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**Designing an Educational Website for Teaching and  
Learning English in Middle Schools**

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## Declaration

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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## **Dedication**

This work is dedicated to the soul of my beloved mother, may Allah grant her a place  
in His vast paradise.

To my father and my sisters, your steady support and belief in my potential empower  
me to succeed. You are my source of joy and motivation.

To all my family, to all who love, understand and support me.

I dedicate this work to myself for the hard work, for being perseverant and strong.

To my supervisor, your continuous guidance and precious direction has been the  
driving force behind this achievement. I would not be where I am today without your  
insights and belief in me.

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With heartfelt gratitude, this dedication is for you.

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## **Abstract**

The present study aimed to investigate the major features of an educational website that sparks Algerian teachers and learners' concern to teach and learn English. Data was collected using a learner's questionnaire and a teacher's interview and it was analyzed using mixed-methods. The data revealed that Algerian teachers and learners appreciate websites that present various, comprehensive and interactive lessons to raise learners' motivation and facilitating teachers' mission. It also indicated that the design of a practical website needs specific processes; the first process is planning and research, the second is design, the third is content creation and the third is implementation and maintenance. Generally, an effective educational website for teaching and learning English requires several procedures and valuable content to provoke users' interest. This website is a prototype that embodies the idea of 1275 project which is creating an Algerian space that is considered a gateway wealth of materials and resources to teach and learn the English language.

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## List of Acronyms and Abbreviations

BBC.....	British Broadcasting Corporation
E-Learning.....	Electronic Learning
Web-Based Learning.....	Website Based Learning
WBTLA.....	Web-Based Teaching and Learning Approach
ICT.....	Information and Communication Technology
WBT.....	Web-based training

## GENERAL INTRODUCTION

In a world immersed with expeditious advancements, E-Learning has evolved enormously over the last years and has attained its status as an enriching tool in the global learning and training due to its ripple effects on numerous fields as education. In 21st century, the incorporation of E-Learning which encompasses various types including websites is an exigency to reinforce positive educational objectives as well as learning of English that is the principal language of new interconnected world. Although, English language is a universal force that defeats all geographical borders, strengthens international relationships and boosts academic and professional development, it is worth noting that its learning as a foreign language in many developing countries stills contentious and unexciting since it is a foreign language. Thus, Algerian government sustains efforts to place English on a more correct growth trajectory and to stimulate the new generation to learn it. So, it is necessary to integrate website as an efficient E-Learning tool with prominent characteristics that enable eliciting learners' interest to learn English language. Moreover, useful website can facilitate the teachers' mission to teach English.

The current study is directed by the following research questions :

- (1)What are the key steps and features in developing an effective educational website?
- (2) How can the usability of an educational website be improved?
- (3) What are challenges and barriers teachers and learners face when using a website ?

These research question have propelled the researcher to pinpoint the following hypotheses :

- (1)Using educational websites may promote learners' motivation and engagement as well as the development of literacy skills and independent learning to improve learners' outcomes.
- (2)Teachers find that the use of educational website is useful, up-to-date, less-time and effort consuming and interesting for the new tech-generation.

(3)This website is simple, easy to navigate and has a fast search engine.

In addition to a general introduction and conclusion, the research is divided into two distinct chapters. The first chapter puts forth a theoretical groundwork for our research and it is entitled “E-learning And Web-based Learning”. It tackles the importance of E-Learning and web-based learning,their advantages and principles as well as the purposes of using website in teaching/learning English,its design steps and the challenges.

The second chapter is entitled “Investigating The Use Of Websites”and it deals with the analyses of the collected research’s findings obtained from middle school learners’questionnaire and teachers’ interview.The aim of this chapter is to identify middle school teachers and learners’ attitudes towards the use of website as a teaching and learning tool further to the qualities of a functional website to burnish English language abilities.

The third chapter is devoted to the main procedures of website design and the prototype.

The purpose of this research is to highlight Algerian middle school teachers and learners’perspectives regarding websites besides features and expected content of website that gains the Algerian middle school teachers and learners’ attraction to enhance positive educational objectives. Wishfully,our work will close a loophole related to the use of websites in teaching/learning English in the Algerian context.

# **CHAPTER ONE**

## **E-LEARNING AND WEB-BASED LEARNING**

### 1.1 Introduction

### 1.2 E-Learning Environment

#### 1.2.1. Importance and relevance of e-learning

#### 1.2.2. Characteristics of E-Learning Environment

#### 1.2.3. Types of E-Learning Impact on Education and Training

#### 1.2.4. Design Principles for Effective e-learning Platform

### 1.3. Web-Based Learning

#### 1.3.1. Purposes of Using Websites in Teaching/Learning English

#### 1.3.2. Steps of Designing a Website

#### 1.3.3. Examples of International Websites that Help in Teaching/Learning English

#### 1.3.4. Challenges of Adopting Websites as Tools for Learning/Teaching English

#### 1.3.5. The Advantages of Using Websites in Teaching/Learning English

### 1.4. Conclusion

## **1.1.Introduction**

In an increasingly globalised world, 21<sup>st</sup> century has endorsed a rapid advancement in various fields .Education is a pivotal side of individuals that allows them to perform creatively and effectively in the society .Therefore, technology has brought significant benefits to enhance the development of a qualified teaching and learning process in order to serve the workplace demands and evolve career progress.

### **1.1 . E-Learning Environment**

Within the global evolution in technology, the emergence of e-learning is an interesting leap in the educational field to meet the different needs of learners and connect them to the new world. E-learning is the use of technological devices to learn anything at anytime and anyplace. In this vein, Stockley (2003:p53) states that “E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.”

E-learning platforms are digital platforms where courses and different materials and resources provided online for learners and teachers and give users the opportunity to communicate, collaborate and interact. Turnbull, Chugh and Luck (2020:p2) define E-learning environment as “The E-learning environment is a digital landscape where learners communicate and provide support for each other and consists of a sturdy learning management system”.

The E-learning environment consists of several components that work to provide an effective e-learning experience. Physically distant learner is the pillar of the E-learning environment since E-learning is a learner-centered process, facilitator, information resources and management system. Rovai (2007) states that digital literacy and successful time management are substantial elements in the E-learning environment. The mastery of technological tools provides both learners and teachers with the opportunity for free or low-cost access to various educational resources.

### **1.2.1. Importance and Relevance of E-learning**

In today's world, E-learning is increasingly becoming ubiquitous with the latest advancements and it is generating a special revolutionized educational journey by accessing a wide and flexible range of resources from anyplace and at anytime and this assert a potent teaching/ learning experience. E-learning is a balanced system that leverages the educational process where geographical barriers are eliminated. It offers learners who live in remote areas or at any place in the world, with different cultures and ethnic groups, various languages or ages the equal exposure to a qualified education. E-learning is a means that meets individuals' needs rather than focusing on educational institutions or teachers' requirements. (Al Rawashdeh, Mohammed, Al Arab, Alara and Al-Rawashdeh, 2021).

The importance of E-learning relies mostly on developing learners' skills as well as their level of intelligence at the same time their digital literacy. The digital literacy is highlighted as a needed skill for career, educational and social success to help individuals to thrive in a complex, interconnected and globalised society.

The use of E-learning increases learners' confidence and satisfaction and decreases stress since it is convenient for slow learners the same as fast learners by learning from the comfort of their homes at their available timing. Huang and Chiu (2015) state that E-learning is based on creating an interactive setting where learners feel excited to learn.

Relevant studies and researches have focused on the significance and relevance of E-Learning as a means for learners to take the responsibility of their own learning and no more depend on their teachers to provide them with the needed information, learners take in charge their learning progress and their time management. E-learning offers both learners and teachers a space to exchange their ideas and creative practices.

### **1.2.2. Characteristics of E-Learning Environment**

E-learning environment is the driver of knowledge. A good E-learning environment creates a positive atmosphere for learners to feel supported, completely engaged and motivated. In addition, provides a connection and a real sense of communication to achieve the desired learning outcomes. Members of an E-Learning environment have to be knowledgeable, supportive, creative and ambitious.

Reeves, Herrington and Oliver state authentic activities have to be grounded in veritable contexts instead of decontextualised ones. Furthermore, authentic tasks are needed to be accomplished in appropriate allocate time and the use of appropriate and different intellectual resources which enable learners to consider these tasks from various theoretical and practical angles. Authentic tasks offer learners the opportunity to be reflective persons who are conscious of their learning process, can analyze, criticize, interact and negotiate and this leads to a profound understanding and promotes self-confidence for a good academic achievement. A successful E-learning environment encourages users' contribution to the content to provide authentic experiences that help to solve others' problems. Additionally, the engagement and participation of users in the creation of the content create a continuous, up-to-date, creative and communicative space. (Mason & Rennie, 2007)

Chang & Gütl, 2008 focus on the most important elements on an E-learning environment which should be taken care of are the valuable and attractive learning content, process and the members of the learning community, the provided sources and different services.

**Table (1.1): The Features of E-learning Environment (Adapted from “Web-Based Teaching And Learning Approach (WBTLA) Usability In Institutions of Higher Learning In Malaysia and E - LEARNING: A 21ST Century Approach To Education.**

<b>Characterstics</b>	<b>Description</b>
- Flexible	-Learners choose the time, the place, the way and the content they learn.
-Personalized	-The learning experience is tailored to learners’ needs, their preferences and different individual learning styles.
-Collaborative	-Learners work in pairs or groups and this promotes
-Content	-The courses and materials are of a high quality, varied and interactive to attract learners’ interest to learn as lessons, videos, games, scripts...
-Course design	-A good quality of course design that fit to learners’ needs, expectations and their learning objectives as well as the appropriate structure of courses and materials.
-Assessment	Relevant assessment should be set to evaluate the effectiveness of the e-learning as tests, exams, quizzes, assignments...
-Intercultural communication	Learners are active participants who collaborate with others of different cultural aspects, exchange knowledge and ideas with them and promote a deep mutual understanding, respect and acceptance of differences.
-Financial and technical sides	-E-learning environment should take into consideration to provide e-learning content at affordable cost as well as to ensure a good internet connectivity and rapid e-learning access.
-Learner-centered	The learner is the essence of the learning process and is the active and autonomous element that engages and takes charge of his own learning and the teacher is a facilitator and guide.

A successful e-learning environment consists of all the positive elements that ensure a fruitful and productive learning experience, consistent with the challenges of 21<sup>st</sup> century in the field of education and technology that need solutions to promote an effective educational system and technological advancement. E-learning environment has to considerate the new generation's demands, aspirations and its specificities in order to attract learners' interest to use E-learning.

### **1.2.3. Types of E-Learning Impact on Education and Training**

E-learning has several and various impacts on education and training. (Kirby et al., 2007) proves that the students who use E-Learning realize their learning achievements and their positive attitudes as well as it helps to discover and raise students' abilities and special skills. It also develops the skills of teachers and reshapes their roles in the teaching/learning process. E-learning has a significant impact on both learners and teachers' motivation because it is a short term result and they will be more committed with a great and varied amount of content that fit different learning and teaching styles. Researchers have noticed that students with special needs become more confident and self-esteem, E-learning increases motivation and academic achievement as the improvement of student writing (Harris, USA). In E-learning environment, it is necessary to train students to set their learning objectives and to manage their time, to promote the spirit of creativity, innovation and encourage learners' talents. E-learning stimulates the learning process by supporting the autonomy of learners and developing their personal competencies. Since each learner has his/her own specific needs and style, there are different types of E-learning as online, blended, synchronous, asynchronous, instructor-led, self-study, computer-based, web-based or video- and audio-based (C. S. Baker, 2009).

**Table (1.2): The Types of E-learning Impact (Adapted from The Impact and Effectiveness of E-Learning on Teaching and Learning).**

<b>Type</b>	<b>Description</b>
<b>Technological skills</b>	E-Learning train learners to develop their digital literacy and ICT by using the various digital tools and technologies to ensure productivity and keep up-dated with the new advancements in the field of technology.
<b>Personal and communication impact</b>	Learners tend to develop their own personalities, identities and communication skills when taking part in discussions, exchanging ideas and being involved in E-Learning experiences.
<b>Social impact</b>	Persons who use E-Learning have more achievements than others and this creates good effects in their homes and raises the interaction between family members. E-Learning enables parents to monitor their children’s learning progress and performance, to control their assignments and practices and discuss more with them as well as have purposeful interaction with teachers and administrative staff. Shy learners can comment and participate freely with confidence on an e-learning environment.
<b>Cultural impact</b>	In e-learning environment, the cultural and social limitations are overcome since the learners have the chance to communicate and adapt with other learners from different countries in the world and who have the same interests. As well as, the collaborative work helps learners of different nationalities to solve their communication issues and the E-Learning content has to respect the inclusive cultural backgrounds.
<b>Educational impact</b>	Learners learn the subjects that attract their interest and search for the information that they only need and this motivates them to learn more. All learners have the same access to knowledge and various types of resources to realize their learning goals.
<b>Career improvement</b>	E-learning offers the users the needed courses and training to develop their skills and production in their workplaces.

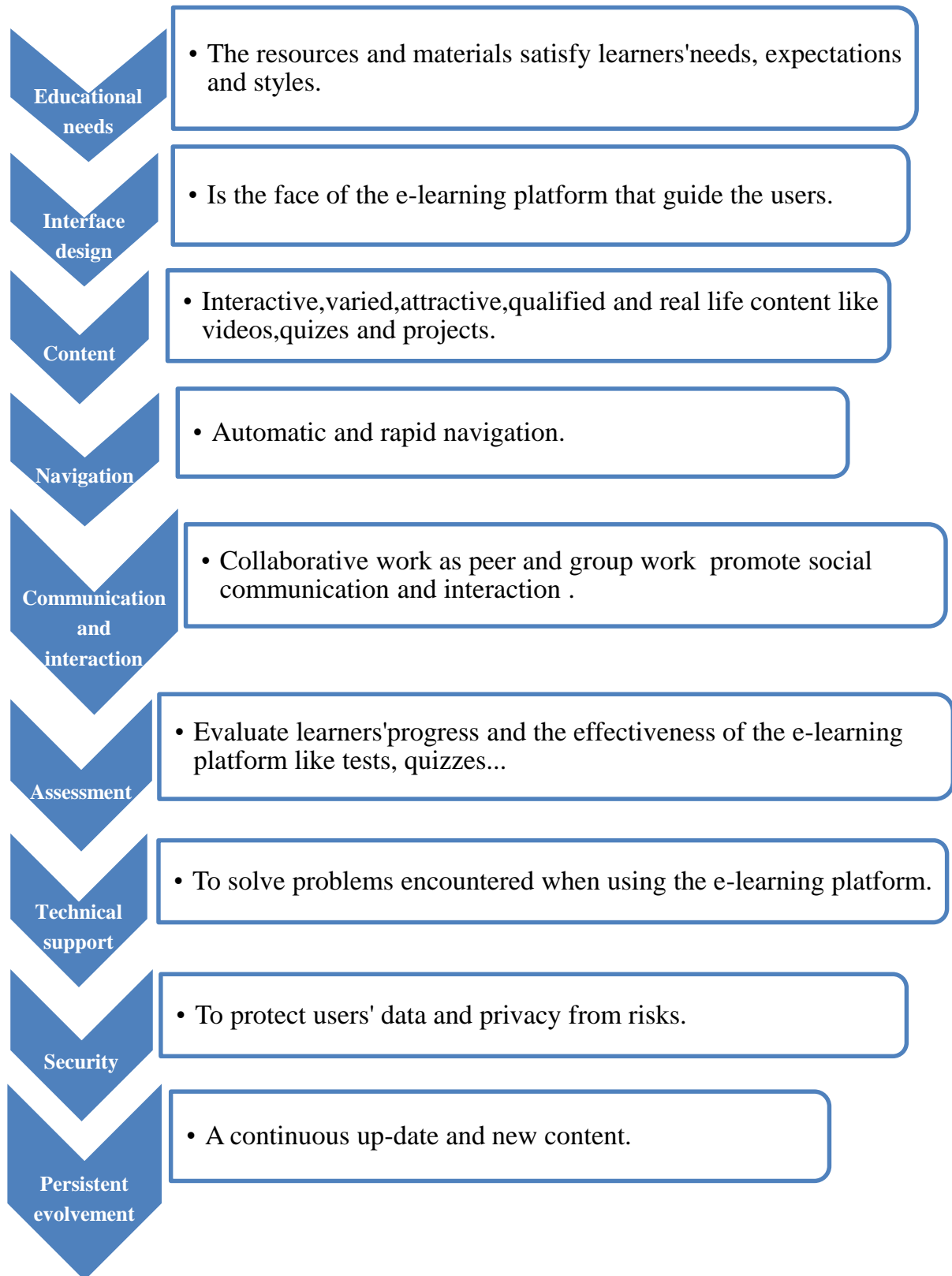
E-learning environment can open the doors to a new world for learners to build their strong personalities by being responsible of their learning, time management and the

selected tasks. E-learning endorsed its ability to change the life of many persons through communication with positive and ambitious persons from all over the world, fosters the mutual cultural respect and valuing differences, others' ideas and attitudes. E-learning enables learners to develop by themselves, increases their confidence and status within their communities as well as achieves their social and professional success.

#### **1.2.4. Design Principles for Effective E-learning Platform**

There are several substantial principles for designing an effective E-learning platform to ensure an impactful learning experience. These principles are interrelated and work together to provide successful E-learning platform. These principles focus on the necessity to determine the target users' ages to determine the right content, goals and needs in order to design the appropriate, various, attractive and sequent content with a good structure and design that stimulate their interest to use the E-learning platform. A successful E-learning platform integrates a powerful management system, a rapid access with free or low technical problems, high security and privacy. Learners tend to use platforms that provide more communication and interaction with others with renewed content, materials and resources with adequate and relevant evaluation tools. The adequate interest and attention given to design the principles of an E-learning platform ensure its widespread and attract a large number of learners who feel comfortable when using E-learning and find the desired properties that facilitate and make the learning journey enjoyable.

**Figure (1.1) :The Principles of E-Learning Platform (Adapted from Foreign-Language Learning Environment using Web 2.0 Technologies, Web Design with HTML and CSS Digital Classroom and Web-based Education: Learning From Experience).**



### **1.3. Web-Based Learning**

The rapid development in E-learning creates several types that serve learners with their different learning objectives, styles and inclinations. Websites are a type of E-learning and they are mainly based on both the transmission of information as well as the ways learners grasp these information and understand them (Jonassen,1991).Naidu (2006) states that web-based learning refers to E-learning as the type that uses technology to perceive knowledge and attain communication in the teaching/ learning process.

Today, there are different and numerous websites that provide many resources of flexible and personalized content and immense materials. Rossett (2001) defines E-learning as: “Web-based training (WBT), also known as E-learning and on-line learning, is training that resides on a server or host computer that is connected to the World Wide Web.” In order to access to a website, users need to search it on web browsers as Firefox or Chrome or by entering the URL link.

The use of website in the teaching/learning process becomes a necessity to cope with the new digital and globalised world and to fit the new generation needs, many researchers as (Hulme& Shield, 2004; Nokelainen, 2006) suggest that the design of web-based teaching learning approach has to be based on the appropriate use that satisfy learners and teachers needs and expectations.

Hadjerrout (2010) proposes three aspects to assess the usability of web-based teaching and learning resources which are pedagogical usability, technological usability and contextual usability. Pedagogical usability is the validity and efficacy of the E-learning materials that reinforces the learning and teaching practices. Technical usability is the efficacy and facility of using the software in order to achieve learners' needs and satisfaction. The contextual usability refers the relationship between the learner and enclosing elements within the E-learning environment.

Nielsen (2000) determines three elements of websites which are page design that refers to the presentation of the page and the organization of the web-materials also the rapid connection to the page, content design is the effective content that fit user's needs and demands and site design refers to the good visual elements and

navigation on the website. Websites are considered among the best types of E-learning since they provide learners with a wide range of courses and resources.

### **1.3.1. Purposes of Using Websites in Teaching/Learning English**

The previous researches have highlighted the importance of websites in teaching and learning English. They permit to use English continuously to enhance the communicative and cognitive skills to communicate effectively and solve problems related to life not like the traditional methods in which the language use is limited to classrooms or institutions. Moreover, websites provide various collections of interactive activities and tasks of vocabulary, grammar, pronunciation, reading passages, worksheets, videos, games and others which attract learners' interest to learn the language. The purpose of using websites in teaching and learning English is to enhance learners' autonomy in choosing the appropriate resources and information depending on their preferences, needs and learning styles. (Dorado, 2012)

Websites provide learners with different printed, visual and audio resources as well as interactive individual, peer and group games that satisfy every type of learners the visual one, the auditory, the kinesthetic or the tactile ones and support the teamwork, communication and engagement. (Ramírez, 2013) emphasizes that the use of technological tools in learning English develop a good perception of language as well as cooperation and mutual understanding between learners.

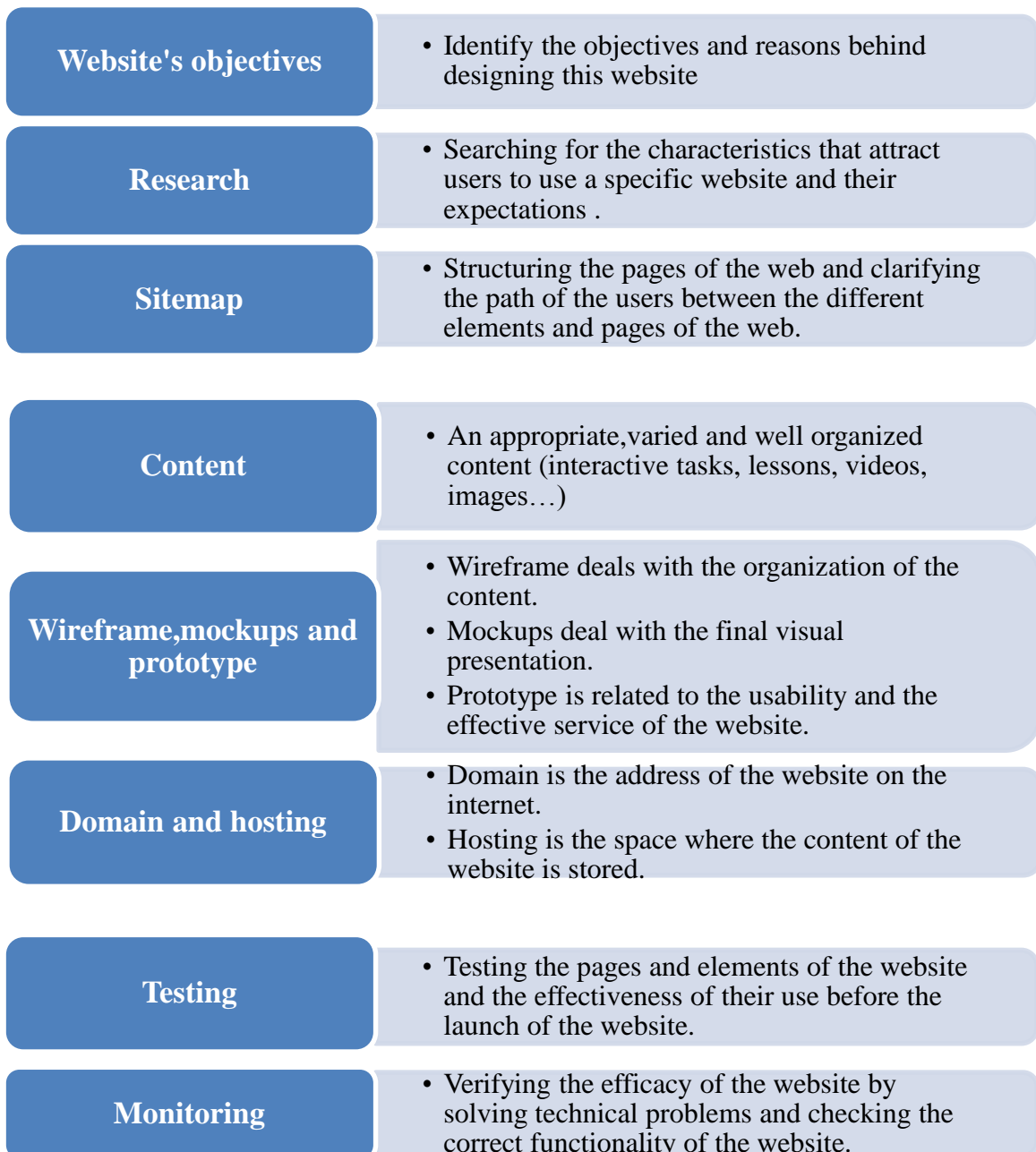
Nowadays, the need for learning English is a necessity to cope with the rapid and changing advancement of the world and attracting learners' attention and interest to learn English is a priority by using websites as a strong technological tool adapted to 21<sup>st</sup> generation. Additionally, in E-learning environment the learners are the core centre of the teaching/learning process as they take their own responsibility of their learning choosing the convenient content and material and controlling their learning development.

Websites have a great role in facilitating the teachers' mission to convey meaningful useful English that can be used for communicative purposes and to solve real-life problems. In the recent years, a big number of websites are at the disposition of learners to learn foreign languages.

### 1.3.2. Steps of Designing a Website

In order to design an effective website several steps are needed, they are put in the following figure:

**Figure (1.2) : The Design of a Website (Adapted from Web Design with HTML and CSS Digital Classroom).**



### 1.3.3. Examples of International Websites that Help in Teaching/Learning English

There are many international websites that help in teaching and learning English. These websites contain varied and interactive content and resources that satisfy teachers and learners' needs. Some of these websites are:

**-Easy World of English :** is a website that helps in learning English by developing different language skills as reading, listening, speaking and provide a variety of lessons and activities of grammar and vocabulary and pictured dictionary. (Saza, 2016) <https://easyworldofenglish.com/>

**-BBC Learning English:** aims to develop the English language skills by providing grammar, pronunciation and vocabulary lessons and it tackles many topics. The lessons fit the learners' needs through the access to various materials. (Oliveira, 2013) <https://www.bbc.co.uk/learningenglish>

**-Test Your English :** this website evaluate the level of English with different courses of grammar ,vocabulary, listening and reading as well as tests and exams to assess language knowledge. (Assessment, 2015) <https://www.cambridgeenglish.org/test-your-english/>

**-Learn English:** it is offered by the British Council and it provides a wide range of resources and tests to learn English individually. The site contains audio and visual materials and it addresses different learners' levels in various topics as British culture and business English. (Pagina Web: Una herramienta virtual para la enseñanza - aprendizaje). <https://www.britishcouncil.dz/en/english>

**-Duolingo:** provides courses in several languages with engaging and interactive content to develop language competences. It contains various listening, speaking and translation exercises. It also promotes collaborative works and rewards. (Nushi and Eqbali, 2017) <https://fr.duolingo.com/>

#### **1.3.4. Challenges of Adopting Websites as Tools for Learning/ Teaching English**

Although the incorporation of technology in the educational field precisely in teaching/learning of English has resulted effective and qualified outcomes however some teachers are unaware of its vital role and remain striving problems related to the use of technology in their teaching journey(Dudeney & Hockly, 2016). Most of teachers regard the use of websites as a hard work rather than an effective tool that can save time and efforts. Among the other obstacles, the inadequate teacher training and digital skills, time, the lack of technical support and internet bandwidth (Mollaei & Riasati, 2013).

Another reason which discourage teachers from the use of technology in general is the insufficient infrastructure and networks.(Lie et al, 2020).Teachers' crucial resistance to develop and change due to their dubious confidence and competence and learners' poor digital skills in their learning path.(Hu & AlSaqqaf, 2021; Ifinedo, Rikala, & Hämäläinen, 2020; Lucas, 2020).

Both teachers and learners need to overcome their fear from using websites in the teaching/learning process to keep up with the rapid development of the world in all fields mainly in the educational one. Moreover, teachers and learners have to train how to use technological tools in order to save time, efforts and money. Embracing the use of digital tools is an indispensable necessity to develop the required skills in a tech-driven world.

#### **1.3.5. The Advantages of Using Websites in Teaching/Learning English:**

The use of websites has a dominant role in different fields and precisely in teaching/learning English. Thus, teachers have to relate their teaching of English with the use of modern technological tools as websites to foster their learners' language competence and accuracy, critical thinking and their communicative skills to solve real-life problems. The use of websites in teaching/learning English gives both teachers and learners the chance to practice English more and continuously not as the

case of classrooms where English is no more used outside the walls of the class. Thus, this develops language accuracy in a short time.

In order to keep the English language teaching and learning development with the highly and fast improving globalized world, (Paucar, 2010) stresses that teachers' readiness and fundamental training to teach English as a foreign language is not enough but it needs the effective use of the internet by the learners to improve the language skills and the steady practice of the program of the foreign language.

The use of websites gives teachers the opportunity to reduce their struggles with teaching an over-stuffed curriculum in a limited time.

(Ghanizadeh et al., 2015) asserts that technological tools help language teachers in contributing to adequate outcomes at the same time enhancing language skills and according to (Golonka et al., 2012) it raises learners' motivation and attracts their interest. The use of website enables teachers and learners to communicate with many native and non-native speakers of English which permit them to promote their social, communication, cognitive and intercultural skills.

The use of websites in teaching/learning English increases language acquisition, motivation, collaboration and creativity, it also save much time to develop various skills and providing authentic and real use of the language in context. Additionally, websites consolidate the continuous teaching and learning of English.

#### **1.4. Conclusion:**

E-learning reaches a strong leap in the recent years as an effective means to achieve the desired educational outcomes in a fully globalised world since learners who use E-learning perform well and develop their different skills and competences by experiencing numerous opportunities which prepare them for a digital work place. E-learning enables learners to foster their creativity, cognitive, communication,

collaboration, cultural and digital literacy skills which are the requirements to thrive in the fast evolving 21<sup>st</sup> century and correspond the new generation characteristics and demands.

# **CHAPTER TWO**

## **INVESTIGATING THE USE OF WEBSITES**

2.1. Introduction

2.2. Methodology and Context Analysis

2.3. Sample Design Consideration.

2.3.1. Learner's Profile.

2.3.2. Teacher's Profile.

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## **2.1.Introduction**

The present chapter is devoted to the practical side of this work, presenting the collection and analyses of data gathered from a research that intends to examine the attitudes of Algerian Middle School teachers and learners towards the use of websites in teaching/learning English and their needs. The collected data was both quantitatively and qualitatively using students' questionnaires and teachers' interviews as instruments. It proceeds with an analysis of the case study followed by a detailed examination of the questionnaire and interview. The research emphasizes the teachers and learners' use of websites as well as the features that attract them to use websites for teaching and learning English.

## **2.2. Methodology and Context Analysis**

In the current study, a descriptive quantitative approach is followed for data collection. The descriptive method is used to explain a naturally-occurring phenomenon which is the use of websites in the Algerian context. The quantitative approach is more appropriate to this investigation. Therefore, to answer the research questions the descriptive qualitative technique would be the right choice.

The present study is conducted at Cheriguene Mustapha Middle School, located in the village of Tient in Tlemcen. The school has 321 pupils enrolled of four levels and 20 teachers of different subjects.

## **2.3. Sample Design Consideration**

This research aims to investigate the impactful role of educational websites to increase middle school learners' motivation and engagement and promote the development of their skills to improve their learning outcomes. It also investigates the practicality of websites for teachers with various and up-to-date resources to teach English effectively saving their time and efforts. The target population is middle school learners and teachers. The participants of this study are thirty learners enrolled in the academic year 2023/2024 and five teachers.

### **2.3.1. Learners' Profile**

The participants are middle school learners from different levels. The sample size is 30 male and female participants. The participants are between 10-15 years old, they have different competences in English language, some of them are first year learners of English, others are second year while some of the participants have been learning English for three years and others for four years.

### **2.3.2. Teachers' Profile**

As a source of data, our research involved five middle school teachers with a teaching experience ranging from 8 to 18 years. The teachers are between 37-50 years old with a female majority. The teachers have bachelor and master degrees in English and they are teaching different levels.

## **2.4. Research Tools**

In our study, a questionnaire for learners and an interview for teachers were used as research tools to gather data about attitudes towards the use of websites in the teaching and learning English focusing on their various and significant needs that these websites can fulfill to facilitate their educational journey by providing interesting services and developing their skills. Moreover, by using these research tools, the researcher seeks to find the characteristics of an effective website that attract teachers and learners' concern.

### **2.4.1. Learners' Questionnaire**

In this study, a questionnaire is used to collect data and it is divided into three sections with a total of eleven questions which are arranged from general to specific. (See Appendix "A"). The objectives of the questionnaire are put in the following table:

**Table 2.1. The Objectives of Learners' Questionnaire**

Question	Objective
The questions about learners' gender and age.	Categorizing the gender and age group to determine the educational content that suits various and inclusive learners.
Do you like learning English?	Determining learner's attitudes towards learning English.
Which one do you prefer classroom learning setting or e-learning platforms?	Gathering insights on learner's preferences concerning learning environments.
Do you use websites or any e-learning platform to learn English? Do you think that websites can keep you interested in learning English better than traditional classroom setting?	Setting learner's perspective towards the use of E-learning and the extent usage, importance and popularity of e-learning to learn the language.
Can websites help you to improve your level and increase your motivation to learn English?	Getting information about learner's perception of the effect and role of websites in improving their skills.
Which features that attract you to use a website for learning English? Which type of content do you prefer on an English Website?	Analyzing learner's preferences and the characteristics that encourage learner to use websites as well as the type of content that user appreciates.
What are the reasons that impede you from using websites in your learning of English?	Identifying challenges and problems that face learner's when using websites in their learning of English.
Is there anything you would like to see improved or added to English educational websites?	Gathering learner's valuable suggestions and preferences and involving them in the improvement of websites.

These questions will enable the researcher to understand and determine the features of an effective website that engage and motivate learners in the experience of using websites to learn English, the challenges that prevent them from using these websites.

### 2.4.2. Teachers' Interview

For the current study, an interview is used to collect data from its perspectives. It is divided into three sections with a total of twelve questions which are arranged from general to specific. The objectives of teachers interview are put in the following table :

**Table 2.3. The Objectives of Teachers' Interview**

Question	Objective
The questions about teacher' gender and age.	Identifying the gender and age group of the teacher.
How many years have you been teaching?	Determining teacher's professional experience in teaching English.
Have you already use websites in your teaching of English?	Recognizing teacher's use of websites in teaching English.
Do you consider websites as effective tools to teach English? Do you see that websites enhance learners' motivation and decrease teachers' efforts? In your teaching mission, why do you use websites?	Determining teacher's attitudes and opinions towards the use of websites in teaching the language as well as the reasons that enhance teacher to adopt websites as a teaching tool.
What features do you look for in a website? What are the considerations that you take into account if you choose websites for teaching English language? According to you as a teacher, what do you prioritize in an effective website for teaching English successfully?	Analyzing teacher's preferences and the characteristics that encourage him/her to use websites in delivering successful English lessons.
What are the reasons that impede you from using websites in your teaching of English?	Identifying challenges and problems that prevent teacher from using websites in teaching English.
What are your recommendations for improving the use of websites as a teaching tool for English?	Gathering teacher's valuable recommendations and preferences and involving him/her in the improvement of websites.

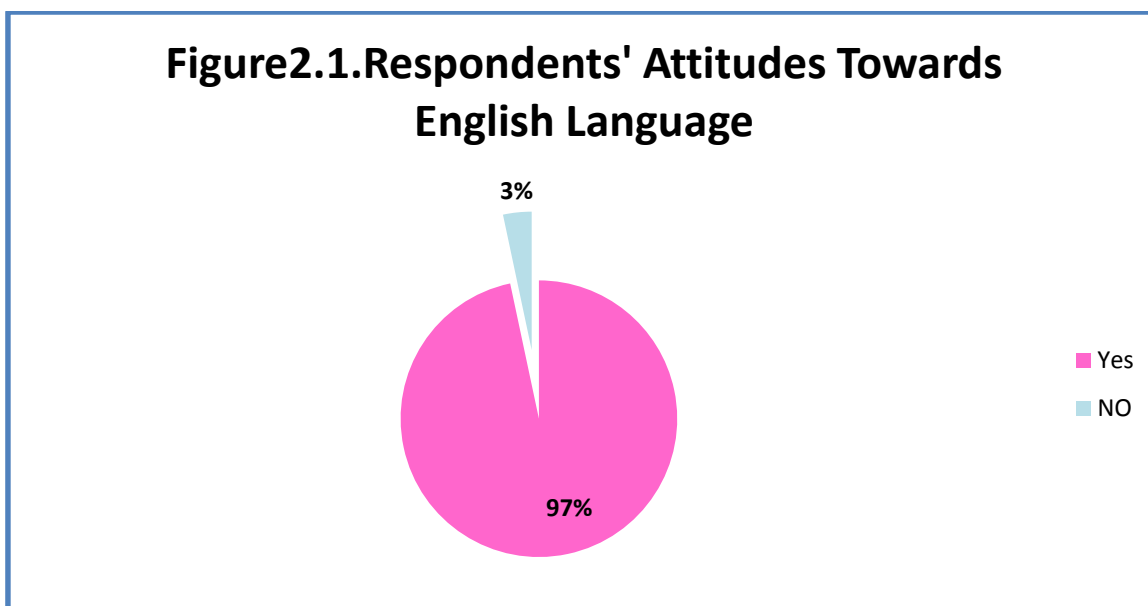
Thus, the listed interview questions investigate teachers' points of view and lineaments of a useful and valid English website.

## 2.5. Data Analysis

The data have been obtained from learners' questionnaire and teachers' interview will be analyzed quantitatively which is based on statistical techniques, numerical data and charts and qualitatively through data interpretation of non-numerical data.

### 2.5.1. Learners' Questionnaire Analysis

The 3<sup>rd</sup> question gauged participants' attitudes towards learning English language. 97% of participants answered by "Yes, they like learning English" and only 3% who said "No" and this indicates that English is an intriguing and dominant language.

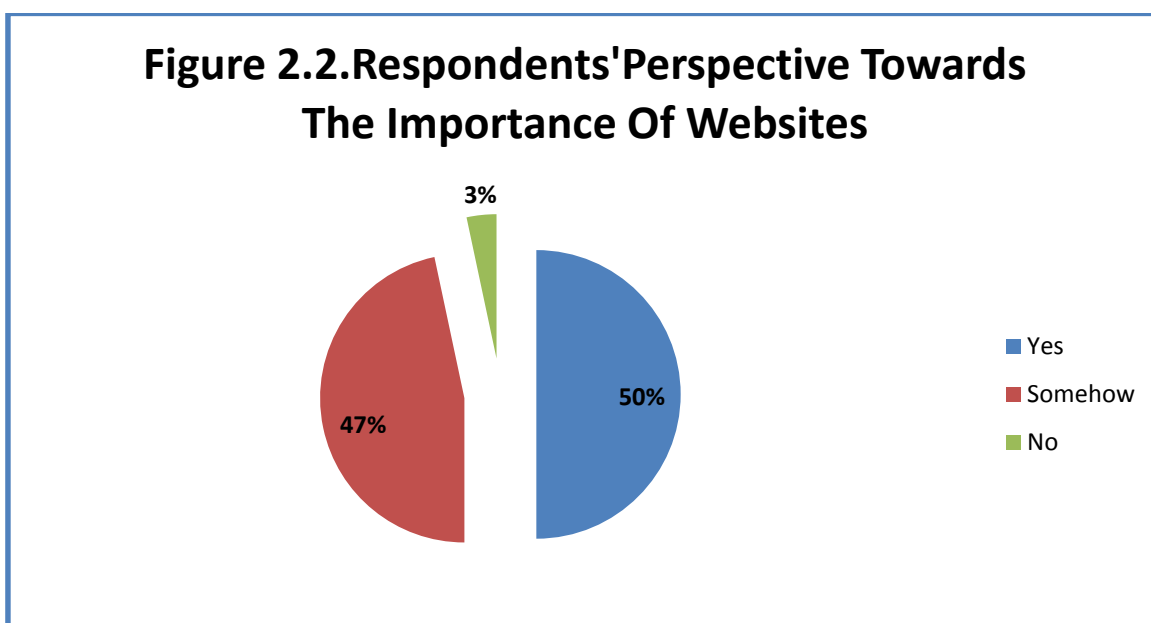


In the 4<sup>th</sup> question, the respondents were asked to express their preferences towards the learning environment that they prefer. They have the options of "classroom learning setting" and "E-learning platforms". It is noticed that 70% prioritizes classroom setting while 30% embrace the use of E-learning platforms and this due to their conviction that classrooms are much better to achieve their learning goals than E-learning platforms.

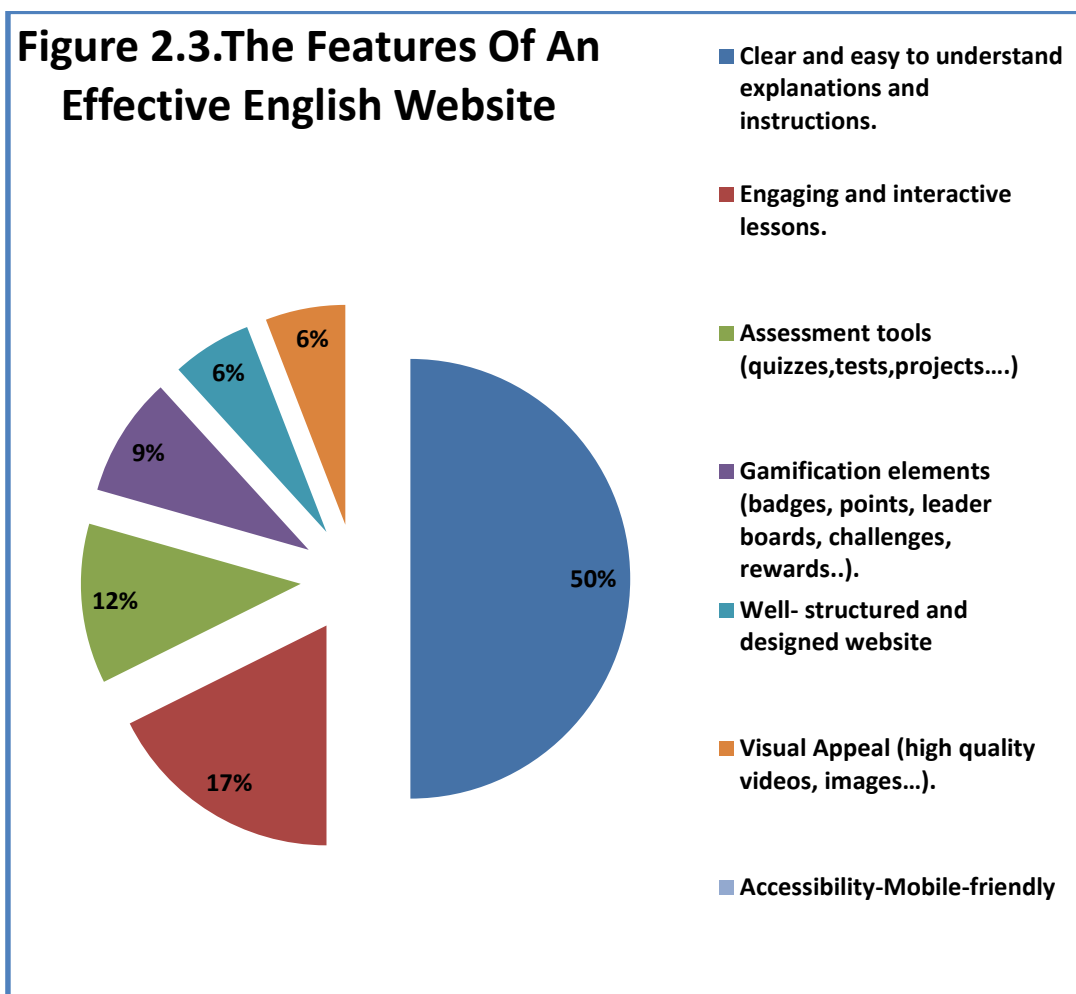
The 5<sup>th</sup> question aim was to elicit the learners' standpoint about whether they use website or any other e-learning platform to learn English or not. 60 % of the participants answered by "Yes" who are eager to explore new methods in their learning. Whereas, 40 % of the learners refuse to use e-learning tools because of their fear from engaging in such new experience.

In the 6<sup>th</sup> question, participants were required to confirm or disconfirm if learning English using website can be more interesting than classrooms. On one hand, 67 % of the participants claimed that classroom setting is intrinsic and irreplaceable since it promotes real interaction and motivation to learn and succeed academically. On the other hand, 33 % revealed that website is a valuable opportunity that captivates them to learn English since it suits them as a tech-generation and the following figure proves the results:

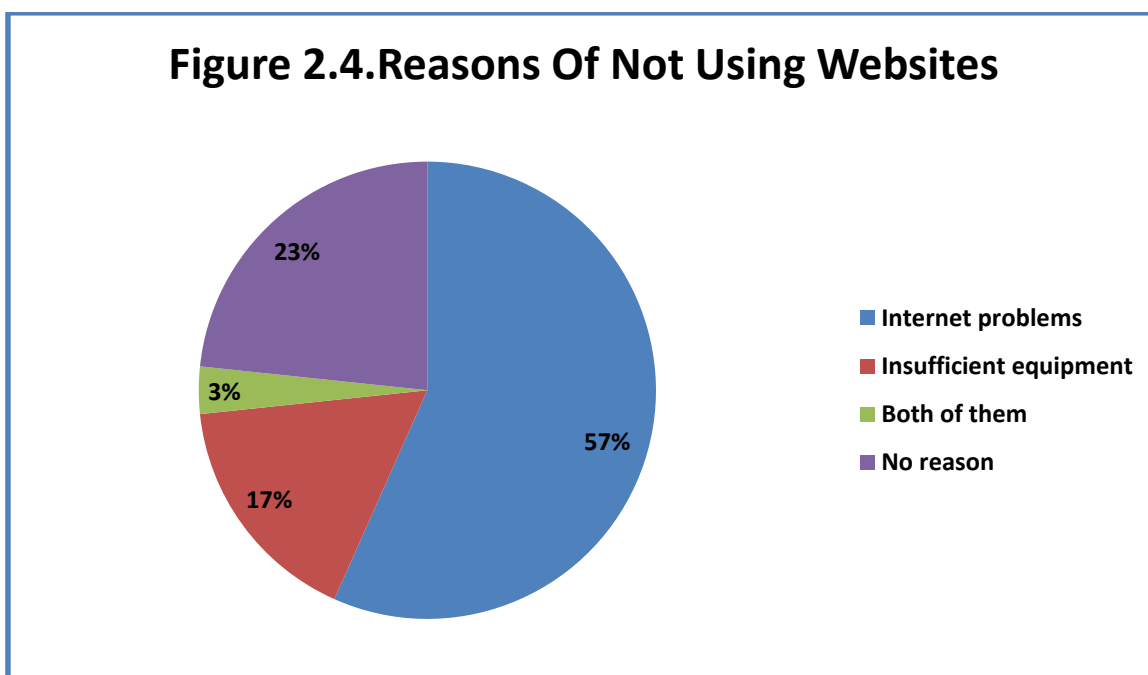
In the 7<sup>th</sup> question, it was found that 50% of respondents stated that website has a vital role in improving their English proficiency and get them more motivated to learn since it provide them with personalized and engaging learning experience. While 47 % of the respondents picked the answer "Somehow" believing that website has a limited role in boosting their levels and motivation while a few of them chose the answer "No" accounting for 3% convinced that the use of website and learning English are two hurdles which are difficult to overcome.



In the 8<sup>th</sup> question, learners answered differently, 50% respondents claimed that clear and easy to understand explanations and instructions is the most attractive characteristic that stimulate them to use website for learning English whereas, 17% of them tended to use website for its engaging and interactive lessons. 12% of the respondents indicated that assessment tools like quizzes, tests, projects... have a crucial effect on attracting their interest because they give them the chance to evaluate their learning progress. According to 9% of the participants, gamification elements (badges, points, leader boards, challenges, rewards..) make learning intriguing and fun. Additionally, 6% of respondents' answers varied between visual appeal (high quality videos, images...) and well- structured and designed website as they appreciate more the visual beauty and the aesthetic design pleases the users and enhance their encouraging impression. None of the participants were interested in the other provided choices as accessibility and mobile-friendly since they do not give much importance to these features as the others. The findings are clarified in the following figure:

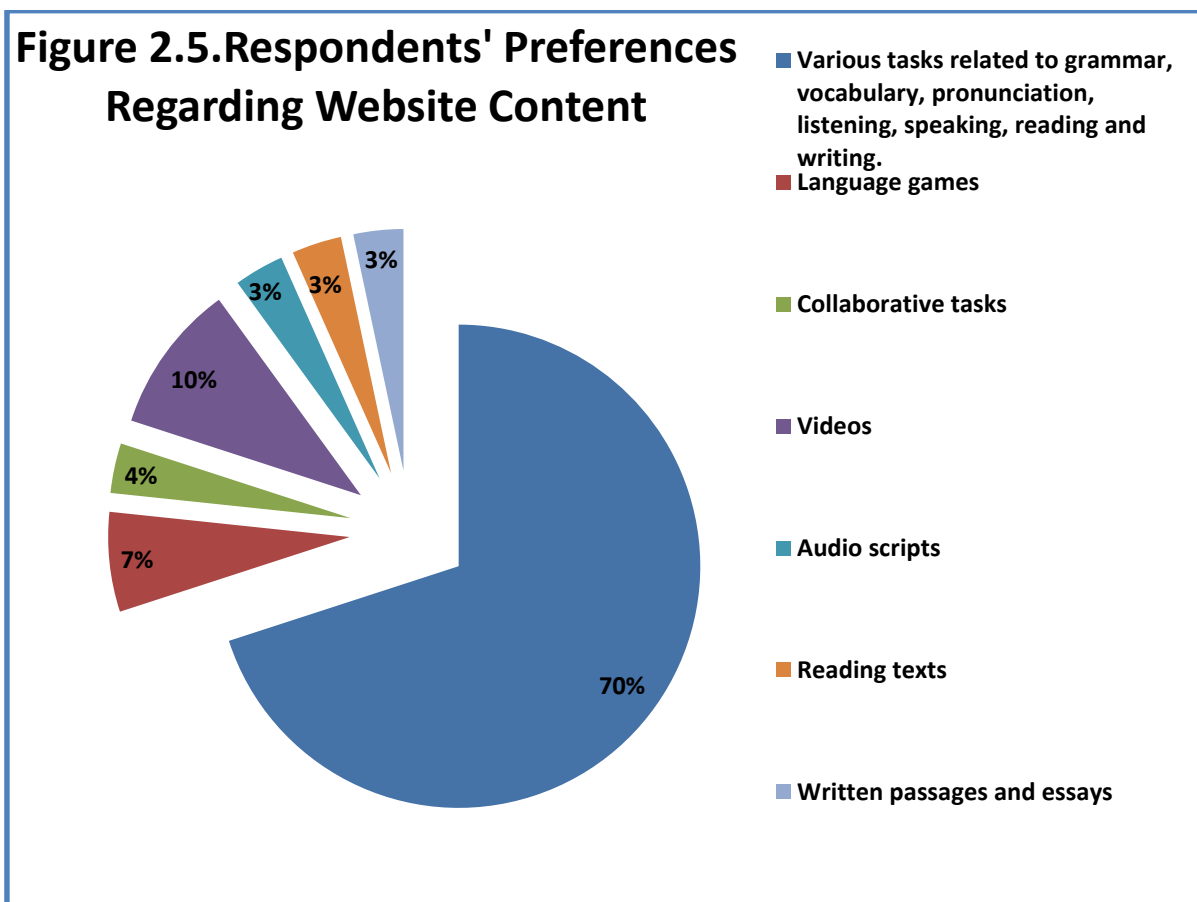


The 9<sup>th</sup> question's responses revealed that 57% of the respondents reported that internet problems is a crucial hurdle that ban them from using websites in their learning of English. Others with 17% reported that the insufficient equipment is the most potent reason due to the expensive prices of electronic devices as computers and mobile phones. 3% of the respondents confirmed that both internet problems and insufficient equipment cause learners' opposition to use websites .While 23% stated that they have no reason. These responses can be seen clearly in the following figure:



The figure below of the 10<sup>th</sup> question shows that 70% of the participants prefer various tasks related to grammar, vocabulary, pronunciation, listening, speaking, reading and writing as the most appropriate content of an English website since these tasks help developing their skills and include all the English rubrics of middle school programme. 7% picked the answer of language games because the respondents regard games as an adequate content that suits learners at this stage of age in order to motivate them adopting website as a learning tool. The participants who prioritize collaborative tasks form 4% believing that pair and group work can help them acquire the language better as well as enhance communication while those who prefer videos form 10%. Furthermore, 3% of the respondents indicated that audio scripts are their

favourable content and the same percentage (3% ) for reading texts and written passages and essays.



The 11<sup>th</sup> question investigated learners' propositions about anything they would like to see improved or added to English educational websites. It was an open-ended question, giving learners the chance to share their opinions openly. Plentiful and precious recommendations were obtained for the sake of improving English websites. The most frequent recommendation was to summarize the middle school lessons with detailed explanations and translate them into Arabic. Other ideas were about integrating short educational films. Some learners suggested to add English terms with an Arabic translation while others recommended to integrate mind maps to facilitate learners' comprehension. Others proposed to incorporate gamification badges to encourage learners. Finally, some respondents suggested to provide school counseling services.

### **2.5.2. Teachers' Interview Analysis**

In the 4<sup>th</sup> question, the respondents were asked if they have already use websites in their teaching of English and their responses confirmed that they all (100%) use websites in their teaching mission.

In the 5<sup>th</sup> question which was about whether the teachers consider websites as effective tools to teach English or not, all the teachers declared the answer “Yes” reaching 100% and delved into explaining “How” by attributing that to the potency of websites to enhance learners motivation to learn English and teachers' performance by decreasing their efforts during their classroom sessions, provide teachers with techniques and materials as well as develop both teachers and learners' competencies and language skills. Moreover, websites have pivotal role in improving learners' results so that to achieve their learning goals. Some teachers stipulated that websites deliver personalized and attractive lesson and this considerably facilitates their work.

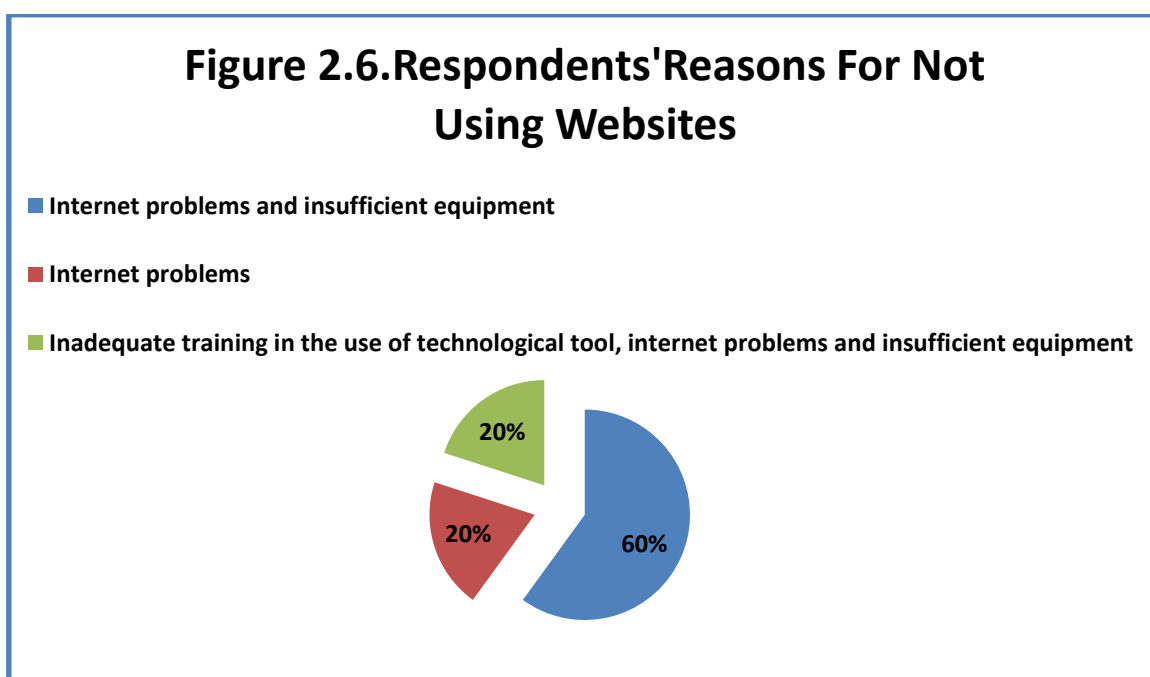
The 6<sup>th</sup> question aimed to identify teachers' motives to incorporate websites in their teaching mission and the findings unveiled that the respondents could not choose one answer rather than the other but all of them agreed on the two choices “to facilitate your work” and “To motivate your students” and 40% chose the first option “To keep up-dated with the technological advancement”.

The 7<sup>th</sup> question was designed to elicit the respondents' opinions on whether or not they see that websites enhance learners' motivation and decrease teachers' efforts and all the participants (100%) replied “yes” with no hesitation.

In the 8<sup>th</sup> question, teachers were required to set the features that they look for in a website. It was identified that teachers' chosen responses were varied 60% prioritize “Eng aging and interactive lessons” and “Visual Appeal (high quality videos, images...)”. While 20% reported that they look for “Update and new information resources” and 20% look for all the listed features “Eng aging and interactive lessons, update and new information resources, assessment tools, visual Appeal (high quality

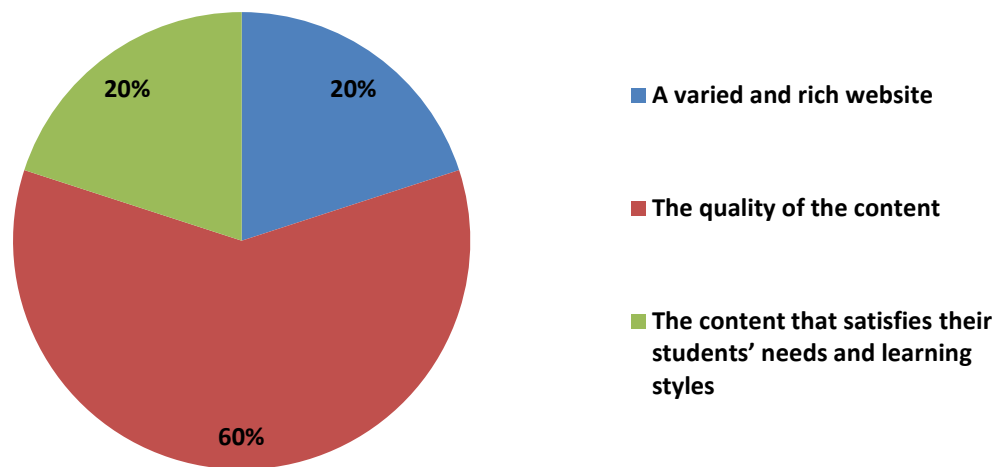
videos, images...), well- structured and designed website, accessibility and mobile-friendly.

In the 9<sup>th</sup> question, respondents needed to clarify the reasons that impede them from using websites in their teaching of English. 60% of the participants replied “Internet problems” and “Insufficient equipment”, 20% attributed the reason to internet problems and 20% replied that all the three reasons prevent them from using websites which are “inadequate training in the use of technological tool, internet problems and insufficient equipment. A cursory look at the graph illustrates the findings :



In the 10<sup>th</sup> question, teachers were asked about the considerations that they take into account if they choose websites for teaching English language. It was revealed that the answer of 20% was “a varied and rich website (different teaching materials and resources as lesson plans, worksheets, reading materials, audio and video resources, games and printable materials)”, 60% care more about “the quality of the content”. Whereas, 20% preferred “the content that satisfies their students’ needs and learning styles”. The subsequent figure depicts the findings:

**Figure 2.7. Respondents' Considerations**



In the 11<sup>th</sup> question, the teachers were asked what do they prioritize in an effective website for teaching English successfully. The results obtained indicate that 40% answered with “The collaborative tasks that enhance students’ social interaction and communication”. 40% for the authentic resources that permit your students to use English in real life. In the third rank, 20% prioritize “The evolvement of students’ responsibility towards their learning”. The teachers declared that favouring one aspect than other was a hard mission since they considered that “The incorporation of games that engage learners and attract their interest” is no less important than the others.

In the 12<sup>th</sup> open-ended question, teachers were questioned about what are their recommendations for improving the use of websites as a teaching tool for English. One teacher suggested to incorporate audio-visual lessons, another one focused on the necessity to provide lessons that train teachers how to use technological tools. Two teachers recommended varied teaching materials and different vocabulary, pronunciation and grammar tasks and the last one emphasized on the availability of lesson plans.

## **2.6. Data Interpretation**

The data analysis of our learners' questionnaire and teachers' interview examined the topic of our research from several and various angles and spotted diverse findings about the convenient and successful website to teach and learn English language. The fundamental goals of this study were to determine teachers and learners' viewpoints towards the use of e-learning in general and websites in particular, to explore the features that entice teachers and learners inclination to embrace websites as a core tool to refine language skills as well as to identify the challenges that hinder websites' use. Therefore, the data collected through the used instruments illuminated the situation and extracted insights into the precious role of good websites to enhance the quality of the teaching/learning experience and the value of teachers and learners' opinions that considered as a positive involvement in the design of effective websites.

For the first and the second research questions, the data analysis derived from learners' questionnaire and teachers' interview indicate that there are numerous features that should be taken into account as key steps in designing an effective website as users' preferences and needs ,website's content. The usability of a website can be improved by affording the meticulous attention to the different and numerous aspects of website including the design, the content and the technical aspects. These results confirm the 1<sup>st</sup> and the 2<sup>nd</sup> hypotheses, a website that caters users' needs and inclinations is regarded effective and enhance learners' motivation as well as develop both teachers and learners literacy skills to improve educational outcomes and save time and efforts. For the third research question, the data analysis revealed that internet problems and insufficient equipment are serious challenges which lead to the aversing from websites and e-learning in whole.

## **2.7. Conclusion**

To conclude this practical part of our research, it is now safe to say that websites' importance is deemed crucial according to the data collected using questionnaire and interview. The results of the analyzed data demonstrated that the design of a functional website for teaching and learning English necessitates a group of

interrelated parameters that work together to assert impactful e-learning experience. The results of this study shed light on the criteria that stimulate both teachers and learners to incorporate websites in their teaching/learning process. Likewise, a potent website develops users' different skills that are needed in a rapid evolving world. On the whole, this chapter unveils viewpoints on the useful website that satisfy Algerian middle school teachers and learners' demands and meet their expectations.

# **CHAPTER THREE**

## **WEBSITE'S DESIGN**

1.5 Introduction

1.6 The idea of Start-Up Projects in Algeria

1.3 The Idea of the Website

1.3.1. The Procedures of the Web Design

1.3.2. The Objectives and the Target Audience of the Website

1.4. The Content of the Website

1.4.1. The Features of the Website

1.4.2. The Rubrics of the Website

1.5. The Final Website Layout

1.6 Conclusion

## **1.1 Introduction**

The modern world is characterised by the necessity of mastering English as an international common and dominant language in various fields as well as its role as the language of the internet which collects and delivers all types of information worldwide. Additionally, the swift advanced world requires technological tools that aid people to learn and evolve as well as to interchange valuable ideas and opinions with others. These technological tools have a crucial role to increase learners' motivation to learn English as a foreign language and to provide them with the relevant knowledge and guide the teaching/learning process.

## **1.2 The Idea of Start-Up Projects in Algeria**

Algeria as all the countries of the world, emphasizes the importance of fostering the economic system which is the basic pillar of the country prosperity as well as staying up-to-date with the developments across all sectors by giving a wide attention to encourage individuals' creative ideas, perseverance and hard work to realize their companies and become the future leader entrepreneurs. In the recent years and exactly on October 15, 2020, the Algerian government has steered its interest to the entrepreneurial culture by issuing the decrees N 20-306 and 20-307 that support the development of projects and start-ups and set their legislative and regulatory structure. Algeria affords the needed efforts and funding to help the Algerian entrepreneurs create their own start-ups to enhance the development of the country by increasing the employment creation. These start-ups are companies created and founded by entrepreneurs and offer services or products that are needed in the market to satisfy clients' needs and solve certain problems or challenges.

These startups and enterprises need funding resources to launch. The adequate financing is as important as the innovative idea of the start-up to cover the company's fees. However, the search for a funding resource in order to start the activity of the start-up is not easy due to the risks that may face a new created company and to solve such kind of problem Algeria proposed several methods to fund the startups and the

new enterprises as “The National Agency for the Support and Development of Entrepreneurship”, “The National Unemployment Benefit Fund”, “National Agency for the Management of Micro-credit”, “National Agency for Investment Development”, “Business incubators”, “El Djazair Istithmar”, “The 1275 Ministerial Order” and many others.

The Algerian Ministerial Order 1275 issued on September 2022 established two certificates dedicated to students at the end of their cycle: “The Startup Certificate” for students who have innovative ideas that can be applicable as projects to create their companies and “The Patent Certificate” awarded to students who have inventions that enhance the development and the scientific research. The Order 1275 is based on the concept “one diploma – one startup” or “one diploma – one patent”. The concerned students are guided towards university project incubators and technology platforms to benefit from the numerous and valuable services to foster their entrepreneurial and technical skills. <https://incubme.com/incubation-strategies-algerian-startups/>

There are many key factors that contribute to the success of startups which are the innovative value of the service or product that solve the target customers’ problem, a well study of the market to set a detailed business model, gathering the required tangible, intangible and human resources, supporting partnerships and the ongoing learning.

### **1.3 The Idea of the Website**

The idea of this educational website was generated from a strong desire to create an Algerian scope for Algerian teachers and learners where they can find all the needed documents and resources which help them in their teaching/learning journey of English as a foreign language. One of the daily challenges that Algerian teachers face is the insufficient documents as lesson plans, yearly planning, audio-visual lessons and other resources to teach English in accordance with the Algerian curriculum. In addition , the daily planning of the lessons is not an easy task for the majority of

teachers due to their life commitments, the heavy programmes and workload which lead the teaching mission to be exhausted. Therefore, this results the decrease of teacher enthusiasm and motivation and hinder the development of the teaching quality that affects negatively the learners' learning evolution. As for the new digitalized learners the need for an Algerian website that corresponds the Algerian curriculum and offers comprehensive resources that fit learners' needs, respect their various backgrounds and provide an engaging learning experience is a substantial priority.

Responsive to the needs of Algerian teachers and learners and thinking about diminishing these serious challenges that hamper the desire to learn English and reach language proficiency, our website can be a sort of help.

### **1.3.1. The Procedures of the Web Design**

**-Web hosting:** the first important step to create a website is to reserve a web host which is the space of the data store linked to the internet. This hosting provides reliability, security and speed.

**-Domain name:** is a chain of characters that refers to the address of the website which identifies it and enables users to find easily the website's content. The domain name should be short, clear and easy to spell and pronounce.

**-Installing Wordpress:** wordpress is an open-source content management system which was created to design personal blogs, photoblogs, business, news, educational websites and many other types of websites.

**-Wordpress theme:** is the template by which the content of the website is presented. It manages the appearance of the website and there are numerous forms with specific features and designs.

**-Plugins:** the installation of plugins is necessary to reinforce the service of the website and they can add many characteristics and functionalities. It is advisable to not overuse plugins in order not to hinder the speed of the website.

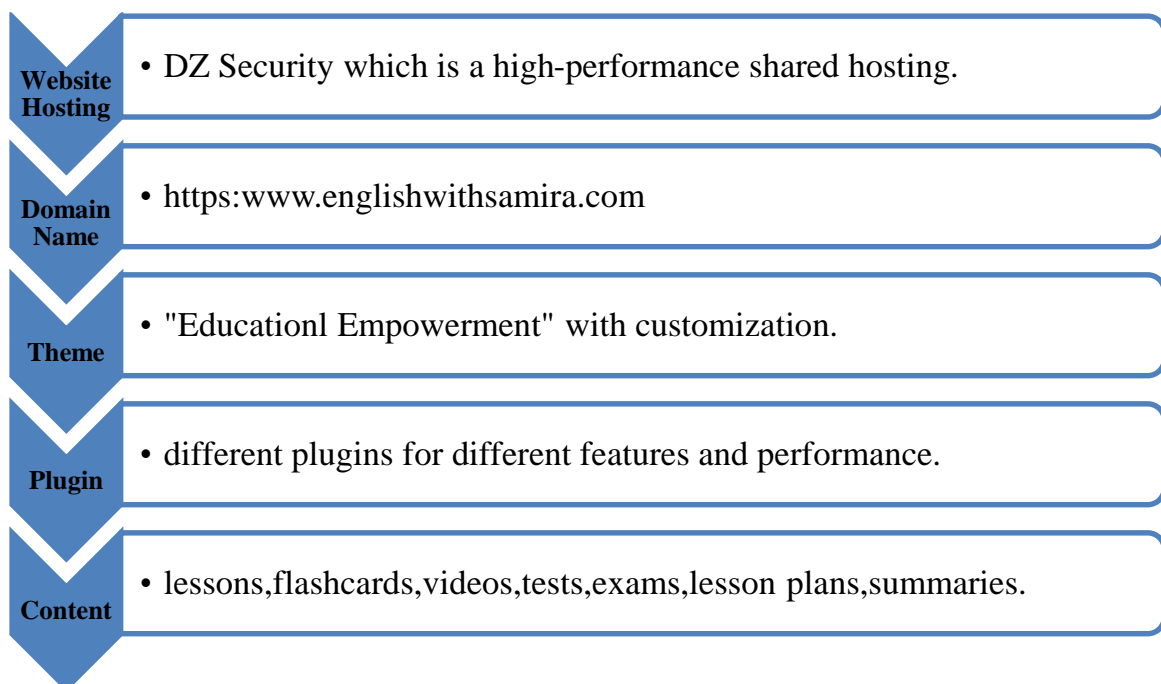
**-Wordpress setting:** is the construct of the setting of the website as the home page, the title and the logo of the website, the writing, the reading and the media settings.

**-Set up the menu :** the menu is an important element on the website that guide the users to navigate easily and effectively on the site. The menu is generally surfaces at the top of the page.

**-The pages:** at this stage the designer creates and organizes the different pages of the website like the page of services, contact and content pages.

The steps of our website design are summarized in the following figure:

**Figure 3.1 : Website Design**



### **1.3.2. The Objectives and the Target Audience of the Website**

In order to achieve an effective educational system which is the principal objective of the Algerian Ministry of National Education and the evolvement of teacher professionalism with a protection of the national social, cultural and economic features, our aspiration is to help Algerian learners to learn English effectively and to reduce teachers' struggles in preparing the needed documents and finding the adequate materials to save their time and efforts.

This website is designed for educational and academic purposes to facilitate the mission of the teacher and attain effective and attractive learning experience of the learner. One of the substantial aims behind designing this website is to help achieving the goals of teaching English at Algerian Schools which is keeping conformity with the modern world by providing learners with a digital tool that helps them to learn the language for their daily communication and to solve their life problems. Moreover, to give both the learners and the teachers the opportunity to use modern technology in teaching and learning English in order to keep up-to date and open to the new world and its rapid changes. Additionally, to help our teachers and learners develop their digital literacy.

The target audience of our website is Algerian teachers and learners of English as a foreign language and even the other individuals who are eager to learn English for no specific reasons or for their own passion to learn.

Our ambition is to expand our target audience by providing resources and materials that cater the needs and preferences of a wide range of learners and teachers of English to use it for academic and professional purposes.

### **1.4. The Content of the Website**

Our website is an educational tool that offers Algerian teachers and learners various resources and materials to teach and learn the English language effectively with less-effort and timing and satisfy to some extent their needs and preferences. Additionally, the website content suits the Algerian context since it corresponds the Algerian official

syllabus of English as a foreign language. The website contains the necessary resources including lesson plans which are based on the Algerian curriculum and yearly distributions of different levels, various flashcards, official tests and exams as well as models of daily and grading copybooks.

Stressing the fact that the learners are the centre of the teaching/learning process and the core interest of the Algerian Government and the educational stakeholders, our website can offers a wide range of lessons, tasks, games, quizzes, tests, exams, listening and reading passages, summaries, mind maps and many other resources that help to develop our learners' skills and attitudes towards English as a foreign language in order to use it for their communication purposes and academic achievements to thrive in the new globalized world where English occupies a fundamental status.

It is worthwhile to note that our learners need an interactive and comfortable learning space where they can ask questions and communicate with their peers and teachers to enhance their skills and engage in learning the language and this is the pivotal reason for offering virtual sessions that personalized learning according to individual needs of each learner, give learners the chance to express their inquiries and to clarify for them the abstrus lessons.

As the psychological well-being of our learners has a vital impact on their learning outcomes and academic achievement, our website provides precious psychological tips and academic recommendations and pieces of advice to overcome social and psychological and pedagogical barriers and ensure a successful learning experience.

#### **1.4.1. The Features of the Website**

The website encompasses integrating numerous and variant features that contribute to its efficacy and usability and ensure a smoothly continuous interaction. The most crucial features of the website are summarized in the following table:

**Table 3.1 :The Website’s Characteristics (Adapted from <https://wordpress.org/about/features/>)**

<b>Characteristic</b>	<b>Definition</b>
-Responsive design	-A design that fits different interfaces, well and appropriate design and structure.
-Software	is a simple software that enables everyone without any coding knowledge to create and design the website.
-Flexible and variant	Soft and stable tool with many different choices of themes, plugins, widgets, types of pages and posts as well as graphic elements for various functions.
-Content management system	Varied, up-dated and interactive content that satisfies a large segment of users.
-Easy and clear use	The easy and simple navigation on the website to ensure it caters all users.
-Various tools	A wide range of tools that provides different services.
-Management and contribution	The ability to manage and control the website easily and by several members to contribute to the content and be part of the website community and development.
-Community	Active individuals who answer users’ questions and inquiries and participate in website’s growth.
-Search engine optimization	Numerous SEO tools for maximizing the high rank and website’s visibility on search engine pages.

#### **1.4.2. The Rubrics of the Website**

In order to design an efficient educational website the following rubrics are integrated in our website which are:

**Appearance:** the visual appeal of the website includes the use of appropriate pictures, colors, consistent design and organized layout that form the users' impression.

**Content:** appropriate, various, authentic and multimedia content that motivate the users and engage them to use the website.

**Structure:** a well-structured website that is clear to follow its parts with adequate pages and posts.

**Functionality:** the navigability on the website's sections, and rapid access to the website.

**Technical support:** applying Secure Sockets Layer (SSL) to guarantee the privacy and security of users' data and information and the use of various credible plugins to support the website with more functionalities.

### **1.5. The Final Website Layout**

Since our website is dedicated to different ages of young Algerian learners and teachers with different digital experience and abilities, we intended to design a simple and comprehensive layout to fit and cater a wide range of users.

**The header:** it contains the logo of the website and it is at the top left side of the page and the contact information.

**The home page:** it is the primary gateway to the website content which occupies a large space of the website's interface and it includes illustrated pictures with harmonious colors and format about teaching and learning English to submit the content and goal of the website.

**The main content:** it is the most important and largely appearing part of the website since it conveys the message of the website and it is customized and optimized according to our website's educational objectives to stimulate users' interest and engagement. It is structured into sections includes the resources, lessons, flashcards and others that are dedicated to both teachers and learners and with an easy and clear

layout to cater to different digital abilities. The website has also a blog page which includes different topics and updates about teaching and learning.

**The footer:** is a section that is situated at the bottom of the website page. It contains information about the team of the website, terms of privacy, policy and services and social links.

## **1.6. Conclusion**

In today's modern world and the age of the internet, the need for educational websites is continually increasing to offer valuable and equal teaching and learning services to all users at anyplace and anytime. The success of our educational website is based on its ability to reinforce the teaching and learning practices of English language within the Algerian context to be in accordance with the development in the field of education and technology.

## GENERAL CONCLUSION

Our research clarifies the paramount of e-learning and web-based learning as indispensable means in a swift internet-driven environment by providing personalized and interactive learning experience which fosters learners' well-being and abilities to navigate competently in the digital age. In addition, our research spots teachers and learners' readiness to adopt website in their educational progress admitting that the integration of E-learning is a mandatory to stay updated on the latest development in the global arena in all fields. Further, this study enlightens the positive impact of a thriving website on the acquisition of knowledge and precisely the foreign language and its ability to bolster users' cognitive, digital and social skills.

This work indicates interesting results derived from learners' questionnaire and teachers' interview about the basic standards that contribute in the usability and practicality of website including the users' favourable content and the anticipated goals of a well designed website which can be extremely a potent stimulus to trigger learners' interaction and motivation to learn along with reducing teachers' efforts. According to the results, the content that satisfies learners' needs and different styles as well as teachers' expectations is the one that contains various language tasks to improve learners' level in English and help them communicate effectively to solve real-life problems taking into consideration the cultural, social, economic and educational aspects of learners. The results also set the barriers that hinder the integration of website in the teaching/learning process.

Moreover, the hypotheses proposed at the beginning of the study have been largely promoted by the data gathered. It has been proved that proffering a website with excellent measures that appeal modern generation would be a remarkable achievement in the Algerian educational system to teach and learn the international dominant language.

Certainly our study has several limitations including the sample size which was not to some extent enough to analyze better generalizations on the best features of website. A larger sample may clearly help setting more characteristics that users appreciate.

Thus, the design of a more relevant website will be a straightforward mission. Additionally, Algeria is among the developing countries which still struggling technical infrastructure problems with limited connection and devices which lead to a certain reject to use websites.

Additionally, this research was guided in a short timing whereas to determine more detailed features about the useful site according to teachers and learners may be more precisely arranged over a long period of time that enables to design a website that caters more users' demands and analyses its efficacy to help accomplishing the academic objectives and prosper moreover researchers would be able to uncover the needless characteristics that do not serve the Algerian teachers and learners context. In that case, the relevant website for teaching and learning English would attain users satisfaction with effortless and a promote of different skills needed in the 21st world.

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## **Appendices**

### **Appendix A**

#### **Learners' Questionnaire**

#### **THE USE OF E-LEARNING AND WEB-BASED IN LEARNING ENGLISH**

Dear Students,

You are kindly requested to fill in this questionnaire, as part of a research project about designing an Educational Website for learners and teachers.

#### **SECTION ONE: General Information**

1. Gender

Male

Female

2. How old are you?

10-15

+15

3. Do you like learning English?

Yes

No

4. Which one do you prefer?

Classroom learning setting

E-learning platforms

## **SECTION TWO: The Use of Websites in Learning English**

1. Do you use websites or any e-learning platform to learn English?

Yes

No

2. Do you think that websites can keep you interested in learning English better than traditional classroom setting?

Yes

No

3. Can websites help you to improve your level and increase your motivation to learn English?

Yes

Somehow

No

## **SECTION Three: Learners' Needs on Websites**

1. Which features that attract you to use a website for learning English?

Engaging and interactive lessons.

Clear and easy to understand explanations and instructions.

Gamification elements (badges, points, leader boards, challenges, rewards..).

Assessment tools (quizzes,tests,projects....)

Visual Appeal (high quality videos, images...).

Well- structured and designed website.

Accessibility.

Mobile-friendly.

Others:.....

2. What are the reasons that impede you from using websites in your learning of English?

Internet problems.

Insufficient equipment.

o Other.....

3. Which type of content do you prefer on an English Website?

o Various tasks related to grammar, vocabulary, pronunciation, listening, speaking, reading and writing.

o Language games.

o Collaborative tasks.

o Videos.

o Audio scripts.

o Reading texts.

o Written passages and essays.

4. Is there anything you would like to see improved or added to English educational websites?

.....

## Appendix B

### Learners' Questionnaire (Arabic version)

#### إستبيان المتعلمين

#### الجزء الأول: معلومات عامة

1. حدد جنسك

أنثى

ذكر

2. كم عمرك؟

15-10

+15

3. هل تحب تعلم اللغة الإنجليزية؟

نعم

لا

4. ماذا تفضل؟

التعلم في القسم

منصات التعلم الإلكتروني

#### الجزء الثاني: استعمال المواقع الإلكترونية في تعلم اللغة الإنجليزية

1. هل تستعمل المواقع الإلكترونية أو أي منصة إلكترونية لتعلم اللغة الإنجليزية؟

نعم

لا

2. هل تعتقد أن المواقع الإلكترونية يمكن أن تبتقيك مهتما بتعلم اللغة الإنجليزية أفضل من القسم؟

نعم

لا

3. هل بإمكان المواقع الإلكترونية أن تساعدك في تحسين مستواك وزيادة حافزك لتعلم اللغة الإنجليزية؟

نعم

نوعا ما

### الجزء الثالث: إحتياجات المتعلمين على المواقع الإلكترونية

1. ما هي المميزات التي تجذبك لاستخدام موقع إلكتروني لتعلم اللغة الإنجليزية؟

- دروس اشترائية و تفاعلية
- شروحات و تعليمات واضحة و سهلة الفهم
- عناصر التلعيب (الشارات،النقاط،لوحات القادة،التحديات ،الجوائز،....)
- أدوات التقييم (المسابقات،الاختبارات،المشاريع...)
- الجاذبية البصرية (فيديوهات عالية الجودة،صور،...)
- موقع إلكتروني جيد التنظيم و التصميم
- سرعة الوصول للموقع الإلكتروني
- متوافق مع الهاتف النقال
- أخرى:.....

2. ما هي الأسباب التي تمنعك من استخدام المواقع الإلكترونية في تعلمك للغة الإنجليزية؟

- مشاكل الإنترنت
- نقص الأجهزة
- أسباب أخرى:.....

3. ما نوع المحتوى الذي تفضله في موقع إلكتروني لتعلم اللغة الإنجليزية؟

- تنوع التمارين المتعلقة بالقواعد،المفردات،النطق،الاستماع،التحدث،القراءة و الكتابة
- الألعاب اللغوية
- الأنشطة الجماعية
- الفيديوهات
- النصوص المسموعة
- النصوص المقروءة
- المقاطع المكتوبة و المقالات

4. هل هناك أي شيء ترغب في تحسينه أو إضافته إلى مواقع تعليم اللغة الإنجليزية؟

.....

## Appendix C

### Teachers' Interview

#### THE USE OF WEBSITES IN TEACHING ENGLISH

Dear Teachers,

You are kindly requested to answer these interview questions, as part of a research project about designing an educational website for learners and teachers of English.

#### SECTION ONE: General Information

1. Interviewer: What is your gender?

- Interviewee:  Male  
 Female

2. Interviewer: How old are you?

- Interviewee:  24-30  
 31-35  
 +35

3. Interviewer: How many years have you been teaching?

- Interviewee:  Less than 5 years  
 5 years  
 More than 5 years

#### SECTION TWO: The Use of Websites in Teaching English

1. Interviewer: Have you already use websites in your teaching of English?

- Interviewee:  Yes  
 No

2. Interviewer: Do you consider websites as effective tools to teach English?

- Interviewee:  Yes.  
How?.....  
 No.  
Why?.....

3. Interviewer: In your teaching mission, why do you use websites?

- Interviewee:  To keep up-dated with the technological advancement
- To facilitate your work.
  - To motivate your students.
  - To access to free resources.
  - Other reasons: .....

4. Interviewer: Do you see that websites enhance learners' motivation and decrease teachers' efforts?

- Interviewee:  Yes
- No

### **SECTION Three: Teachers' Needs on Websites**

1. Interviewer: What features do you look for in a website?

- Interviewee:  Eng aging and interactive lessons.
- Update and new information resources.
  - Assessment tools.
  - Visual Appeal (high quality videos, images...).
  - Well- structured and designed website.
  - Accessibility.
  - Mobile-friendly.
  - Others:.....

2. Interviewer: What are the reasons that impede you from using websites in your teaching of English?

- Interviewee:  Inadequate training in the use of technological tools.
- Internet problems.
  - Insufficient equipment.
  - Other.....

3. Interviewer: What are the considerations that you take into account if you choose websites for teaching English language?

- Interviewee:  A varied and rich website (different teaching materials and resources as lesson plans ,worksheets, reading materials, audio and video resources, games and printable materials).
- The quality of the content.

- o The content that satisfies your students' needs and learning styles.
- o The reliability of the source.
- o The website's efficacy to achieve your teaching objectives.
- o Others:.....

4. Interviewer: According to you as a teacher, what do you prioritize in an effective website for teaching English successfully?

Interviewee: o The authentic resources that permit your students to use English in real life.

- o The collaborative tasks that enhance students' social interaction and communication.
- o The evolvement of students' responsibility towards their learning.
- o The incorporation of games that engage learners and attract their interest.
- o Others:.....

5. Interviewer: What are your recommendations for improving the use of websites as a teaching tool for English?

Interviewee:.....

6. Can websites help you to improve the level of your learners and increase their motivation to learn English?

- o Yes
- o Somehow
- o No

## Summary

This study tackles the features of an effective educational website for teaching and learning English as a foreign language. The results of a mixed-methods approach show that a practical website that caters both teachers and learners' needs and interest includes numerous characteristics as various and comprehensive content that enhance different skills and foster language proficiency. The study focuses the need for a website that corresponds today's generation, increases learners' motivation to learn English and limits teachers efforts.

**Keywords: E-learning, Website, English as a Foreign Language.**

## ملخص

تتناول هذه الدراسة مميزات الموقع التعليمي الفعال لتعليم وتعلم اللغة الإنجليزية كلغة أجنبية. تظهر نتائج منهج الأساليب المختلطة أن الموقع الإلكتروني العملي الذي يلبي احتياجات واهتمامات المعلمين والمتعلمين يشمل على العديد من الخصائص مثل المحتوى المتنوع والشامل الذي يعزز المهارات المختلفة ويعزز الكفاءة اللغوية. وترتكز الدراسة على الحاجة إلى موقع إلكتروني يتوافق مع جيل اليوم يزيد من دافعية المتعلمين لتعلم اللغة الإنجليزية ويحد من جهود المعلمين.

الكلمات المفتاحية: التعلم الإلكتروني، الموقع الإلكتروني، اللغة الإنجليزية كلغة أجنبية.

## Résumé

Cette étude aborde les caractéristiques d'un site Web éducatif efficace pour enseigner et apprendre l'anglais comme langue étrangère. Les résultats d'une approche à méthodes mixtes montrent qu'un site Web pratique qui répond à la fois aux besoins et aux intérêts des enseignants et des apprenants comprend de nombreuses caractéristiques telles qu'un contenu varié et complet qui améliore différentes compétences et favorise la maîtrise de la langue. L'étude met l'accent sur la nécessité d'un site Web qui correspond la génération actuelle, augmente la motivation des apprenants à apprendre l'anglais et limite les efforts des enseignants.

Mots clés : E-learning, Site Internet, Anglais langue étrangère.