TEACHER-LED EVALUATION AND RESOURCE MAPPING OF ENGLISH LANGUAGE LEARNING (ELL) WEBSITES

PENILAIAN DIPIMPIN GURU DAN PEMETAAN SUMBER LAMAN WEB PEMBELAJARAN BAHASA INGGERIS (ELL)

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Abstract:
This study addresses the challenge of identifying and adapting digital content as supplementary resources for Malaysian primary school students. Despite the affordances of English Language Learning (ELL) websites—namely, their capacity to support interactive learning, multimodal education, learner autonomy, student-centred approaches, and differentiated learning, these resources remain underutilised. This exploratory case study evaluates the appropriateness of five selected ELL websites from the perspectives of five Excellent Teachers and identifies suitable content for use as supplementary resources in the Malaysian primary school curriculum. The study employed resource evaluation forms and semi-structured interviews. The resource mapping highlighted the wide distribution of suitable resources across all textbooks, reflecting the relevance of ELL websites as supplementary resources to support Malaysian primary learners. Thus, in line with the technological advancements, this study acknowledges the significance of constant evaluation to ensure that the ELL websites remain relevant and credible over time. This study informs the Ministry of Education and teachers regarding a selection of quality supplementary resources mapped on a Google Site, and supports the use of DELIMa. Furthermore, it promotes asynchronous learning and digital inclusion while aligning with thrusts 1, 2, and 5 of the Digital Education Policy.

Keywords: ELL websites, resource mapping, supplementary materials, Digital Education Policy

Kata Kunci:
laman web ELL, pemetaan sumber, bahan sumber tambahan, Dasar Pendidikan Digital

Abstrak:
Kajian ini menangani cabaran mengenal pasti dan menyesuaikan kandungan digital Bahasa Inggeris sebagai bahan sokongan untuk murid sekolah rendah di Malaysia. Walaupun laman web Pembelajaran Bahasa Inggeris (ELL) mampu menyokong pembelajaran interaktif, multimodal, autonomi pelajar, dan pembelajaran terbeza, sumber ini masih kurang dimanfaatkan. Kajian kes penerokaan ini menilai kesesuaian lima laman web ELL terpilih berdasarkan perspektif lima orang Guru Cemerlang, serta mengenal pasti dan memetakan kandungan yang relevan dengan kurikulum kebangsaan. Kajian ini menggunakan borang penilaian sumber dan temu bual separa berstruktur. Hasil pemetaan sumber menunjukkan taburan meluas bahan yang sesuai merentasi semua buku teks, sekali gus membuktikan kepentingan laman web ELL sebagai bahan sokongan yang efektif. Selaras dengan kemajuan teknologi, kajian ini memperakui kepentingan penilaian berterusan bagi memastikan laman web tersebut kekal relevan dan kredibel. Kajian ini memberi maklumat kepada Kementerian Pendidikan dan guru-guru mengenai pilihan bahan sokongan berkualiti yang dipetakan di laman Google Site, di samping menyokong penggunaan DELIMa. Selain itu, ia menggalakkan pembelajaran asinkronus dan inklusiviti digital, serta sejajar dengan teras 1, 2, dan 5 Dasar Pendidikan Digital.

INTRODUCTION

Following the third wave of the Malaysian Education Blueprint 2013–2025, the launch of the Malaysia Education Blueprint 2026–2035 extends the national commitment to globalising education standards while entering a new era focused on creating inclusive, tech-driven learning spaces. The mission is clear: to improve students' English proficiency while giving teachers the professional freedom to adapt and use personalised learning materials (Ministry of Education,

2026) such as English Language Learning (ELL) websites to promote interactive environment. To support this, a list of initiative is planned and outlined. It is crucial to highlight the adoption of the Common European Framework of Reference for Languages (CEFR) as the official English language proficiency benchmark to prepare Malaysian students towards attaining a level of English language competence that aligns with global benchmarks (Aziz & Makhtar, 2021; Ibrahim et al., 2023; Ministry of Education, 2015).

Unfortunately, there is still a significant divergence in our policy mission and our students' actual performance in English is lacking (Subramaniam et al., 2026). Our primary school students still face difficulties learning the English language. The challenges revolve around limited vocabularies, motivation, interest and speaking in front of their peers (Ibrahim et al., 2024; Subramaniam et al., 2026). Significantly, the Programme for International Student Assessment (PISA) 2022 results highlight a reduction of 27 points from 415 in 2018 for the reading domain (Malaysia scored 388), with less than 50% of our students attaining the minimum level. Reflecting on this, the Education Ministry claimed the results as having no clear correlation with the decrease in English proficiency due to the limited sample size of students who chose to answer the tests in English (Malaysian English Language Teaching Association, 2024). Nevertheless, the policy brief published by Institute of Strategic & International Studies (ISIS) Malaysia outlined the following factors the lead to the reduction in results: (1) school closures and digital disparities due to pandemic; (2) the educational gap between public and private schools; and (3) education quality, capacity and support (Azahar & Cheng, 2024).

Recognising these, educators need to embrace the credibility of digital platforms such as interactive English Language Learning (ELL) websites (Fisal et al., 2024; Gani & Habil, 2023b). These precious resources, if selected properly, may contribute towards fun, enjoyable, personalised and contextualised English language learning (Aguayo & Ramírez, 2020; Bashori et al., 2024; Fisal et al., 2024; Fuentes & Martínez, 2018).

However, despite these clear advantages, ELL websites are still largely underused in primary schools. The problem is not a lack of materials, but rather an overwhelming flood of unverified, poor-quality options. The internet is full of free language resources, but very few are vetted for true educational value (Aguayo & Ramírez, 2020). Teachers already face heavy workloads specifically a long list of clerical tasks (Azahar & Cheng, 2024) and simply do not have the time to endlessly search the web for high-quality sites (Fuentes & Martinez, 2018; Balakrishnan et al., 2025). The issue of Learner Fit—a concept explained by Hubbard (2006) adds to this as it is not guaranteed that resources available online are compatible with Malaysian learners.

Thus, evaluation is essential to determine the appropriateness of these websites (Allison et al., 2019; Bashori et al., 2022). Besides, it is crucial to view evaluation from the perspectives of experienced and expert evaluators to ensure reliable practices (McMurry, 2012). Thus, this study explores the unique expertise of five primary school "Excellent Teachers" (Guru Cemerlang). As expert classroom practitioners, they are expected to evaluate the appropriateness of five selected ELL websites and identify suitable resources based on the needs of Malaysian primary school learners and curriculum. It aims to answer the following research question: to what extent the selected ELL websites are appropriate for use (as supplementary resources) in the Malaysian primary school context?

The resources identified are aligned directly with the national curriculum and textbooks. These resources are mapped on a Google Site to encourage the use of Malaysia's DELIMa platform. This study informs the stakeholders on the credibility and affordances of ELL websites, supports independent learning using digital platforms while bridging the digital divide to be in line with Thrusts 1, 2, and 5 of the Malaysian Digital Education Policy in tandem with the goals of the Malaysia Education Blueprint 2026–2035.

LITERATURE

Numerous studies have addressed the affordances of websites in language learning (Bashori et al., 2024; Boulahnane & Abramova, 2019; Chuah et al., 2016; Gani & Habil, 2023a; Hanifa & Yusra, 2024; Shorman et al., 2021), which are comprehensively discussed below.

First, ELL websites provide ample opportunities to improve all types of linguistic activities and learning skills—i.e., reading, writing, listening, and speaking. This is in line with the findings by Chuah et al. (2016), Gani and Habil (2023a) and Hanifa and Yusra (2024), where the consumption of ELL websites proved useful to help develop students' four language skills. In addition, these websites enhance students' communicative and cognitive abilities by enabling them to access, generalise, classify, analyse, represent, and discuss information. This is documented in the study conducted by Boulahnane and Abramova (2019). The evaluated website contains a comprehensive news lesson accompanied by an audio recording that can be played at various speech rates, including slow, average, and faster native speaking paces. The audio is available in both British and American English pronunciation styles, and the website also offers pronunciation exercises. These precious resources are useful to support the development of language skills.

Second, ELL websites are readily available regardless of time and place. Shorman et al. (2021) and Hanifa and Yusra (2024), in their studies, stated that websites are considered a valuable and efficient tool for acquiring knowledge about individuals due to their constant accessibility. The use of language learning websites is increasingly gaining popularity as an effective means of reaching individuals regardless of geographical boundaries (Shorman et al., 2021). Thus, learners will definitely benefit from the use of ELL websites, as they offer flexibility to complete educational tasks at one's preferred time, location, and speed.

Another study conducted by Embi and Azmi (2004) revealed the effectiveness of an ELL website in enhancing ESL learning. According to the results, every participant had a highly favourable opinion on the effectiveness, appropriateness, ease of use, interactive nature, authenticity, and appeal of E-Learn as an additional resource for language acquisition. In their study, Chuah et al. (2016) found that over half of the surveyed learners who had limited instructional contact hours with their instructors at the university and were confused by the level of difficulty in the test items, showed high levels of satisfaction with the websites and found them easy to use (Chuah et al., 2016). Hence, the outcomes of the aforementioned research undoubtedly emphasise the potential of websites as supplemental resources.

Above all, most of the ELL websites are free (Hanifa & Yusra, 2024). It is beneficial for the Ministry of Education to consider these resources, as this alternative will ensure the provision of interactive, updated learning materials without the need for additional budget (subscription fees). This is further supported by Shorman et al. (2021), who found that websites offer more expeditious updates of information and materials at a lower cost compared to books, journals, and periodicals.

Hence, it is crucial to assess these resources, specifically ELL websites, to ascertain their efficacy in supporting language instruction, assessment, and acquisition. The assessment of websites enables users to ascertain the value of the material presented on a certain website, aiding them in determining its relevance to their educational objectives. Besides, the evaluation will assist teachers, especially in primary schools in Malaysia, in locating appropriate and quality websites. There are different approaches utilised by researchers and experts in evaluating language learning websites. The most common approaches to evaluating educational websites are questionnaires and checklists.

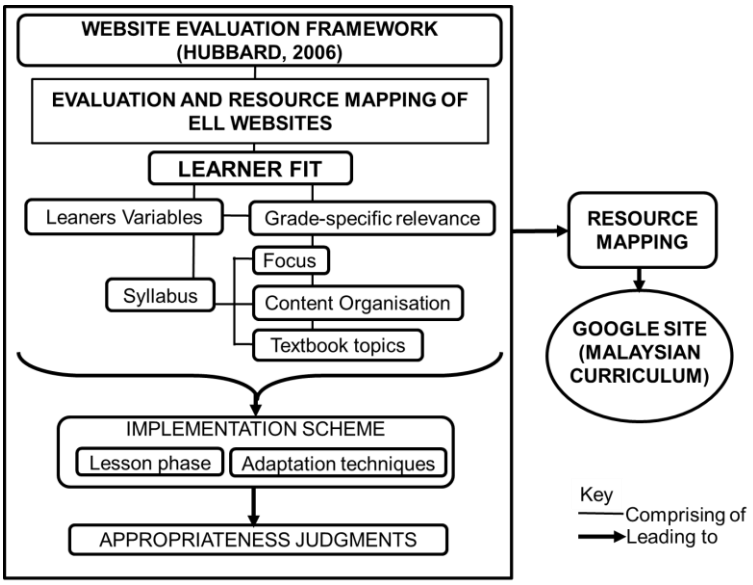
The comparative study conducted by Aguayo and Ramírez (2020) used a specifically designed checklist to evaluate the functionality and usability aspects of four renowned websites from the LinguApp corpus, which is comprised of ESOLCourses, BBC, British Council, and Cambridge English. The qualitative data analysis of the three free EFL websites (BBC English, British Council

English, and Cambridge English) designed for autonomous learning was compared with the data from ESOL courses.

The checklist developed by Aguayo and Ramírez (2020) was subsequently transformed into a questionnaire and employed by Alhabdan (2021) to assess the technical excellence of websites dedicated to autonomous language learning for English as a Foreign Language (EFL). This research examines the merits and limits of EFL learning websites from the users' perspective by focusing on the technical elements, such as functioning and usability, using a questionnaire. Embi and Azmi's (2004) study also utilised a questionnaire to evaluate an ELL website. The website, E-Learn, is a Malaysian-based ESL website developed by one of the researchers and comprised of materials and resources designed for Malaysian learners. There are a few studies that were reported using a website evaluation form as a checklist. Among the studies are Kartal and Uzun (2010) and Achour and Abdesslam (2012).

Based on the discussion above, it is crucial to highlight that most of the studies conducted within the continuum of ELL websites employed either checklists or questionnaires, which limit their comprehensiveness and criticality. In fact, the sole use of checklists or questionnaires will provide limited data, as this instrument, as explained by Hubbard (2006) could bind evaluators to a mechanistic assessment that focuses on the presence or absence of a particular characteristic (searching "for"). Thus, to avoid omitting pertinent details, he suggested the use evaluation framework. Besides, the use of interview may complement the data generated from other methods. The study conducted by Boulahnane and Abramova (2019), for instance, involved interview sessions with teachers and students. The data were obtained via a convenience sample including 35 teachers and students who used the online English teaching website. Based on the discussion above, it is evident that there is a need to evaluate ELL websites using a combination of different evaluation methods to obtain comprehensive data. The use of evaluation framework, an area less explored in website evaluation literature, holds significant potential for generating a new set of data. This is further explained with reference to figure 1.

Figure 1
The Conceptual Framework of this Study



This study is grounded in Hubbard's (2006) Evaluation Framework, with a focus on the learner fit component to answer the research question. Thus, as described in the conceptual framework of the study, the evaluation and resource mapping focus on the extent to which the content and language level of the chosen website align with the particular needs of the intended group of students, as outlined in the course syllabus objectives. The evaluation and resource mapping of

ELL websites with regard to the learner fit component leads to the identification of appropriate implementation schemes and the administration of appropriateness judgments. It is crucial to note that implementation schemes reflect the possibilities of integration of the website into the course or curriculum. Meanwhile, the appropriateness judgments drive the evaluators in making a decision to utilise or abstain from utilising it. It is important to note that no software solution will be entirely suitable for all circumstances. Thus, this study focuses on the appropriateness of the selected ELL websites as supplementary resources for Malaysian primary school students from the perspective of the selected sample.

While the current study involves Excellent Teachers who are considered authorities in their field and possess great proficiency in supporting their schools, colleagues, and pupils (Ariffin et al., 2018), the intention to get expert judgment about the quality of the selected ELL websites would definitely accentuate crucial insights that serve as guidance for other teachers specifically in supplementary resource selection.

METHODOLOGY

This exploratory case study evaluates the appropriateness of five selected ELL websites from the perspectives of five Excellent Teachers and identifies suitable content for use as supplementary resources in the Malaysian primary school curriculum. The selection procedure was initiated with a screening stage, as suggested by Fotos and Browne (2013). The purpose of this process was to reduce the evaluation pool (in this context, the number of ELL websites) to a manageable number. The search was conducted using the 'Dogpile' meta-search engine. According to Bhardwaj et al. (2024), in terms of accuracy, Dogpile was found to be excellent. The process resulted in a total of 67 websites and 32 were selected as the evaluation pool, as they appeared twice in the search list.

These websites were evaluated using Google PageRank to determine their page rank (PR). Websites ranked between Levels 7 and 10 were considered very important or popular, whereas a Level 4 website was classified as having a "good" value or level of popularity. Thus, only websites that scored more than 4 were selected. Following this, six screening criteria were outlined based on the six guiding questions proposed by Healey and Johnson (1997). The screening criteria are as follows:

i. English Language Learning (ELL) websites
ii. Consist of free resources
iii. Contain resources for all skills
iv. Appropriate for the primary level
v. Provide activities and assessment tasks
vi. Support independent learning.

These criteria were applied to the websites. Five websites which fulfilled the screening criteria were selected. The websites are as follows:

i. W1: https://learnenglishkids.britishcouncil.org/ (British Council, n.d.)
ii. W2: https://pbskids.org/ (Public Broadcasting Service (PBS), n.d.)
iii. W3: https://www.funbrain.com/ (Funbrain, n.d.)
iv. W4: https://www.education.com/ (Education.com., n.d.)
v. W5: https://www.highlightskids.com/ (Highlights for Children, n.d.)

The evaluation was conducted using a resource evaluation form and semi-structured interview questions which were developed based on Hubbard's (2006) Website Evaluation Framework and the revised description by Hubbard's (2019) with specific focus on learners (to answer the RQ). Both the research instruments were verified by two academic referees specialising in the teaching of English as a Second Language in primary schools to determine their validity.

The resource evaluation form consisted of three evaluation components: learner fit, implementation scheme, and appropriateness judgments. The evaluators were given a duration of six months to evaluate the five ELL websites and complete the forms. As proposed by Korth et al. (2017), interviews were essential to complement other types of data as they allowed the researchers to explore issues that were not evident. Therefore, to provide an in-depth understanding of the appropriateness of ELL websites, semi-structured interview sessions were conducted. All five Excellent Teachers (evaluators of the ELL websites) were interviewed. A consent form was distributed to each of them for the purpose of recording their willingness to respond to questions. All the interview sessions were conducted virtually via Google Meet. Data organisation and transcription followed standard practices. First, the interviewees were given aliases to protect their identities. Second, the transcription consisted of the interviewees' original responses without omitting the mispronunciations and made-up words to preserve the authenticity and context. The resource evaluation forms and interview transcripts were analysed using the NVivo program (version 15).

Figure 2

The Simplified Workflow of the Content Analysis of Resource Evaluation Forms (Coding)

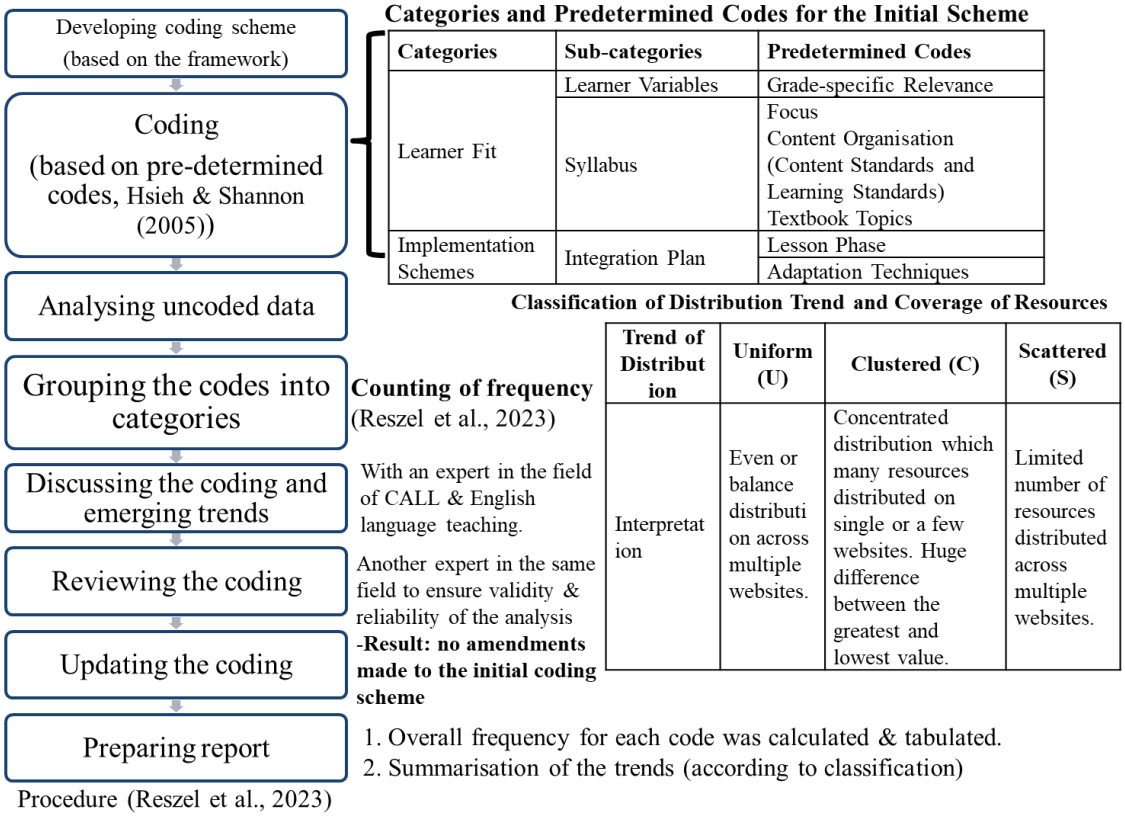


Figure 2 shows the simplified workflow of the content analysis of resource evaluation forms. This study employed Hsieh and Shannon's (2005) directed content analysis as it fit the research question and the selected theoretical framework, (Hsieh & Shannon, 2005). Apart from that, to systematically conduct the analysis, the step-by-step procedure implemented by Reszel et al. (2023) was selected and employed in this study. The content analysis of resource evaluation forms was conducted with close reference to the pre-determined categories, sub-categories and themes as listed in figure 2. The analysis gave rise to a few codes. The overall frequency for each code was calculated and tabulated. The summation of the trends was prepared according to the classification shown above. Finally, the distribution trends were discussed with reference to the existing framework.

Meanwhile, the thematic analysis of the interview transcripts was conducted based on the deductive approach suggested by Braun and Clarke (2006). The analysis was conducted with

close reference to the pre-determined themes (evaluation components) which are learner fit, implementation scheme, and appropriateness judgments. The corresponding extracts of each pre-determined theme were used to complement the resource mapping data.

RESULTS AND DISCUSSION

The analysis of the resource evaluation forms gives rise to a list of crucial findings which are supported with the data from the interview transcripts (regarding the appropriateness of the selected ELL websites as supplementary resources for Malaysian primary school students).

First, the findings revealed that the allocation of suitable resources is limited to fewer than 20 for both year 1 and year 2, respectively. This reflects the scarcity of suitable phoneme- and word-level resources to develop basic literacy and phonemic awareness. The trend may be due to the lower demand for these resources, as in a real education context, young learners need more teacher-guided sessions. Besides, as claimed by one of the evaluators during the interview session, ELL websites offer more word-level resources that support upper primary students specifically in improving grammer rules. He said, "*…like learningenglish.com, we are still using it for grammar because there are grammar topics in CEFR in year four, year five, and even in year six…(E5, 23:05 - 23:35).* On the other hand, the mapping study of 59 chosen ELL websites by Gani and Habil (2024a) showed that most ELL websites mainly focus on word-level or vocabulary-based resources. Thus, it can be inferred that the large number of word-level resources found on ELL websites does not guarantee their suitability for the development of initial literacy.

Second, the writing skill had the highest number of resources, followed by the reading and listening skills. Meanwhile, speaking skill had the least number of suitable resources. Significantly, all websites contributed to all language skills. This finding reflects the credibility of ELL websites in supporting the development of four crucial language skills (Chuah et al., 2016; Gani & Habil, 2023a; Hubbard, 2019). Comparatively, the study conducted by Gani and Habil (2024c) highlighted the minimum number of skills covered on some of the frequently used ELL websites was two. Other than that, Zawawi and Hashim (2024) recognised the special role of technology in meeting the need of developing listening skill as based on the findings of their study, listening was identified as the most emphasised skill in technology-based teaching. Drawing upon the interview data, one of the evaluators agreed with the availability of resources to develop all language skills. She stated that, "*…these ELL websites offer comprehensive resources, targeting these…four skills that I mentioned, especially when they provide the structured activities and exercises that align with the curriculum objective (E2, 14:37 - 14:53)."* Above all, it is obvious that ELL websites provide wide opportunities to develop all types of language skills.

Third, the findings revealed a wide coverage of Curriculum Standards (ranging from 9 to 10) for year 3 and year 6. This suggests the emphasis on preparing learners to move across the transition years. In fact, this trend can be further explained by highlighting the wide coverage in reading CS for years 1 and 2 (early literacy) while writing CS for years 3 and 6 (increased emphasis on skill development). In fact, the abundance of appropriate reading resources was also highlighted during the interview session. One of the evaluators shared his frequent use of ELL websites for reading CS. He further compared the reliance on textbook with the use of ELL websites to supplement reading activities, explaining that, *"…the kids are not really interested looking at the books, the printed version, the black and white, and the static images… They pretend to read it, actually (E4, 5:24 - 6:03)."*

Fourth, there are many suitable resources available in all textbooks, with each ELL website providing at least one and up to 55 resources, which shows that ELL websites are useful extra tools for Malaysian primary learners. Similarly, Gani and Habil (2024b) in their study, acknowledged the supplementary relationships of the majority of ELL websites evaluated. This is further supported by Fisal et al. (2024) in their study, that these web-based resources support students' learning by providing interactive materials that suit their level.

Fifth, the findings revealed a high number of resources suitable for use during the while-lesson phase, with a total of 130 resources. This emphasises the crucial role of ELL websites in providing primary instructional resources. E4 explained the role of ELL websites in providing while-lesson resources that exactly support the achievement of LS 3.2.1 and 3.2.2 in his interview responses. He claimed that these learning standards are among the most challenging to teach. He stated that, "*…for example, we take 3.2.1 reading skill. 3.2.1, 3.2.2. The kids must understand the main idea of the simple longer text. Simple longer text is a very major problem for the teachers to teach because the kids are not very much interested to see the long text. So here comes the help from the ELL website. So, the activities provided from the website can help a lot to achieve this kind of objective (E4, 22:00 - 22:42).*" Similarly, AlAzzam-Khraiwish et al. (2021) demonstrated the use of resources from ELL websites as the main instructional part for an intervention program. Notably, their study suggests the strong connection and relevance to the curriculum. However, the teacher's creativity and ability to use these resources determined their applicability. This was highlighted by one of the evaluators, *"You can use in any of the stages in our teaching. Either you use it for set induction or maybe the content itself like certain ELL websites has the content based on the textbook (E3, 3:47 - 4:06)."*

Sixth, the findings revealed the two most frequently suggested adaptation strategies: modification and addition. This accentuates the supplementary relationships with the curriculum with the need for slight materials adaptation. In fact, modification was regarded as one of the common adaptation strategies used by teachers to address the limitation of foreign textbooks used in the Malaysian context (Ahamat & Kabilan, 2022). Other than that, the huge number of resources (n=64) that require no adaptation proved the high relevance and credibility of the ELL websites. Interestingly, the greatest number of resources were found on W1 and W2, suggesting the high compatibility of these websites with the Malaysian primary education syllabus. Remarkably, Alzahrani (2022), in his review of ELL websites, described an adaptation functionality found on one of the ELL websites reviewed. The functionality (text helper) allowed teachers to personalise particular content by changing certain text to match their students' proficiency levels (Alzahrani, 2022). Thus, teachers should be creative and critical in adapting these precious resources to meet their students' needs. Besides, with the advancement of technology, website hosts should consider incorporating adaptation functionality to enhance ELL websites' credibility and feasibility in reaching wider contexts.

Table 1
The Trend of Distribution and Coverage of Suitable Resources found on the Evaluated ELL Websites

No.	Themes	Trend of Distribution and Coverage of Resources				
		W1	W2	W3	W4	W5
1	Grade-specific Relevance	U	C	S	C	S
2	Language Skills and Language Arts	U	C	S	C	S
3	Curriculum Standards	U	C	S	C	S
4	Textbook topics	U	C	S	C	S
5	Integration Plan (Lesson Phase)	C	C	C	C	C
6	Adaptation Techniques	U	C	S	C	S

Table 1 shows the trend of distribution and coverage of suitable resources found on the evaluated ELL websites. The same pattern in the distribution and coverage of suitable resources was found across five evaluation features—grade-specific relevance, language skills and Language Arts, curriculum standards, textbook topics, and adaptation techniques. The distribution of suitable resources from W1 followed a uniform distribution trend across the aforementioned evaluation features. This reflects an even and balanced distribution of resources across W1 (with respect to grade-specific relevance, language skills, curriculum standards, textbook topics, and adaptation techniques). Meanwhile, W2 and W4 were reported to show a clustered distribution trend, which highlights the huge difference between greatest and lowest number of resources found on the website for a specific evaluation feature. Finally, W3 and W5 had a scattered distribution of suitable resources with regard to the highlighted evaluation features. These websites were reported as having a consistently limited number of resources distributed across the evaluation features. Significantly, all websites showed clustered distribution across the integration plan (lesson phase).

As a final remark, the integration of these resources heavily depends on teachers' credibility. This was highlighted by one of the evaluators during the interview session. She concluded that, *"…it depends on the teacher. How you adapt and adopt. We have a lot of websites that it is accessible and free. But the thing is whether you are using it, how you are using it and to whom (E3, 26:02 - 26:11)."*

It is crucial to note that a Google Site has been developed and it consists of the suitable resources found on the five evaluated ELL websites. These resources were arranged according to the crucial components based on the analysis framework. Besides, this site is currently accessible online for use in the Malaysian primary context. This Google Site consists of the appropriate resources (from the evaluated ELL websites) suggested by the evaluators for use as supplementary resources in the Malaysian primary education context. The site can be accessed by scanning the QR code provided below:

Figure 3
The QR Code to Access the Google Site

Each resource on the site is mapped according to:
i. Grade-specific relevance: Year (1/ 2/ 3/ 4/ 5/ 6)
ii. Topic (based on the textbook)

Several relevant details are also provided to assist teachers and learners. The details are:
i. Language Skill (Listening, Speaking, Reading, Writing)
ii. Content Standards
iii. Learning Standards
iv. Suggested Activity/ Lesson Stage
v. Adaptation Technique (if any)
vi. Implementation Strategies.

Above all, this study provides a systematically specified and rigorously evaluated list of resources from English Language Learning (ELL) websites that corresponds with the Malaysian national primary school curriculum. By aligning the resources with the curriculum standards, the study ensures that the recommended websites support national learning objectives and classroom implementation.

As stated by E3 in the interview session, *"I think if we have a template of how we can integrate any part of the five websites…will be very helpful for the teachers. The teachers can just use any of the websites accordingly so they know this one is suitable for Year 4, which part or stage or for content. It will be very nice (E3, 16:18 - 16:59)."* Thus, the mapping of the resources according to the aspects and resource evaluation features would provide detailed insights for planning and designing a comprehensive guide of the integration plan.

IMPLICATIONS AND SUGGESTIONS

This study informs education providers, curriculum and material developers on the appropriateness of ELL websites in supporting English language curriculum. Since the context of the study is the Malaysian primary education context, the findings suggest relevant resources to support the needs of Malaysian learners. This relevance is crucial for Malaysian curriculum and material developers who are responsible for the organisation and provision of educational resources for Malaysian students (Mon et al., 2016).

This relevance is then presented in the form of a compilation of interactive resources on a Digital Education Learning Initiative Malaysia (DELIMa) account. This Google Site is made up of useful resources (from the reviewed ELL websites) that can be used as extra materials in Malaysian primary schools. It serves as a guide for leveraging the use of free ELL websites as supplementary resources in the Malaysian primary curriculum. Besides, the mapped resources and the discussion of a possible implementation plan support the Digital Education Policy (DEP) (Ministry of Education Malaysia, 2023). Thus, this Google Site aligns with a DEP strategy from the fifth thrust. Providing access to a Google Site with a compilation of "interactive and enjoyable activities" can be considered one of the ways to "empower digital educational resources" (Ministry of Education Malaysia, 2023).

This strategy will indirectly increase the use of Google Classroom (GC) among teachers and students, reducing the efforts of teachers in finding and uploading suitable resources. Teachers can straight away access the Google Site for suitable resources according to textbook topics and share the resources on GC. Besides, teachers can select activities for immediate use or as enrichment activities for their students (at home). Hence, the use of ELL websites aligns with thrust 5 (quality digital content) and produces digitally competent teachers (thrust 2) who can disseminate technological knowledge and skills to support students' learning. Significantly, the outcome of this process is the development of digitally competent students (thrust 1).

For researchers, this study suggests different approaches to website evaluation. Most importantly, it highlights the use of an evaluation framework. This approach was used less frequently in the studies involving the ELL websites, as reported in a systematic mapping study conducted by Gani and Habil (2024a). Hubbard (2006) proved the effectiveness of evaluation frameworks. Other than that, the use of two different methods for thorough data analysis: deductive thematic analysis and directed content analysis serve as guides for researchers in replicating this study in other contexts and by using other sample groups.

Besides, this study significantly contributes to the expansion of literature in the field of ELL websites specifically and digital learning, in general. The researchers will benefit from the pedagogical insights highlighted in this study, consequently leading towards the implementation of more studies within this area. Remarkably, this study addressed five out of six research gaps, as listed by Gani and Habil (2024a) in their systematic mapping of 58 relevant studies found within the spectrum of ELL websites. The research gaps addressed are:

i. Qualitative design
ii. Evaluation framework as data collection method
iii. Within the primary education context
iv. Purposive sampling
v. Within the scope of evaluation and assessment of websites (theme).

By clearly stating the research gaps it filled, this study shows that more research is needed to look into the appropriateness of other free ELL websites for primary school students. There are many of these online resources available. The number of these resources continues to grow. Despite the abundance of ELL websites for primary learners, locating studies relevant to this area has been challenging (Gani & Habil, 2024a). Furthermore, most of the existing studies identified involved varsity students as the sample or target group. Hence, this study is proven to be advantageous for researchers who are interested in exploring ELL websites and simultaneously contributing to the enhancement of digital teaching and learning in a primary education context.

Although this study is distinctive in nature, it has a limitation which is primarily related to sample size selection. With the aim of comprehensively evaluating the appropriateness of ELL websites, this study included only five websites selected through a carefully planned selection procedure. With the limited sample, the findings may lack generalisability. The initial evaluation pool consisted of a total of 67 websites. This significant number implies the availability of an abundance of potential ELL websites. Thus, future studies could involve a larger sample of websites.

CONCLUSION

This study has explored the appropriateness of ELL websites as supplementary resources in the Malaysian primary education context. The resource mapping highlighted the wide distribution of suitable resources across all textbooks, reflecting the relevance of ELL websites as supplementary resources to support Malaysian primary learners. This study informs the Ministry of Education and teachers regarding a selection of quality supplementary resources mapped on a Google Site, and supports the use of DELIMa. Furthermore, it promotes asynchronous learning and digital inclusion while aligning with thrusts 1, 2, and 5 of the Digital Education Policy. A well-developed ELL website extends beyond mere functionality; it serves as an excellent tool in optimising students' engagement, accelerating academic achievement, and supporting teachers. Thus, in line with the technological advancements, this study acknowledges the significance of constant evaluation to ensure that the ELL websites remain relevant and credible over time. The encouraging findings validate the prior studies regarding the context-specific appropriateness of ELL websites. In conclusion, this research provides a much-needed evaluation of ELL websites in the Malaysian primary context, offering insights that can guide educators and curriculum developers in harnessing the full potential of web-based resources for English language learning**.**

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