, 2019; Tan, 2019). The same idea is forged in the study of Tan (2019), which highlighted the preference of English language students for e-tutoring websites. In, 2015 alone, the British Council report estimates that about 30 million people are engaged in

learning English across the world (Tan, 2019). Similarly, about 25 percent of the world population is found to speak English, where English language competence is considered a comprehensive mean for improving their economic, social, and innovative contributions (Tan, 2019).

Simonova (2019) stated that this learning increases when blended with ICT (information communication technology) activities. The increase in e-learning platforms for English as a foreign/second language (EFL/ESL) student has enabled them to become proficient. Another reason that has promoted the use of an English e-learning website is the use of English by the multinational companies to assess participants' internal and external communication. This includes various worldwide tests for English proficiency, i.e., TOEIC (The Test of English for International Communication), TOEFL (The Test of English as a Foreign Language), GEPT (General English Proficiency Test), and IELTS (The International English Language Testing System) (Tan, 2019). The

<sup>a</sup>Department of Curriculum and Instruction, King Saud University. P.O. Box: 1914, Riyadh, Saudi Arabia  
Email: halfadda@ksu.edu.sa

<sup>b</sup>Institute of Corpus Studies and Application. Shanghai International Studies University, China  
Email: muhammad.afzaal1185@gmail.com

<sup>c</sup>Department of Language and Translation, King Saud University. P.O. Box: 1914, Riyadh, Saudi Arabia  
Email: nalfadda@ksu.edu.sa

use of e-learning has not only expanded for students but professionals as well. Such as the American Society for Training and Development reports the increase in electronic training by 33% (Vymetalkova and Milkova, 2019).

Similarly, increased interest is observed in the English language and culture due to different motives and multiple purposes, including academic and scientific research (Clouet, 2017; Sheridan, Tanaka, & Hogg, 2019). This has up surged the number of researchers, scholars, and scientific researchers to publish a research paper in global magazines where English is mandatory (Saleem, Ali, & Ab Rashid, 2018). This includes the diplomatic work for considerable professional numbers, experts, politicians and employees of the diplomatic institutions of the state. Generally, various scholars are seeking English language expertise for attaining diplomatic positions abroad or for work related to the cultural and social fields.

This has prompted an expansion in the quantity of those wishing to learn English, which requires an arrangement of educational programs and curricula to respond to scientific and cognitive developments in the field of applied linguistics, just as in the field of ICT (Maum, 2012). The increasing demand for learning English calls for the completion of new and developed programs and curricula that respond to the needs and goals of learners in the world, especially as their numbers are increasing (Walker, 2011).

Ahmad Afip, Hamid, and Renshaw (2019) indicate a global emphasis on the policymaker for development of their human capital in higher education. It determines development of effectual and benchmarked English language curriculum as per the international standards. Steiner-Khamsi (2016) also stresses that international standards act to leverage the educational reforms as well as policy borrowing, given the national level fear of not sustaining in the global competitive market. Most countries have employed the Common European Framework of Reference for Languages (CEFR) framework for establishing a standard for English language teaching and learning standards (Ahmad Afip, Hamid, & Renshaw, 2019; Read, 2019). This research contributes substantially to the increasing use of e-learning across the world by evaluating it against international standards such as CEFR (Bae, 2017). Thereby, to help identify the best platform that helps in optimized learning, this research conducts a comparative analysis of the three websites.

### Significant of the study

The study is significantly based on its novel approach to investigate the e-learning programs through the CEFR. Such as previously, the international focus was on the student's achievement and not on e-learning proficiency following comparison with the standardized international standards (Deusen-Scholl, 2015; Lin & Warschauer, 2015). Thereby, the proposed standards in this paper help English language learners to accomplish their dreams and standards. It is incremental for all ESL (English as a Second Language) students as the majority of their learning is based on the internet. This will help improve the initial learning of the language, which increases language retention in the long-run (Hayakawa et al., 2020). Thereby, this paper is planned to regulate the educational practices for developing quality learning opportunities and resources on the internet, and e-learning environment.

### Research Questions

It is well-established that technology sector companies have increased integration with ICT integrated language learning software for providing blended English language learning for the students. However, research reports that the increase in the number of programs often leads to compromise on education quality and the governed international standards. Thereby, the following research seeks to answer the following question;

- What are the international standards used to judge the quality of educational products (e-Learning) in the English language?
- The sub-questions derived from the main include;
- What is the international body mandated to issue these standards?
- How close are these standards with different environments?
- What are the topics used in these English language standards?
- Are these subjects given as examples that correspond to the culture and or are, they subject to other pragmatic criteria, mostly profit-oriented and interest of the companies producing this technology?

### Standards

The standard defines the quality of a product or service. Polshina and Bondareva (2019) stated that these are formed due to different purposes comprising language assessed due to increasing international migration, labour as well as employment mobility and studying opportunities. Standards here refer to the laws that must be

portrayed by English instructing sites to non-native speakers (Ha Nam, 2010). The criteria additionally incorporate tables that are in the test instructions booklet. Menken, Hudson, and Leung (2014) state that standards-based education helps in better grade articulation and increased focus on assessment given the written form of standards that are deployed on the curriculum and impacts the delivered instructions. This impacts the assessment practices as well as results.

### E-Learning in Education

Jethro, Grace, and Thomas (2012) explain that e-learning conveyed educational content using modern electronic technologies and programmed learning frameworks. It is a modern method adopted in foreign language education incorporating different terms and concepts (Simonson, Zvacek, & Smaldino, 2019).

E-learning programs encourage communication and stimulate interaction, thinking and analysis, and development of language skills and cognitive abilities (Devrim & Bayyurt, 2010). Building an excellent website for language instruction requires attention to e-learning systems and technological engineering, especially to instructional design concepts for courses and content in the electronic environment. Examples include learning content management, course management system, e-learning platform, and portal of education

(Cheung, 2016). All of which points to a comprehensive e-learning structure that includes fast communication media and computer labs, high-quality scientific training materials and courses through a full program. This program provides all e-learning services, from student enrolment and follow-up (Clifford & Ross, 2011; Younas et al., 2020). This is significant for English e-learning which is predicted to increase about three billion people until, 2015 by British Council (Tan, 2019). Such as it enables university to expand its reach to different geography, indulge in student's capitalization, and develop as provider of global education.

### Structure of e-learning systems

The e-learning system requires four integrated elements, such as an information system (teaching and learning management), availability (compatible technologies, equipment, and devices for application availability). It includes design (educational and administrative services to ensure communication and provision of adequate educational content) and formulation (for interaction) (Alliance for Excellent Education, 2012).

### General e-learning principles across different countries

The e-learning programs required general principles are presented in Table 1.

**Table 1. Principles of E-Learning Programs**

Subject	A suitable educational subject in the form of a virtual reality, which requires the choice of title appropriate to the subject of learning that reflects its content (Wong, 2006).
Objectives	To clarify the general educational objective and then the procedural objectives and their relevance to the subject and the educational content (AASA, 2011).
Content	Lessons and their educational content and their relevance to the subject and achievement of the goals (Argueta et al., 2011).
Usage	Distinguish ease of use with efficiency in responding quickly to user feedback (Burden et al., 2012).
Interface	Simplicity and lack of complexity with the inclusion of artistic aesthetic standards of colours, sounds, forms, and tools that support navigation and allow interaction and reactions (Cavanaugh et al., 2011).
Interaction	Motivation and active participation in learning events, continuity in performance, and development of learning skills (Clifford & Ross, 2011).
Control	Control of time, media, and environment components using guiding and illustrative signs for navigation and interaction (Clifford, Feters, & Yoder, 2014).
Sailing	Providing a flexible component to move between program components and system elements without loss in the learning environment (Consortium for School Networking., 2013).
Tools	The tools are flexible, versatile, and attractive, as well as safe and operating (Consortium for School Networking., 2014).
Management	Content management system, learning management, communication management methods, assessments, and tests (Consortium for School Networking, 2015).

Standards in teaching and learning is of substantial evidence, where quality education (i.e., education that produces significant student learning) contributes significantly to economic development and social well-being. Evidence from East Asia suggests that system-wide educational improvement is a significant contributing factor to economic development in Hong Kong, Taiwan, South Korea, and Singapore. Countries (such as Australia, the United Kingdom, New Zealand, and the United States) have developed and implemented clear, coherent, demanding, and publicly disseminated student learning standards. These have consistently demonstrated high levels of educational performance on international assessments such as the Programme for International Student Assessment (PISA) and the Progress in International Reading Literacy Study (PIRLS).

These countries are committed to the belief that all students can be active, successful learners and that all teachers can provide rigorous, challenging instruction that engages and motivates all students. Likewise, the data from assessments on standardized tests such as PISA and PIRLS believes that teaching and learning guide the vision of the United Arab Emirates for national English standards. Similar PISA results have been achieved for Malaysia as well (Thien, 2016).

## Methodology

### Study Design

This study uses an exploratory study design for achieving the research objective. It integrates a qualitative research paradigm for conducting a comparative analysis of the three websites.

### Study Sample

The study population consists of websites that teach English. A sample of three websites, namely, British council, University of Cambridge, and AMIDEAST website, was included. This selection was based on providing a choice of different sites in terms of support and establishment. The researcher compared the websites' effective applications and content quality.

### British council

(<http://learnenglish.britishcouncil.org>)

This site offers free lessons in English to all non-native speakers. It provides service for anyone interested in distance learning and English language learners at all stages in the world. In it, the lessons are divided into various sections and weights, with numerous exercises for engaging students in

reading, writing, and listening activities. It also includes lessons on the new English reading content, divided into four sections with four parts in each. Every part is concluded with a general review to recall the words and sentences that appeared in previous lessons. The lessons are presented in three stages, i.e., reading, analysis, and installation. Learning is flexible as learners can move between classes as per their preferences and wishes.

### University of Cambridge

University of Cambridge project, is a non-benefit program, that offers various assessment programs where in-depth exams are held, aimed at providing an enjoyable, effective, and rewarding English learning experience to non- native speakers. It offers beginner to advanced learning programs at all levels, such as schools, general and higher education, and business (Richards, 2011). It includes lessons for teaching English alphabets, reading basics, more than a hundred general courses, articles, and different groups with a common vocabulary. Also, it offers English language self-learning using free English courses. It possesses high technical capabilities, content, exercises, audio component, direct contact with teachers via Skype, voice translation into English and adding new educational videos per week. Voice services are the most important features of the site via Apple, and the allocation of a forum on the site for discussion and asking questions which are answered by specialists in language education.

All the institute's courses and programs have been translated into more than forty languages to prepare students for pursuing their studies at different academic levels. The English language learning program is divided into four levels with several other units. Every unit has several downloadable instructional exercises, as follows:

- First: Five units (literary texts, lessons, writing instruction, reading lessons, lessons in an expression).
- Second: Preparatory level, which consists of nine modules (literary texts, exercises, dictation, reading lessons, lessons in expression, legal texts, spoken words, stories, audio training classes).
- First intermediate level: Ten units (literary texts, lessons of exercises, dictation, reading lessons, lessons in expression, history of Europe, legal texts, sayings, stories, a biography of leaders, and scientists).
- Second intermediate level: Nine units (literary texts, training courses, literary texts, reading

lessons, lessons in expression, spoken words, English poetry, history of England, a biography of leaders, and scholars).

The site provides some other services, where users can access the dictionary of the Institute and the Dictionary of Images and Dictionary Ocean. It also enables downloading a program of literary texts with translation, indicating the reliance on the development of construction.

### AMIDEAST

English Language Program (AMIDEAST) (America-Mideast Educational and Training Services) is a leading international organization involved in international education, training, and development activities established in, 2009. AMIDEAST programs and services improve individuals' quality of life by providing improved education opportunities, strengthening local institutions, and developing their language and professional skills for raising economic level. It offers online training through using the "American Headway" book from the University of Oxford. It also offers the possibility of training on international tests (TOEFL test conducted on the Internet and other standardized tests).

### Study Procedure

English language e-learning program from the British Council answers the questions of the CEFR education, considering it as one of the English language learners:

- British council site  
<https://learnenglish.britishcouncil.org>
- How can I get started using Learned English?
- How can I improve my speaking?
- How can I improve my vocabulary?
- How can I improve my writing?
- Where can I look up grammar information?
- How can I find material on a given topic or area?
- What are the comment sections for?

The three case studies had to fulfil eight criteria (English, vocabulary, dialogue, written exercise, and review, the voice recording, communication). Also, these must complete researchers' 3 variable criteria (cognitive reference, applied knowledge, and building communication).

### Comparative Approach

The comparative approach was applied to the three case studies and was compared with the CEFR standard and researchers' 3 variable criteria as follows:

### First: The Common European Framework of Reference for Languages (CEFR)

English as a foreign language: The Common European Framework of Reference for Languages (CEFR): Learning, Teaching, Assessment is a guideline used to describe achievements of learners of foreign languages across Europe, increasingly, in other countries (for example, Colombia and the Philippines). Council of Europe draft it as the main part of "Language Learning for European Citizenship" between 1989 and 1996. It provides a method of learning, teaching, and assessing, which applies to all languages in Europe. CEFR is divided into four sections; beginner, primary, and intermediate and above average (C2, C1, B2, B1, A2, and A1). The lessons are divided into modules that include listening, speaking comprehension, and reading skills. Each module includes vocabulary, dialogue, written exercise, review, voice recording, and communication.

The CEFR requires that the site provide some lessons and tests to determine the level at the British Council site free of charge. The learners can continue by selecting appropriate offers and paying the corresponding amount. There are also sites such as AMIDEAST that offer special courses in tourism (travel and travel basics), connect with native speakers of the user's language, watch videos in English, use mobile applications offline, train business, learn crafts and help raise the standard of living.

### Second: Researcher's 3 Variable Criteria

To increase the ability of websites to participate in teaching English to other speakers with the comparative approach, the researcher developed three criteria; knowledge reference, applied knowledge, and communication construction. This was developed based on the loopholes observed across the websites. Although, there are a good number of websites that are interested in teaching English and despite individual and institutional attempts to provide English-language services that link education with the technology medium. The need for a theoretical and scientific basis on which the educational program is based remains necessary and urgent. Through the scientific content of websites, and many others, the researcher, discovered the absence of reference knowledge when building these sites, as they are not based on scientific theoretical thought supported. The lack of clarity of the cognitive reference of the scientific content in many English language websites has led to several detrimental effects, some of which are presented in Figure 1.



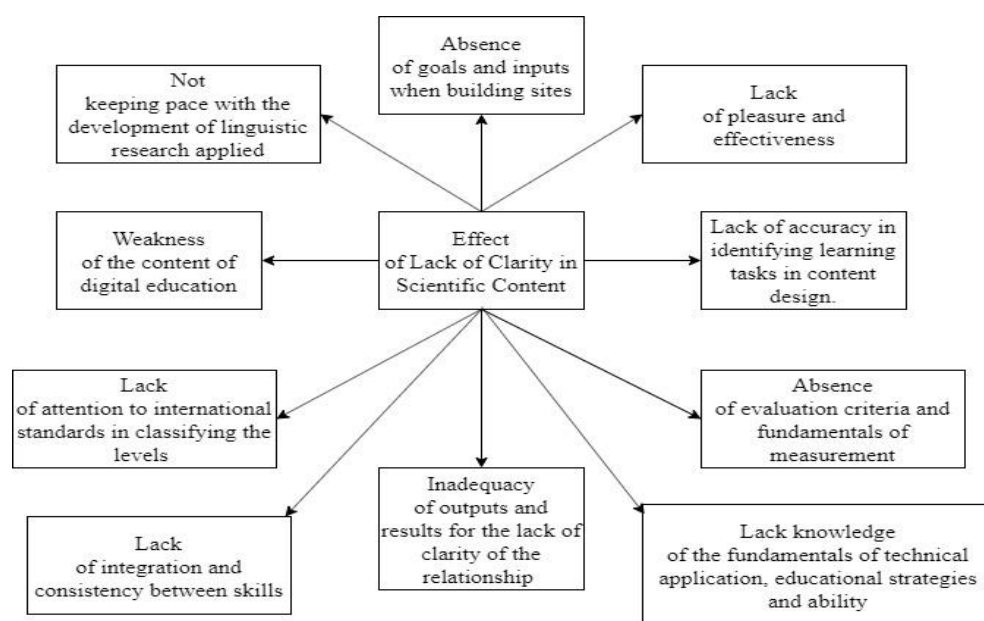


Figure 1. Effect of Lack of Clarity in Scientific Content

## Results

The websites were analysed based on the grid presented in table (2). The proficiency level and the

questions are sought based on the website's determined distribution. Four user levels with additional subdivisions are presented.

Table 2. Common Reference levels: Global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on familiar topics or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Resource: <https://www.eui.eu>

Table 3. Researcher's 3 Variable Criteria

Criteria		Description
Knowledge Reference	D2	Can help provide the necessary information for interpretation as well as understanding of the language.
Applied Knowledge.	D2	Can help enable application of English language across different spheres comprising professional communication, discourse analysis, language acquisition and more.
Communication Construction	D1	Can help influence the way one constructs his communication with great precision.

Source: Author

Table 4 presents the comparative analysis of the website under the CEFR framework and researcher determined criteria. All three websites were verified for learning English as foreign languages, dialogue, voice recording, and communication. Based on the analysis, it is found that vocabulary was verified for the British council website and not for the University of Cambridge website or AMIDEAST website. While written English was not verified for the British council website but verified

for the University of Cambridge website or AMIDEAST website. Lastly, the Review was found to be missing in all three websites.

Concerning the researcher standards, all three websites were verified for meeting the cognitive reference criteria, while they lacked in communicative construction. Among the three, only the AMIDEAST website was not verified for applied knowledge.

Table 4. Comparison between websites under CEFR

Standard	British Council website	University of Cambridge website	AMIDEAST website
CEFR Standard			
English as foreign languages	✓	✓	✓
Vocabulary	✓	□	□
Dialogue	✓	✓	✓
Written Exercise	□	✓	✓
Review	□	□	□
The voice recording	✓	✓	✓
Communication	✓	✓	✓
Researcher Standard			
Cognitive Reference.	✓	✓	✓
Applied knowledge.	✓	✓	□
communicative construction	□	□	□

CEFR: The Common European Framework of Reference for Languages

✓: Verified

□: Unverified

### Discussion

The comparative analysis of the results shows that the three websites though effective in meeting the language need substantially vary.

### Notes to the English language learning sites

The websites for teaching English to non-native speakers, which are referred to by the institution, differ from those of a government agency, including private institutions, such as individuals. General observations that can be applied include provisioning of a clear methodology for presenting the scientific material in its different parts, strength of gravity in the website design, and insufficient

scientific content to the needs of learners due to his or her lack of some advanced levels. These websites must improve their working by eliminating reliance on non-native sources in audio applications (pronunciation of characters, videos.), on-updating of scientific content continuously, non-observance of the principle of interaction between the components of the educational process. Such as the focus of some sites to provide the scientific material without attention to the extent of interaction of learners with the content provided. It must also ensure consistency between the lessons and the proportion between the units in quantity and quality. These must also cater to the poor

evaluation of criteria and lack of motivation to continue (e.g., certification of success or passing) as well as attention to feedback.

### **Factors of increased communication in the educational process**

Communication is the salient feature of the present era, where its patterns are varied; its methods have developed and its various media with applications according to international standards. In this context, information technology and information systems are becoming more sophisticated for communication and active transport of information, knowledge in a variety of ways, in addition to speed, synchronization, voice, images, and colours. Also, it offers flexibility in the form of multiple choices to communicate with educational systems in websites, and with the content of digital education. This has been emphasized by various other researches that evaluated the different contents (Al-Qallaf & Al-Mutairi, 2016; Robin, 2016). It is because the e-learning of English should be established in the context of the integration of scientific theories with the technology of their application. It is recognized that the teaching of the English language electronically aims to develop language skills listening, speaking, reading, and writing communicatively, based on a scientific methodology that combines the latest developments in linguistic research and technological development (Alberta, 2013). This includes utilizing the developments of e-learning systems according to standards that guarantee the quality of presentation and flexibility of use. It also requires organizing the educational content to respond to the levels of learners and their expectations based on the recent scientific trends of the lesson. Also, these must consider the principles of gradual learning and cumulative construction in each skill and each level by adopting the consistency and attractiveness of educational content, and strategies of interaction.

The comparative analysis requires providing clear and useful assessment methods that reflect the learning performance of learners to highlight their level of study and accurately measure the progress of their performance in each skill. Along with achieving international standards, developers of e-learning systems are interested in diversifying ways of viewing and receiving multi-format information which is not limited to traditional presentation of information, but also combined techniques and devices within educational systems that included still images and mobile images. The

presentation of data accompanied by audio techniques and colours in addition to the texts are prepared in multiple forms. This is done through information systems employed in the field of language teaching to process information according to the requirements and needs of the user, following the latest principles and principles of applied language. These media are integrated into educational applications to achieve international standards by providing them with collaborative work, allowing exchange of information, responsiveness, and reactions. Communicative action requires mixing different stimuli of sound, image, movement, text, and colour in an integrative manner, which deepens the concept of interaction and expands the selection, as well as flexibility. Looking at the websites that teach English to non-native speakers, international standards need to be strengthened by considering the following different aspects. These aspects include quality of design, element of gravity, consistency in the content display, diversification of activities and training, application of comprehensiveness skills, flexibility in browsing as well as responding to reactions.

As the competence level of learners vary; therefore, they learn differently in different ways (Hartnett, 2015). This requires taking care of changing cognitive forms, and their learning strategies, the adoption of these elements enables better application of the cognitive dimension that responds to the close relationship between what is theoretical and what is applied; This research indicates the modern linguistic aspects and emphasizes the achievement of learners' language needs and aims to employ the requirements of technological knowledge systems and make educational content more attractive.

The investment is the e-learning system, and its means can help improve the teaching of the English language, facilitating achievement of the aimed objectives. The findings highlight that a systematic approach is required for developing organizational strategy, the foundations, and pillars of scientific direction. This can be done through the establishment of educational programs and curricula based on international standards that motivate the learners to speak and communicate in English and engage in direct communication. Another suggestion includes development of the language skill courses for learners to encourage them towards effective and quality learning as compared to other languages. It also suggests promoting different linguistic and cultural activities that would help strengthen the learners' interest in language learning and their use in the social and



cultural context. By considering the three basic research principles (i.e., cognitive reference, applied knowledge, communicative construction), the English language teaching can also be assessed using different websites. This would assist in improving and modernizing its basics and applications in a way that responds to the communicative direction of communication, which gives importance to the learner and its use in the learning process.

### Conclusions

This study assessed three case studies in the CEFR standard and the criteria set by the researcher. The findings show that three websites accomplish the first criterion for English, while the criterion for vocabulary is not achieved at the University of Cambridge and AMIDEAST website; however, verified in the case study of British council. Also, the standard of discourse is accomplished, and the composition exercise is absent in British council site. The review standard was not fully achieved in any of the three cases. The communication standard was additionally examined in the three cases under study. Concerning the standard set by the researcher, websites have accomplished both the standards cognitive reference, applied information at last, as standard communicative construction has not been achieved. The websites for teaching English to non-native speakers finds good efforts in the field of teaching English to non-native speakers. Thw study sums up that the deep understanding of the theoretical foundations of the applied languages depends on the standards, specifications of e-learning technology which should be noticed and practiced in the classroom.

The study also has certain limitations. Such as the findings of the study are limited due to spatial boundaries i.e. the only websites of British council, University of Cambridge, and AMIDEAST were studied. Another limitation is of time as the data was collected from March, 2018 to June, 2018, though the site is updated quarterly, according to the website of the British Ministry of Higher Education.

### References

- [1] Ahmad Afip, L., Hamid, M. O., & Renshaw, P. (2019). Common European framework of reference for languages (CEFR): insights into global policy borrowing in Malaysian higher education. *Globalisation, Societies and Education*, 17(3), 378-393.
- [2] Alberta Education. (2013). Learning and technology policy framework, 2013. *Edmonton, AB, Canada: Alberta Education*. Retrieved from <https://education.alberta.ca/media/1045/ltpf-quick-guide-web.pdf>
- [3] Alliance for Excellent Education. (2012). The digital learning imperative: How technology and teaching meet today's education challenges. Retrieved from <http://all4ed.org/wp->
- [4] Al-Qallaf, C. L., & Al-Mutairi, A. S. (2016). Digital literacy and digital content supports learning. *The Electronic Library*. <https://doi.org/10.1108/el-05-2015-0076>
- [5] Argueta, R., Huff, J., Tingen, J., & Corn, J. O. (2011). Laptop initiatives: Summary of research across seven states. *Friday Institute White Paper Series*, 4, 4-19.
- [6] Bae, J. S. (2007). Hiring of Foreign Teachers to Be Centralized. *The Korean Times*.
- [7] Cavanaugh, C., Dawson, K., & Ritzhaupt, A. (2011). An evaluation of the conditions, processes, and consequences of laptop computing in K-12 classrooms. *Journal of Educational Computing Research*, 45(3), 359-378. <https://doi.org/10.2190/ec.45.3.f>
- [8] Cheung, H. Y. (2006). The measurement of teacher efficacy: Hong Kong primary in-service teachers. *Journal of Education for Teaching*, 32(4), 435-451. <https://doi.org/10.1080/02607470600982134>
- [9] Clifford, M., & Ross, S. (2011). Designing principal evaluation systems: Research to guide decision-making. *American Institutes for Research*, 1-12.
- [10] Clifford, M., Fettes, J., & Yoder, N. (2014). The five essential practices of school leadership. *Washington, DC: American Institutes for Research*.
- [11] Clouet, R. (2017). The intercultural dimension of English as an Academic Lingua Franca (EALF) in scientific publications. *Revista de Linguas para Fines Específicos*, 23(2), 313-333.
- [12] Consortium for School Networking. (2013). Administrator's guide to mobile learning. *Washington, DC: Author*. Retrieved from <https://sites.google.com/site/cosnmlresource/s/>
- [13] Consortium for School Networking. (2014). The empowered superintendent: Professional learning module 1—Five imperatives for <https://doi.org/10.1080/14767724.2019.1578195>

- technology leadership. *Washington*. Retrieved from <http://cosn.org/sites/default/files/pdf>
- [14] Consortium for School Networking. (2015). NMC horizon report:, 2015 K–12 edition. *Washington*. Retrieved from <http://www.nmc.org/publication/nmc-horizon-report-2015-k-12-edition/>
- [15] Devrim, D. Y., & Bayyurt, Y. (2010). Students' Understandings and Preferences of the Role and Place of „Culture“ in English Language Teaching: A Focus in an EFL context. *TESOL Journal*, 2(1), 4-23.
- [16] Halim, M. S. A. A., & Hashim, H. (2019). Integrating web 2.0 technology in ESL classroom: A review on the benefits and barriers. *Journal of Counseling and Educational Technology*, 2, 1-8. <https://doi.org/10.32698/0421>
- [17] Hartnett, M. K. (2015). Influences that undermine learners' perceptions of autonomy, competence and relatedness in an online context. *Australasian Journal of Educational Technology*, 31(1). <https://doi.org/10.14742/ajet.1526>
- [18] Haberman, P., Afzaal, M., Ghaffar, A., & Alfadda, H. (2020). Various Roles in the Development of EFL Learners' English Skills. *International Journal of Instruction*, 13(4).
- [19] Hayakawa, S., Bartolotti, J., van den Berg, A., & Marian, V. (2020). Language Difficulty and Prior Learning Influence Foreign Vocabulary Acquisition. *Languages*, 5(1), 2. <https://doi.org/10.3390/languages5010002>
- [20] Jethro, O. O., Grace, A. M., & Thomas, A. K. (2012). E-learning and its effects on teaching and learning in a global age. *International Journal of Academic Research in Business and Social Sciences*, 2(1), 203.
- [21] Lin, C. H., & Warschauer, M. (2015). Online foreign language education: What are the proficiency outcomes?. *The Modern Language Journal*, 99(2), 394-397. [https://doi.org/10.1111/modl.12234\\_1](https://doi.org/10.1111/modl.12234_1)
- [22] Male, T., Burden, K., Martin, S., Hopkins, P., & Trala, C. (2012). iPad Scotland evaluation.
- [23] Maum, R. (2012). Nonnative-English-Speaking. Center for Applied Linguistics. Retrieved from <http://www.cal.org>
- [24] Menken, K., Hudson, T., & Leung, C. (2014). Symposium: Language assessment in standards-based education reform. *Tesol Quarterly*, 48(3), 586-614. <https://doi.org/10.1002/tesq.180>
- [25] Nam, H. H. (2010). *The pedagogy and its effectiveness among native and non-native English speaking teachers in the Korean EFL context*. State University of New York at Buffalo.
- [26] Polshina, Y., & Bondareva, E. K. A. T. E. R. I. N. A. (2019). INTERGRATION OF LANGUAGE TESTING AND ASSESSMENT TERMS FROM ENGLISH INTO RUSSIAN. *Focus on Language Education and Research*, 1(1), 9-15.
- [27] Read, J. (2019). The influence of the Common European Framework of Reference (CEFR) in the Asia-Pacific region. *LEARN Journal: Language Education and Acquisition Research Network*, 12(1), 12-18.
- [28] Richards, G. (2011). Performance and Competence in Teaching Language.
- [29] Robin, B. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*, (30), 17-29.
- [30] Saleem, M., Ali, M., & Ab Rashid, R. (2018). Saudi students' perceived self-efficacy and its relationship to their achievement in English language proficiency. *Arab World English Journal (AWEJ) Volume*, 9. <https://dx.doi.org/10.24093/awej/vol9no2>.
- [31] Sheridan, R., Tanaka, K. M., & Hogg, N. (2019). Foreign Language, Local Culture: How Familiar Contexts Impact Learning and Engagement. *TESL-EJ*, 23(1), n1.
- [32] Simonova, I. (2019). Blended approach to learning and practising English grammar with technical and foreign language university students: comparative study. *Journal of Computing in Higher Education*, 31(2), 249-272. <https://doi.org/10.1007/s12528-019-09219-w>
- [33] Simonson, M., Zvacek, S. M., & Smaldino, S. (2019). *Teaching and Learning at a Distance: Foundations of Distance Education 7th Edition*. IAP.
- [34] Steiner-Khamsi, G. (2016). New directions in policy borrowing research. *Asia Pacific Education Review*, 17(3), 381-390. <https://doi.org/10.1007/s12564-016-9442-9>
- [35] Tan, P. J. B. (2019). An empirical study of how the learning attitudes of college students toward English e-tutoring websites affect site sustainability. *Sustainability*, 11(6), 1748. <https://doi.org/10.3390/su11061748>
- [36] Thien, L. M. (2016). Malaysian students' performance in mathematics literacy in PISA from gender and socioeconomic status perspectives. *The Asia-Pacific Education*

- Researcher, 25(4), 657-666.  
<https://doi.org/10.1007/s40299-016-0295-0>
- [37] Vymetalkova, D., & Milkova, E. (2019). Experimental Verification of Effectiveness of English Language Teaching Using MyEnglishLab. *Sustainability*, 11(5), 1357.  
<https://doi.org/10.3390/su11051357>
- [38] Younas, M., Afzaal, M., Noor, U., Khalid, S., & Naqvi, S. (2020). Code Switching in ESL Teaching at University Level in Pakistan. *English Language Teaching*, 13(8), 63-73.  
<https://doi.org/10.5539/elt.v13n8p63>
- [39] WALKER, E. A. (2001). Roles of native-speaker English teachers (NETs) in Hong Kong secondary schools. *Asia Pacific Journal of Language in Education*, 4(2), 51-77.
- [40] Wong, C. Y. (2006). Are native speakers "good" language instructors? A case study of untrained ESL tutors. *ARECLS*, 6, 122-140.
- [41] Wu, K. H., & Ke, C. (2009). Haunting Native Speakerism? Students' Perceptions toward Native Speaking English Teachers in Taiwan. *English Language Teaching*, 2(3), 44-52. <https://doi.org/10.5539/elt.v2n3p44>

### Acknowledgment

Research supporting Project number (RSP-2020/251), King Saud University, Riyadh, Saudi Arabia

### Biography of Authors

#### Dr. Hind Al fadda

Is an associate professor in the field of teaching English as a second language at the department of curriculum and instruction at King Saud University – Riyadh. She earned her M.A and PhD in TESOL from Kansas State University, USA. She has several published researches in the field of CALL and several contributions in educational conferences.

#### Muhammad Afzaal

Muhammad Afzaal is a scholar in the field of ELT, discourse analysis, corpus linguistics and critical discourse analysis. His research interest includes any topic related to ELT, translation teaching, media discourses, political discourses, and corpus based critical discourse analysis. Currently, he is working as an adjunct researcher in Shanghai International Studies University, China.

Email: [muhammd.afzaal1185@gmail.com](mailto:muhammd.afzaal1185@gmail.com)

#### Dr. Najla Al fadda

Is an assistant professor in the field of translation in the department of language and translation, King Saud University. She earned her Ph.D. from Oakland University in New Zealand. She is working on several research papers on language learning and translation.