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АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В ВИЩІЙ ОСВІТІ

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**USE OF ELECTRONIC RESOURCES IN TEACHING AND
LEARNING EFL IN HIGHER EDUCATION**

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INTRODUCTION

The technological revolution has attributed a significant role to electronic information sources in the educational process, as these sources provide students with the latest information and knowledge. These resources are available in a number of formats, such as periodicals, newspapers, and e-books. University students use these resources for research and academic work because they give electronic content and technological tools that make obtaining the best information straightforward (Bader, Shadi, & Alaziz, 2021). Nowadays, the use of digital resources in teaching and learning English is becoming increasingly popular. According to Hennessey (2005) technology supported English language learning, facilitated interaction and discussion between students and teachers, sparked more peer discussion, probing and feedback to learners — all of which are crucial steps toward helping students become more independent and self-reliant thinkers. The use of technology in English language teaching and learning encouraged increased participation and exposed students to more real-world and understandable content (Theuri, 2022).

According to Budhwar (2017), technology is essential to every aspect of our lives, particularly our educational system. He goes on to argue that technology has eliminated barriers in the educational system for students and has delivered education right to their front door.

Electronic resources, among others web 2.0 tools can help to build a more communicative and cooperative language learning and teaching environment. Initially, instructors and education professionals should decide that these tools serve to achieve the language lesson objectives and whether they meet the pedagogical requirements of the teaching situation. The appropriate utilization of these resources in accordance with the language lesson objectives may assist the students' language learning process (Ahmet & Talat, n. d).

The use of technology can provide a more authentic platform for oral practice of the target language, which is not only easily accessible but also advantageous. Through technology, students can interact with native speakers of the target language, which can enable them to focus on enhancing their English conversation skills and comprehension of language content. This method of interacting with native speakers through technology is particularly beneficial for students who lack other opportunities to practice their language skills (Chang, Pearman & Farha, n.d).

In addition to develop oral language abilities, technology improves reading and writing skills. According to Shih and Yang (2008), the "most effective way to learn a language is to participate in a community where the target language is used to communicate in a real context." Collaboration between native speakers and language-learning communities is now possible in an authentic social context thanks to technology (Chang, Pearman & Farha, n.d).

The object of the study is to investigate and gain an understanding of the role and impact of electronic resources in the process of teaching and learning English as a foreign language. The study specifically focuses on exploring how these electronic resources are utilized in both the teaching and learning aspects of English for non-native speakers. Additionally, the study aims to examine the effects of these electronic resources on language learning outcomes.

The subject of the study involves analyzing various e-resources that are specifically designed for EFL teaching. This study contributes to gaining insights into the learners' attitudes towards the e-resources, and the impact of utilizing these resources on their language learning process.

The tasks of the thesis are as follows:

- Examine the impact on language learning outcomes: The study aims to examine the effects of using electronic resources on language learning outcomes for EFL learners. This includes assessing the learners' language proficiency, motivation, engagement, and overall learning progress to determine the impact of e-resource utilization.
- Assess learner experiences and perceptions: The study aims to assess EFL learners' experiences and perceptions of using electronic resources.

The practical value of the thesis is significant due to the importance of language teaching in today's educational landscape. Proficiency in English or other foreign languages provides individuals with a major advantage, making it crucial for future teachers to prioritize efficient and accessible language acquisition. By leveraging electronic resources, the thesis acknowledges the possibility of creating a more interactive language learning experience for students.

By focusing on the practical implementation of electronic resources, the thesis empowers teachers with the knowledge and skills needed to establish learner-centred and communicative language learning environments. This contributes to the objective of accelerating and facilitating language acquisition, equipping students with the necessary language skills for success in today's globalized world.

The novelty of the study lies in its particular emphasis on the impact of digital resources on various language skills. Moreover, since the survey was conducted among English major students at Transcarpathian Hungarian College of Higher Education, it offers a unique perspective and context, providing valuable contributions to the institution. The results of the study can help instructors and students at the college gain a better understanding of the valuable effects of using electronic resources on English language development and support the integration of digital resources into English language education within the institution.

PART 1. USE OF ELECTRONIC RESOURCES IN TEACHING AND LEARNING EFL IN HIGHER EDUCATION

1.1 Definition of E-resources

The expression "E-Resources" refers to data that is electronically stored and available through electronic systems and networks. This implies that all materials that necessitate computer access, whether it be through a personal computer, mainframe, or handheld mobile device, are classified as "electronic resources" (Velmurugan, 2013).

There are several types of e-resources which include CD-ROMs, online databases, e-journals, ebooks, internet resources, e-mail publishing, wireless publishing, electronic links, and web publishing (Velmurugan, 2013).

An electronic resource is made up of computer-controlled materials, which are divided into two groups: data and programs. Data comprises information that can be represented in various forms such as numbers, letters, graphics, images, and sound. Programs, on the other hand, are sets of instructions or routines used to carry out specific tasks, including processing of both data and programs (Sejane, 2017).

Electronic resources are becoming increasingly popular and important these days, because they are accessible from anywhere, regardless of location. So, due to online availability, the users are not required to physically visit the library. The articles are available for users to download and save on their computers. Furthermore, e-resources typically include video, audio, and animation content that is not found in printed materials. These E-resources, whether on CD-ROM or the Internet, can greatly expand the range of content available to students. There are numerous electronic resources available that can be used in the classroom or for individual learning. Textbook publishers are increasingly offering electronic study guides and sample presentation slides on CD-ROM or the Internet (Sejane, 2017).

The World Wide Web is the most comprehensive source of electronic resources. Many websites can convey primary documents and secondary literature, sound, and images from several sources. Publishers are creating companion websites to go with their textbooks. Finally, libraries and scholars are making scanned items available on the Web, however the copyright implications of this practise must be carefully considered (Brinkley, Dessants, Flamm, Fleming, Forcey & Rothschild, 1999).

1.2 The importance of E-resources in higher education

E-resources have become an indispensable component of the higher education system. They play a crucial role in facilitating higher education and attaining educational objectives.

E-resources are a plentiful source of information for students who want to supplement their normal classroom activities with additional learning materials (Anjana, 2016).

Numerous electronic resources such as e-books, reference books, e-journals, online support centers, expert opinions, and other educational materials are accessible to aid in simplifying the learning process. First of all, it can be used in the teaching-learning process to encourage students to learn actively, independently, self-directedly, and collaboratively. Secondly, teaching materials (e-journals, e-books, online database, etc.) are available online for students. Furthermore, it promotes education's democratization, or universal access to education. Every student, regardless of ability, gender, nationality, or location can access education at any time (24 hours a day, seven days a week) and from any location (home, college, library, etc.) Electronic resources have become a vital element of the education process. (Anjana, 2016).

To sum up, electronic resources are highly significant in the education sector of the twenty-first century. Due to their online accessibility, information can be readily obtained. As a result, electronic resources can provide advantages for both students and educators. These resources can improve the effectiveness, informational content, and engagement of classes for students. In the past, printed resources such as books and journals were crucial in the teaching and learning process. However, these printed versions were not easily obtainable by many people and were expensive. In the current digital era, electronic versions of books, journals, and newspapers are available online. As society has increasingly transitioned to digital technology, the importance of electronic resources has become prominent in 21st century education (Maulana, 2020).

1.3 The importance and use of e-resources in EFL teaching and learning.

Currently, English is the most commonly spoken language globally, highlighting the significance of acquiring proficiency in this language. Various electronic resources help English language learners improve their learning skills. Worthy of mention are English language learning websites, computer-assisted language learning programs, mobile phone-assisted language learning programs, presentation software, electronic dictionaries, chat and e-mail messaging programs, CD players and learning video clips, etc.

These learning materials, information and programs provided by new technology promote and improve the development of the four different language skills and language knowledge (grammar and vocabulary).

By presenting a range of resources and activities to choose from, it caters to diverse learning styles of students. It allows introverted students to communicate virtually, through forums and chats, which improves their communication competence.

Numerous audio materials and brief videos are accessible online through diverse programs or websites and can be integrated into English lessons to significantly aid in teaching and learning. These materials provide students with authentic situations that can enhance their understanding and performance in English courses. Incorporating these resources into the learning process can enhance its value and make the learning process more enjoyable for students.

In addition to audio materials and videos, there is a significant amount of online and offline dictionaries available to help students find foreign words. Thanks to electronic dictionaries, students save a lot of time during their studies because there is no longer any need to use hand-held dictionaries, which on the one hand are pricey and, on the other hand, take a long time to search up terms one by one. Dictionary translations are now accessible in almost every language.

All in all, therefore, the use of these e-resources in learning and teaching English is important and useful, as they not only make our everyday lives easier thanks to easier and faster information acquisition, but also offer a huge amount of material and programs for language learners to improve their language skills. Additionally, it saves a significant amount of time.

1.4. Characteristics of Electronic Resource

The first characteristic of ER is that they are borderless. They are made available globally thanks to the internet, not only in a single location or country. Secondly, it is characterized by continuous availability, namely the information is accessible to everyone around-the-clock. It is characterized by multiple access, viz the same resource can be accessed by any number of users at the same time. Moreover, user-friendly interface, because finding information online is simple. Furthermore, in contrast to traditional libraries, digital libraries do not suffer from the limitation of physical storage capacity. (Yibeltal, 2017)

1.5 Types of E-Resources

Electronic-resources are basically divided in two major types:

1. Online electronic resources, such as: e-journal, e-books, Websites, e-mail; e-library, e-dictionaries, encyclopaedias, e-audio/visual resources.
2. Offline electronic resources, which do not require internet access: a CD ROM , Diskettes, DVD, Offline e-books; Offline e dictionaries; MS Office applications (documents, spreadsheets, power points); other portable computer databases (Augustus, 2014).

1.5.1 E-journals

E-journals refer to publications that are issued periodically and are available in electronic format, accessible through computers and other communication technologies. Essentially, they are digital versions of traditional journals and are typically accessible via the internet. It can be available online or even offline comprising academic communications, research papers and review articles. They could be published weekly, fortnightly, monthly, quarterly or annually. These mostly used for reasearch puposes. For example, print journals like a Cell, New Scientist, Scientific American, have electronic versions. An electronic-only journal can be for example Ariadne, D-Lib magazine. Higher education can benefit from it. Electronic journals are easier to disseminate to library patrons than traditional print journals since they generally offer efficient access to content (Anjana, 2016).

1.5.2 E-books

Acording to Lebert (2009) electronic book or e-book was born for the first time in 1971. It was invented and launched by Michael Hart. These ebooks have very short history of almost 50 years whereas the traditional printed books have very long history of 5 centuries.

E-books are available in two different formats: page fidelity e-books and reflow-able digital e-books. In the previous one there are just scanned images of the print version of the book such as the PDF format, which contains no dynamic media, no active online links, and no capacity to modify text or photos. Reflowable e-books utilize a flexible format system that incorporates dynamic media. This allows users to adjust both the layout and interactive elements of the e-book to suit the display medium (Rockinson, Courduff, Carter, Bennett, 2012).

E-books are the electronic version of printed books, available in various formats. Some e-books can be accessed online only when connected to the Internet, whereas others can be downloaded completely and read offline. Typically, an e-book collection is organized in an e-database that offers full-text searching within and across titles. They can be read online in HTML or PDF format on dedicated e-book readers or tablets, using e-reader applications. Additionally, e-books can be read on smartphones and personal computers. The benefits of e-books include the ability to highlight, bookmark, and print relevant pages, as well as accessibility from any location

and at any time. Furthermore, they take up less physical space, and thousands of e-books can be stored on a computer or reading device.

E-books are subject to strict copyright rules and digital rights management. These regulations limit the amount of content that readers can print or copy, typically to one chapter or 5% of the entire book. While most publishers place restrictions on how much you can copy or print, some publishers do not allow users to do either at all.

Numerous books can be accessed for free through the internet. Free books (<http://www.e-book.com.au/freebooks.htm>), Internet Classics Archive (<http://classics.mit.edu/>), Internet Public Library (<http://www.ipl.org/>), Online Books Page (<http://digital.library.upenn.edu/books/>).

The textbook is one of many learning materials used in higher education classrooms. The advent of digital technology has transformed the nature of textbooks. Nowadays, around 80% of college and university students possess laptop computers, and an ever-growing proportion are purchasing other electronic devices. As a result, publishers are augmenting the number of textbooks that are available in digital format. These digital texts, often known as e-textbooks, can be accessed and downloaded via the Internet on tablets, e-readers, smart phones, and laptop computers. (Rockinson, Courduff, Carter, Bennett, 2012).

1.5.3 CD-ROM and DVDs.

Compact Disk Read Only Memory or CD-ROM is a compact disc that can contain a significant amount of digital data. This optical disc is capable of storing various types of files, including data, music, videos, and other formats. Information can be distributed and accessed via CD-ROMs in circumstances when using the Internet is prohibitively expensive, risky, or unavailable. It is more cost-effective than online databases, as the information is available off-line without the need to pay a telecoms fee. Universities and colleges all over the world can benefit from the information revolution that has been sparked by improvements in information and communication technology. The utilization of CD-ROM databases is significant in facilitating convenient access to extensive collections of literature for research purposes. In the 1990s and early 2000s, CD-ROMs were highly favored, but with the onset of the early 2000s, DVDs began to take over their functions. Digital Versatile Disks, or DVDs, have the same physical dimensions as CDs but have more than six times as much storage capacity than CD-ROMs. Its main field of use is video and data storage (Anjana, 2016).

1.6 World Wide Web

In today's society, the internet presents several options to people all over the world. It provides teachers and students not only recreational opportunities, but also a fields for teaching and learning the English language, thus helps develop language skills.

The World Wide Web is a system of information. It means the totality of web pages on the Internet. The development of the World Wide Web can be divided into three distinct eras. The first era, known as Web 1.0, emerged in the early 1990s and was essentially a content delivery network that facilitated the display of information on websites, which could also be used for personal websites. The second era, Web 2.0, is characterized by websites and applications that enable users to create and share their own content or material online. (Available: <https://sites.google.com/site/web30toolsd1/home/example-page>.)

1.6.1 Web 2.0 tools

The Internet's introduction to language instruction began with Web 1.0 tools and progressed to Web 2.0 tools. Web 2.0 tools enable interaction, creation, and collaboration. Web 2.0 tools can be categorized into Mobile tools, Community tools, and Video tools (source: <https://study.com/learn/lesson/web-2-0-tools-software-applications.html>). Currently, the use of these tools is one of the most significant concepts on the internet, characterized by two common features: content sharing and interaction, which make it easy for users to share text, images, links, videos, and events.

There are several Web 2.0 tools available on the internet that can aid in the learning of the English language, including blogs, social networking sites, podcasts, video sharing platforms such as YouTube, and social photo tools. These tools offer ample opportunities for learners to enhance their English proficiency both in and outside the classroom. Social media platforms such as Facebook, Twitter, and TikTok have a significant influence on the process of learning a language. Students can connect with their peers from around the world, share their opinions on specific topics, and engage in productive collaborations that strengthen their communication skills, foster better learning, and promote overall development.

The second benefit of Web 2.0 tools is that can increasing students' motivation to learn. Since, the motivation is essential in language learning, having high motivation can be beneficial for students to achieve better results in their studies. Utilizing Web 2.0 tools can be fun, by which improving their language skills, as well as may convert students from passive to active learners through providing various platforms. Furthermore, other important benefit is the opportunity of online sharing. Educators can share material via some online apps, and students can access it. This

greatly promote easier interaction between educators and students, leading to a better and richer language learning process.

The next commonly mentioned advantage is to find information easily. Thanks to the internet, students can easily and expeditiously obtain information from a multitude of sources. There are several options that they can choose, like reading blogs, reading from Wikipedia, reading from the language learning online application, reading news, etc. (Sari, 2019).

1.6.1.1 Mobile application tools

Nowadays, young people cannot imagine their life without mobile phones. Mobile devices have infiltrated all aspects of human life, including education. Smartphones are increasingly being used in education because they can boost knowledge retention and student engagement. Even in class, most university students have their smartphones with them. As a result, the popularity of mobile applications for learning foreign languages has grown recently (Klimova & Polakova, 2020).

A mobile application is a software product designed primarily for use on small, wireless computing devices like smartphones and tablets, as opposed to desktop or laptop computers. There are two different types of application: network and native applications. The network application is accessible online via the device browser, so it is a website that provides equivalent functionality to the application. Furthermore, the native applications are designed expressly for a given platform, for Android or iOS and loaded on the device through app stores like Apple App Store, Google Play, and others.

The role of native mobile applications in foreign language learning is significant. These apps can serve as supplementary materials or extension activities to traditional in-class English as a foreign language (EFL) instruction in college. One of the major benefits of mobile apps is that students can access them at their convenience and from any location. Furthermore, these apps are free, easy to download, and frequently updated. If students do not find any of the apps helpful, they can simply uninstall them. There is a plethora of apps available for download to aid learners in acquiring or practicing particular skills or linguistic structures. These apps are designed for specific skills, and they differ in terms of the range of material they cover, the level of difficulty of the content, and the methods used for skill development. Furthermore, teachers are not obligated to develop any apps or supplementary materials, and they encourage students to engage in independent language learning outside of the classroom. When selecting apps, it is essential to consider the familiarity level of the content, the level of difficulty of the materials, the intricacies of the content, and the speaker's pace and accent. (Al-Jarf, 2020)

According to Li (2008), using mobile apps in English language learning offers multiple benefits, including improved efficacy, flexibility, and convenience of learning. These

applications encourage interaction between learners and learning content, peers, or instructors, enhancing the mobility of learning practice. One significant advantage of utilizing mobile apps in language learning is their direct impact on the development of all four language skills, namely listening, speaking, writing, and reading (Ekinci, 2017). Moreover, mobile apps can significantly affect students' vocabulary acquisition and retention, while allowing them to select their preferred level of difficulty, whether it is beginner, intermediate, advanced, or other levels.

There are many mobile apps available that are designed to teach English vocabulary, grammar, and other language skills. These apps vary in their features and can range from simple dictionaries to more interactive activities or games that appeal to students. Some examples of these apps include Quizlet, Duolingo, MyWordBook, Grammar Up, and Learning English Listening & Speaking BBC/VOA News (Al-Jarf, 2020).

In conclusion, college instructors can leverage the use of mobile apps to support students in improving their English language skills in areas such as listening, speaking, reading, writing, grammar, and vocabulary. Mobile apps provide students with the opportunity to engage with content using both their visual and auditory senses, helping them to learn complex language concepts and challenging procedures more effectively.

1.7 Advantages of e-resources.

Nowadays, electronic resources are gaining increasing importance and popularity among not only libraries but also users, authors, editors, publishers, and archivists due to their numerous advantages. These benefits include quick and easy access without the need for processing, printing, binding, or delivery; the availability of various file types such as text, audio, video, and images, which may contain information not included in print publications; ease of use and the ability to download and transfer content to multiple devices; the ability to quickly filter search results for relevant information, which is difficult to achieve with printed materials; the capacity to browse through vast amounts of information for in-depth research or study; lower publication and distribution costs compared to print versions; the ability to update and modify data quickly and regularly; interactive features; space-saving in library storage; availability of multiple search engines for accessing relevant articles; and the early online release of journal or magazine articles or issues before their print versions (Parthasarathy, 2014)

1.8 Disadvantages of e-resources

While there are numerous advantages of using electronic resources, there are also some disadvantages to consider. Firstly, internet connectivity is required to access e-resources, and if a library cancels or ends its subscription, it may lose access to back issues of an e-journal or e-book. In contrast, printed materials are always in the library's possession once purchased. Additionally, reading on a screen can be tiring and harmful, and electronic devices require power to function. Special equipment may also be required, which can be expensive, and using ICT-based resources and services may require specific skills that some users may not possess. Even library personnel may need to develop competence in these areas to provide effective user service. Finally, future ebook devices may not be able to read current e-book formats (Parthasarathy, 2014).

PART 2. APPLICATION OF E-RESOURCES IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

2.1 The application of e-books in learning EFL

The popularity of e-books in education has increased, and they are now being used for language learning as well. The application of e-books in language learning has garnered interest since students can read digitally on a variety of electronic reading devices, including smartphones, tablets, laptops, specialized e-book readers. This growing demand for e-books in EFL education is primarily due to the many benefits of e-books, including that they offer quick updates and instant translation into numerous languages and are easily downloaded. They also have searchable resources and portable content (Chen, Jen, Ogata and Toyokawa, 2020).

Electronic textbooks provide benefits that cannot be found in traditional books, such as the ability to access learning materials from any location at any time, the option for audio narration, immediate feedback, and the use of multimedia annotations. These unique advantages make electronic textbooks an effective tool for language education.

The literature on second language acquisition acknowledges the crucial role of vocabulary knowledge in all language uses. To enhance the learning of vocabulary, EFL learners can benefit from using electronic textbooks with various multimedia features on their smartphones (Xodobande & Hashemi, 2022).

Marshall suggests that reading involves not only passive reading, but also active engagement with the materials, such as organizing, interpreting, highlighting, and taking notes. These reading strategies can also be applied to electronic books with interactive features that allow readers to engage with the content through various forms of visual and audio contact, as well as manipulate, customize, and supplement the content (Yoon, 2012).

2.1.1 Use of e-books in improving student's vocabulary and reading skills

E-books are extensively used by students at educational institutions such as schools, colleges, and universities for the purpose of learning. According to Embong (2012) electronic books can act as a supplementary means or instrument for instruction, benefiting students, teachers, and educational institutions by promoting or improving the learning process.

Reading and comprehension are the most important factors in improving learning performance, therefore developing them is very important to progress in learning English as a foreign language.

According to Reid (2016) e-books are more successful than printed books in boosting students' reading comprehension skills, because they offer particular reading features that improve students' skills. For instance, features as narration, word pronunciation, animations, and sound effects that advocate the text can help reduce the effort the work of decoding individual words and help focus on understanding of the text. A more advanced e-book includes already completely digitised narration that highlights the text when the narration option is enabled.

Electronic books are effective resources for enhancing reading comprehension skills because they are connected to an electronic dictionary on the same device, enabling students to check the pronunciation and definitions of foreign words.

The acquisition of vocabulary is a crucial aspect of the process of learning a language. University students require an effective English vocabulary for better professional communication and academic learning success. Therefore, e-books are good devices for riching vocabluray because there is a considerable advancement in the field of science and technology. E-books may assist students in learning a large amount of vocabulary in a short period of time by linking them to other online sources and e-dictionaries. Therefore, during the reading of e-books anytime they come across a difficult term, they run straight to the e-dictionary, where can quickly check the meaning and pronunciation of words (Haseeb, Abdullah & Mirza, 2022).

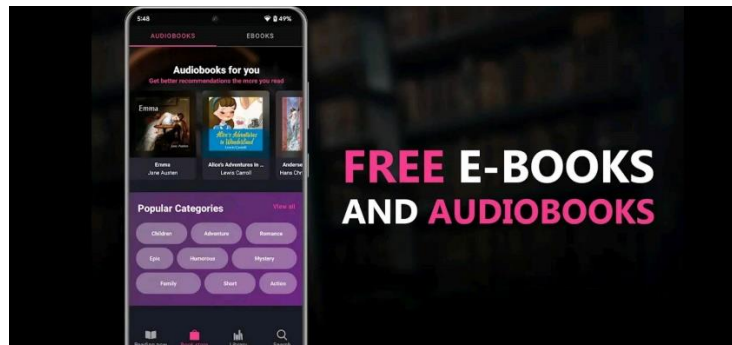
To sum up, electronic books play a beneficial role in the English learning process by enhancing students' reading comprehension skills, promoting language development, and improving their understanding of the course materials.

2.1.2 Examples of e-books

There are many examples for e-books on the Internet. There are paid e-books, which can be downloaded from a website after purchase, and free e-books, which are available to users via website or different portable devices.

1. Bookshelf

Bookshelf is an application that provides users with access to a vast collection of free classic e-books and audiobooks that can be downloaded for offline reading on a computer or mobile device. With the help of an integrated translator, users can easily translate unfamiliar words and also have the option to highlight and copy text. Bookshelf offers the opportunity to read books written by famous authors and poets like Charles Dickens, Joseph Conrad, and Lewis Carroll, among others.



1. *Illustration. Photograph about Bookshelf application* (Source: Google Play)

2. 100,000 Free Books Wattpad

Wattpad is a free online platform where anyone can read and share creative stories. Users can write and publish stories on the platform, as well as read stories posted by other users. The stories on Wattpad can be accessed in more than 50 different languages.



2. *Illustration. Logo of Wattpad platform* (Source: www.wattpad.com)

3. Google Books

Google Books is a service offered by Google Inc. that enables users to search for the complete text of digitized books and magazines stored in Google's digital repository. Publishers and authors can make their books available through the Google Books Partner Program (Wikipedia.com).

2.2 The application of audio materials (CDs and DVDs) in learning EFL

CDs can be used for reading and listening exercises, speaking and pronunciation practice, grammar and vocabulary activities or gapfills, etc. It enables English language learners to acquire basic spoken English skills. It features well-designed lessons to provide students a well-rounded acquisition of speaking, grammar, listening and reading skills. Additionally, the CD's "anytime, anywhere" usability makes it very simple for consumers to learn at their own convenience.

Most English language books and workbooks used in high school and higher education also include a CD. These CDs are specially designed for the workbooks, that is, they contain just enough lessons and audio material to fit the workbook. They cover the vocabulary list, conversation

and story for each lesson. Thus, the listener can hear the pronunciation for the words. These CDs are great way to improve English skills.

CD - ROMs are frequently recognized as particularly stimulating for learners because they leverage modern technology to provide a multisensory alternative to sensory paper-based classroom work, stimulate self-study and autonomous learning. CD-ROMs are becoming increasingly obsolete as newer technologies such as blogs, podcasts, and instant messaging are taking their place. One notable benefit of CD-ROMs over these newer internet-based technologies is that they can be used offline without requiring an internet connection.

Videos, and movies in particular, have certain benefits for improving listening skills. Movies supply great opportunity to look out how native speakers utilize interactional language along with proper body language and other pragmatic behavior.

The DVD format has many benefits over the conventional VHS format. Since, it can store far more information, the quality of the sound and image are substantially higher. Majority of DVDs include a lot of extra information, for instance subtitles in different languages, sometimes two or more extra sound tracks, as well as additional video material like interviews with actors. The additional subtitles are considerably more interesting for language learners since they allow them to read both the L1 (first language) and English translations of films and what the actors are saying. Teachers can also make use of the added interviews or other material (Jane, 2002).

The DVD offers a valuable feature in that it allows subtitles to be displayed during dialogues, making it a versatile tool for classroom use. For instance, during the initial viewing, the subtitles can be hidden to gauge the students' comprehension, followed by a final viewing with the subtitles displayed. Additionally, students can transcribe the dialogue and verify it with the correct version (www.slideshare.net).

Audio books can also be extremely useful for developing English as a foreign language skills. There are some studies in the literature that found audiobooks effective for language teaching and learning processes.

According to O'Day (2002), audiobooks aid students in a variety of ways, including boosting reading comprehension, serving as an example of fluent text reading, and increasing vocabulary acquisition and word recognition.

In his study, Serafini (2004) explored the potential benefits of audiobooks in language classrooms, which included the promotion of fluent reading, the introduction of new vocabulary, comprehension of content, active engagement with literature, and enjoyment of it.

Audiobooks are beneficial for enhancing both listening skills and reading comprehension, as well as encouraging independent reading. In EFL classes, pronunciation is a significant challenge, but audiobooks narrated by native speakers can help learners overcome any fear or

hesitation about their pronunciation. By listening and repeating as often as needed, language learners can address and improve any ingrained pronunciation errors. (Kartal, Simsek, 2017).

Audiobooks can assist students in developing their pronunciation of challenging phonemes, making them a valuable resource for learners looking to improve their English pronunciation. By reading and listening to an audiobook, learners can increase their awareness of target language pronunciation features. Additionally, the audio version of the text can serve as a model for correct pronunciation, allowing students to improve their ability to identify and produce accurate pronunciation (Saka, 2015).

2.2.1 Examples of audiobooks

The following is the list of Top 5 Sites for Free AudioBooks Download.

1. Project Gutenberg (Free).
2. Digital Book (Free)
3. Mind Webs (Free)
4. Open Culture (Free)
5. Learn Out Loud (Free)

The utilizing of such materials in foreign language teaching/learning is an effective way to develop not only English aspects, but also learners' receptive (listening-reading) and productive (speaking-writing) skills.

In conclusion, at the end of the first decade of our century was typical the application of these tools in the teaching of English as a foreign language. Today, however, these sources are being replaced by new tools provided by the constantly expanding web 2.0 technology. Thus, the utilizing of these tools in the teaching and learning of the English language has fallen into the background.

2.3 Application of mobile apps in EFL

Teachers can leverage modern tools like mobile applications to augment their students' abilities in various English language skills. These Apps provide a multisensory approach to learning complex linguistic concepts and procedures through visual and audio stimuli. To ensure effective learning, students must actively engage and participate in these activities, receive feedback, and be encouraged to improve. Mobile Apps cover various language aspects, such as pronunciation, spelling, intonation, and most language resources are readily available on mobile platforms,

including Youtube, dictionaries, encyclopedias, flashcards, podcasts, novels, short stories, magazines, and newspapers.

Mobile applications can serve as supplementary material or extension activities to enhance in-class instruction for EFL college students. Learners can access the Apps whenever and wherever they choose. Apps for mobile devices are free and are simple to download and update. If the students do not find any of them useful, they can be uninstalled. Students can download multiple Apps that target specific skills or grammatical structures they wish to develop or practice. Such Apps vary in terms of their content difficulty levels and material coverage. By providing these Apps, instructors save time and effort as they do not have to prepare additional material (Al-Jarf, 2020).










2.3.1 Instructional Phases of mobile apps

Before using the app, the instructor tells the students on which app(s) they must locate and utilise. She explains how to download the Apps and assists students with issues. She describes and outlines the purpose of using a mobile App, i.e. she tells the students what they will do, learn, or practise. She informs them about the usage of the program, whether it will be used individually, in pairs, or in small groups. She offers explicit and comprehensive guidance on both the operation of the app and the execution of a particular task. Students use their smartphones to access the Apps at home or in class. They use the Apps alone, in pairs, or in small groups. They ask questions, leave comments, and rate apps on social media. The instructor provides direction, answers students' questions, and assists with problems.

The instructor provides feedback and comments on the performance of the students. She encourages students to use mobile apps and gives credit them for doing so. The students give each other feedback and correct one other's work. Students keep a log of the Apps they've completed and their ratings for each (Al-Jarf, 2020).

2.3.2 Examples of mobile apps in EFL learning

The table below shows some of the mobile apps that can help students to develop different language skills, as it is very important to pay attention to the development of all four main skills in language learning, as well as grammar, vocabulary and pronunciation, and therefore these different applications offer students the opportunity to make effective progress in their English language learning. The table lists the different applications and their icons. In addition, the third row shows which language skills the specific application focuses on.

Applications	Icons	Skills
Grammarly		Writing and Grammar
HelloTalk		Speaking
Speaking English Fluently		Speaking
Wannalism		Listening and Pronunciation
PORO		Speaking and Listening
Fun Easy Learn		Vocabulary
British Council		Grammar
Beelingu		Reading
Duolingo		Speaking, Listening, Writing, Reading

1. Table. Examples of mobile applications (self-made table)

2.3.2.1 Grammarly

Grammarly is widely regarded as the greatest app for improving writing abilities and grammar knowledge. Grammarly is the best option for speedy grammar fixes. It not only checks for errors, but it also clarifies error so the learners do not make the same mistake again. Grammar and tone can also be improved to avoid grammatical and tone mistakes. This programme is mobile and desktop compatible (Preetham, 2020).

2.3.2.2 HelloTalk

HelloTalk is widely regarded as the best app to develop speaking. It is a free application that can connect the users with over 15 million people. The task of the user is to locate a fluent English speaker to serve as an English language instructor. The main catch is that the learner must teach them their own native language in return - it works like a language exchange. If the users are

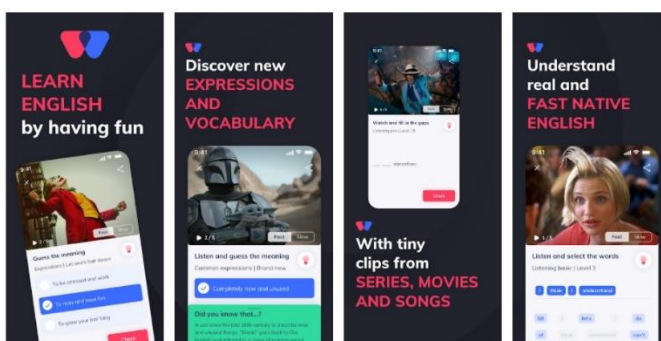
uncomfortable with video calls, they can text and voice record. It also gives opportunity to view client profiles to find a match partner (Preetham, 2020).

2.3.2.3 Speaking English Fluently

The Speaking English Fluently application mainly focuses on developing speaking and communication skills in different languages. The application contains: conversations in daily topics, everyday sentences for daily use, vocabulary learning with different games, necessary phrases and phrasal verbs, irregular verbs, daily expressions. With the help of this app the users can practice the target language on different topics (Preetham, 2020).

2.3.2.4 Wannalism

Wannalism is a free application that employs short videos from popular films, television shows, and music. Offer real conversations and common words and idioms to practise language learners listening and speaking skills. This app is amusing and educational, while it uses popular culture to teach. English language learners can listen to authentic British and American accents and put their skills to the test with games like guessing the meaning, filling in the blanks, and selecting the correct words or sounds (oxfordhousebcn.com).



3. Illustration. Photograph of Wannalism application (Source: Google Play)

2.3.2.5 PORO

PORO program is suitable for learners of all levels, from novice to proficient, and it is available for free. It contains approximately 750 audios of common conversations and a wide range of themes. Language learners can learn everything from greetings, introductions and small talk to more serious business conversations. Learners have the option to customize their experience with the audio by choosing to view highlighted sentences, and can also choose to show or hide the transcript and translation modes based on their individual needs and preferences. Users can listen to specific sentences again and practise their tone and pronunciation by clicking on them. The application also offers access to Voice of America's stories, games, and news, a popular American

news outlet. The application offers a range of learning resources such as frequently used sentences for different situations, English news to enhance knowledge, short stories in English, and common dialogues. It includes valuable features for learning, such as audio scripts, pronunciation guides, and complete translations (oxfordhousebcn.com).

2.3.2.6 Fun Easy Learn

The Fun Easy Learn app encourages learners to learn new words by using text and images. The programme has about 6000 lexical elements that are organised into topics. They cover specific topics such as Game and Food, but the sub-points are as specific as hockey, dentistry, rocks, and inner organs, so the vocabulary is quite extensive (Preetham, 2020).



4. Illustration. Photograph of Fun Easy Learn application (Source: Google Play)

2.3.2.7 British Council

The British Council is the most suitable application for improving mainly the grammar knowledge, but it also helps to improve listening and reading skills as well. It focuses on multiple topics for all language levels: tenses, gerunds, modal verbs. This app is effective in improving learners English skills in grammar, vocabulary and exam preparation as well (Preetham, 2020).

2.3.2.8 Beelingu

Beelingu is widely regarded as the greatest app for improving reading skills. This narration app is fantastic for practising reading. Its purpose to tell a story in two different languages simultaneously. Firstly, it is worth reading the text in English and then rereading the same text in learners native language. There are also many interesting themes to browse, ranging from children's literature and well-known stories to science and innovation articles. The Beelingu app uses book recordings to help you learn other languages. You must read literature in the target language while also reading information in your native language. Book enthusiasts will undoubtedly enjoy this programme because it allows them to listen to their favourite book recordings while also learning another language. To improve English skills, both paid and free book recordings could be used (Preetham, 2020).

2.3.2.8 Duolingo

Duolingo is an app designed for language learning that aims to improve all aspects of language skills. It provides a variety of approaches for learners in 23 languages, ranging from beginner to advanced levels. The app prioritizes verbs, phrases, and sentences for beginners, while advanced learners focus on LSRW skills. The app uses the learner's first language, or mother tongue, to teach the second language. The app also conducts a diagnostic test to determine the appropriate level and recommend learning materials accordingly (Preetham, 2020).

2.4 Application of Web 2.0 tools in EFL classroom

Web 2.0 tools on the Internet can be creatively used in a wide variety of ways for language learning and teaching. Several instances of Web 2.0 tools being used in activities connected to teaching English as a foreign language are shown below. In all cases, the only requirement is Internet access, and the exercises can be completed in or out of class (Başal, 2016).

1. Application of Web 2.0 tools in a speaking class

Web Tools 2.0 enables learners to learn speaking skills in a more creative manner than old methods. Through various innovative ways, Voxopop compensate for a lack of communication skills learning.

Students in a speaking lesson do not participate in discussions and are hesitant to talk on a topic in front of the class. This is most likely due to students' fear of making mistakes while speaking in class, which causes them to be shy. To address this issue, the instructor may introduce a Web 2.0 platform named Voxopop to their students'. This is an excellent tool for developing students speaking ability, which can maintain good communication skills. Voxopop is a voice-based e-learning solution that seeks to make discussions in talkgroups more enjoyable. Users will be able to record their voices, create groups, and use them for development purposes. (Başal, 2016)

The teacher can create a group for the students and begin a debate about the impact of social media use on society, but before that, instructor sends the link of the conversation to the students. The students have the capability to make a recording of themselves discussing the subject. in teh sollowing part Even students who were afraid of speaking in front of the class can participate in the discussion because they feel secure while completing the task outside the physical limits of the classroom, which is in their homes or dormitories, where they feel relaxed. So, the teacher can achive the participation of even those students who are normally reluctant to do so in

the classroom. Participation in activities is vital in foreign language acquisition, and with a free and simple technology like Voxopop, the teacher may motivate students to participate. (Başal, 2016)

There are several interesting functionalities on Voxopop that teachers and students can utilize, such as the Interaction point. This feature allows teachers to create a dialogue by listening to other students' recordings, encouraging them to introduce themselves and discuss their hobbies and families, thereby increasing speaking opportunities and language exposure. Another feature is the Narrative construction, where the instructor records the opening sentence of a narrative, and the students contribute their own sentences to the story. Additionally, teachers can use Voxopop to check comprehension by recording a story or other material and posing questions for students to answer.

To summarize, Voxopop is a valuable tool for English language instruction that can provide interesting and enjoyable speaking activities for both teachers and students. It has the potential to be an engaging teaching aid for instructors in the speaking classroom, while also helping students learn oral skills in a more innovative way compared to conventional methods.

2. Application of Web 2.0 tools for vocabulary learning

The teacher determines the unknown words in the unit for the students and provides explanations and sample sentences to provide context for these words during a vocabulary learning session. When the teacher inquires about the meaning of the target words, he discovers that the majority of the students, surprisingly, know what these words mean. He then concludes that what is lacking is the contextual use of these words. By using a web 2.0 tool called Padlet, the teacher can provide more context for the words in the unit. The instructor can create a "digital wall" for them and ask them to look for example sentences from the online dictionaries given in the Padlet's explanation section. (Başal, 2016)

In here, the tutor instructs his students to discover example sentences relating to the target words and paste them to the padlet's relevant wall. He informs them that they are in charge of reading all of the example sentences on the padlet wall. He then adds that the test will include questions based on the example sentences that they find and paste into the padlets page in order to confirm that all pupils have read the example phrases on the wall. Students take on responsibility for finding example sentences from the provided dictionaries in this activity, making them active participants in their own learning. (Başal, 2016)

3. Application of Web 2.0 tools for writing

During a writing lesson, the instructor explains what a cause and effect essay is and gives students sample layouts and essays. Then he assigns a few topics for the students to choose from for their own essay writing assignment. Students use class time to complete their essays. The teacher enters the classroom while the students are writing and provides limited feedback to them. The teacher understands that the feedback he provides is insufficient for his students to enhance their essays. To provide adequate feedback to each of the students, the teacher establishes a Google page for each of them and instructs them to paste their writings into the online Google document.

Then, he uses Google Document Editor to comment on the general arrangement of the students' essays, highlights grammar faults with different colours, criticises their word choices, and suggests appropriate terms. Then the instructor waits for each student to enhance their essays based on the comments he gives. He then provides more criticism on the students' essays following their additions. By doing so, he saves crucial class time and provides consistent and satisfying feedback to each student based on their individual needs, making teaching and learning more personalised (Başal, 2016).

2.4.1 Using blogs in learning English as a foreign language

In the context of learning English as a foreign language, the use of blogs has become a popular tool that offers various advantages. The main benefit of incorporating blogs in language learning is that students can use a variety of multimedia tools such as written texts, graphics, audio files, videos, and links. Teachers can use blogs to support teaching and learning, and they provide a platform for learners to interact, communicate and peer edit each other's posts. Students should be encouraged to participate in the process by leaving comments on their classmates' posts, as it can help them learn how to be contextually, lexically, and grammatically correct. Additionally, blogging can help hesitant students gain confidence in expressing themselves and participate in class.

Blogging helps learners to construct knowledge, it serves as a valuable tool for developing ideas collaboratively with peers and teachers (Jones & Brader, 2002). Regarding the learning of English as a foreign language, learners can apply their language skills to various situations, exchange ideas with their classmates, transfer their knowledge across different language competencies, and establish a collaborative learning environment that promotes social learning. Respectively, it contributes significantly to the development of students cultural knowledge and

plays an important role in developing students interactions and communication in the target language. As well, is an effective tool for developing speaking, reading and writing skills.

Campbell has identified three categories of blogs that offer chances for English learning:

1) Tutor blog: conducted by a teacher or instructor for the learners, which allows for daily reading practise, verbal discussion through comments, and class material and papers like as a syllabus, as well as a resource of links for self-study.

2) Learner blogs: These blogs are run by individual students which help with writing practise, research, personal expression, and idea exchange.

3) Class blog: It is run by a whole class, where students can post messages and participate in project-based language learning, develop a publishing group.

As for opportunities with the use of blogs in the EFL classroom at the higher education level, Campbell's (2003) suggestions can be useful. For example: many tutor blongs can be created using Google Blogger. These kind of blogs can be used as a course platform where students can obtain all of the relevant course content. The student can access course outlines, tasks, and answer various postings after reading choices in this section.

Aside from that, students can build several blogs where they can practise writing as a reflexive model. The instructor can feel the learner's state of mind and assess the writing by having them construct a diary and share it with their teacher. It can be the example of learner blogs.

The establishment of student portfolios is another method that can be used with blogs. Students can create their own portfolios in a very basic and straightforward manner by combining photographs, videos, and text with their experiences. This method is commonly employed to transform a blog post into a webpage (Jorge, 2015).

2.4.2 Using wikis for teaching and learning English

Wikis are a valuable Web 2.0 tool for collaborative language learning that can positively impact learners' motivation and perception of language learning. One of the key benefits of using wikis is that they can support the development of foundational language skills, such as grammar and vocabulary, as well as speaking, literary comprehension, and writing abilities. Moreover, wikis encourage students to read learning materials and improve their grammatical knowledge, ultimately leading to an improvement in their writing skills.

Application of wikis as online learning tools has several benefints, such as supporting interactions, collaborative learning and other social activities. There are several benefits to working with a teacher when using the wiki for learning, such as feedback and online support from the teacher, having tasks and activities appropriately structured and set up for online use, as

well as being encouraged to work with others. The teacher can provide feedback on both the performance of each student and the work of each group by making comments in the comments field, the private message tool, or the forum. They have the ability to enable several users to make contributions and modifications to a document.

Wikis were deemed to be "a very good tool for collaboration or collaborative writing in a foreign language classroom" by Jee (2010). This application can be used in any class that asks students to collaborate and contribute to a group assignment or project, not only writing classes.

Wikispaces is quick, simple and completely free platform for creating wikis, that can be used in the classroom in many ways. For instance: as class project, students can use Wikispaces to develop wikis. As part of the class project, students can choose a social justice theme and conduct research on it. They can incorporate multimedia, such as videos, short films and integrated presentations. They divide the areas as well by establishing a menu and adding hyperlinks to the material. After creating and editing their work, they present the wiki to the rest of the class and discuss their findings.

Another class project could be for example choosing a country by the students and exploring it. Once they have completed the project, they must provide information about the country's culture, folklore, travel costs, food, nightlife, and tourist spots, among other things. (Fi, 2015)

By incorporating wikis into the English classroom, teachers facilitate easier cooperation between students and expand their knowledge of a specific topic, and improve their English writing skills and communication skills as well.

Wiki-study.com

Is a free English study and teaching resource. There are vocabulary, grammatical, idioms and phrases explanations, free English books to improve your reading skills.



5. Illustration. Logo of the wiki-study website

2.4.3 Using Social Networks for English learning

In modern education, the concepts of interactivity, knowledge sharing, joint knowledge building, and collaboration are crucial, and social networking plays a significant role in facilitating these aspects. With the rapid advancement of information and communication technologies, social networks have emerged as a highly impactful tool in the 21st century, influencing every sphere of life. Initially intended for social communication and information exchange, social networking has now also proved to be an effective means of learning, particularly for improving English language skills in a short period of time.

2.4.3.1 Benefits of social networking in education

Social Networking Sites (SNSs) have become a valuable tool for teachers to communicate with students, share information, and provide feedback outside of the classroom. SNSs actively engage students in learning by encouraging them to explore various information sites, post comments, and participate in online conversations, while also enabling almost instant feedback from both the teacher and peers. However, it is important for learners to exhibit appropriate language and behavior and adhere to a certain moral and ethical etiquette to maintain professionalism and avoid distraction from their studies.

In the first class, the teacher can introduce students to the SNS profile and explain the features of the SNS that can be used for educational purposes. The teacher can then create an online group that includes all students in the class and set rules for online language and behavior. The teacher can also encourage students to participate in activities similar to those conducted in the classroom, such as commenting on a quotation, expressing opinions on a literary fragment, or explaining newly introduced words or concepts. These online activities provide an opportunity for students to express their opinions and continue classroom tasks. The teacher may also share links to additional study materials or learning resources.

The integration of social networking sites (SNSs) in English language learning encourages students to engage in sharing their book reviews, favorite quotes, and other interests with their classmates, facilitating interaction and idea exchange. In addition, the teacher can generate online book lists and quizzes related to the subject to enhance the learning experience. SNSs can facilitate activities such as asking for and providing advice, initiating and participating in discussions, and searching for ideas and comments. These activities help students develop language-related skills such as grammar, vocabulary, and literature analysis. These skills include using modal verbs correctly, subject-verb agreement, spelling homonyms, identifying synonyms/antonyms, and

analytical reading and critical thinking. Overall, online English learning activities are an extension of classroom tasks and contribute to students' language proficiency.

2.4.3.2 The best social networks to learn languages

Busuu is a paid language learning platform. It is designed to improve speaking skills through the speech recognition tool in the system. The education is based on listening to dialogues.



6. Illustration. Logo of the Bussu website

There are around 1000 lessons created by experts in 9 languages. The second website is **Italki**, a website where you can find a tutor for the language you are learning. Teachers have the ability to determine their own pricing and schedule.



7. Illustration. Logo of the Italki website

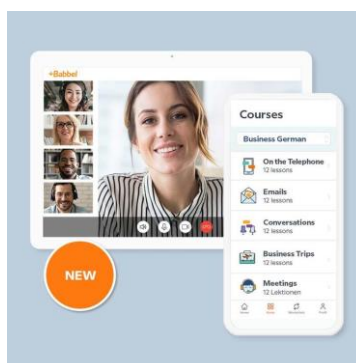
Because Skype began as a voice-over-Internet protocol (VOIP) service, its use as a personal communication tool makes it more appealing to educators who struggle to integrate technology into their classes. This VOIP technology is suitable as a teaching tool as well as a personal communication tool due to advanced features like as screen sharing, file transfer, and instant messaging.

Skype can offer students in the second language classroom authentic learning experiences, such as conducting interviews with authors or native speakers of the target language, or participating in collaborative international projects with other classrooms.



8. Illustration. Logo of the skype

Babbel in its aspect of social network, it has a forum where you can chat with thousands of users in the language of our choice.



9. Illustration. www.babbel.com

Language learners can use **Facebook** to learn languages, it eases learning foreign languages and has positive effects on learning language skills.



10. Illustration. The Facebook

2.4.4 Using podcasts in learning English as a foreign language

Authentic podcasts intended for native speakers, such as BBC news, and educational podcasts specifically designed for learning purposes can both be found on the internet. The most efficient method to locate the desired podcast is to access a podcast directory, select a category, and peruse the list of downloadable podcasts. The websites such as www.podomatic.com and www.bbc.co.uk offer a directory of podcasts specifically for English language learners.



11. Illustration. Logo of the Podomatic website



*12. Illustration.
Logo of the BBC*

Podomatic - is a simple and free web 2.0 solution that allows learners to record and modify straight from their computer. The student could upload previously recorded audio sessions. Undergraduate students can choose a topic and make a total of six five-minute episodes, which they can then post online. Podomatic provides a web page as well as players that can be simply integrated in a blog, wiki, or standard web page.

Instructors can record classes as well, and organise them into episodes for their students by including Podomatic. This will improve student retention since if a learner misses a class, the recording will be available (Jorge, 2015).

Podcasts are effective resources for improving students' listening skills. According to Kavaliauskiene and Anusiene (2009), learners have the option to simultaneously listen to a podcast and read its script, followed by recording a response to the topic and submitting it along with a written journal to their instructor. This approach can enhance students' proficiency in various aspects of language learning, such as listening, reading, speaking, pronunciation, and vocabulary. The use of podcasts as a tool for language learning is multifaceted, and when students engage in open, interactive conversations, they must use all of these skills simultaneously.

The impact of using podcasts was found to be beneficial in the acquiring of language vocabulary. Borgia's (2010) study concluded that podcast instruction could significantly enhance language learners' vocabulary.

Thus, podcasts can facilitate the integration of various language skills to promote genuine communication and enhance language learning.

2.4.5 Other web 2.0 tools that are useful for learning English

The next section showcases several websites that are created specifically for educational use. The first is the *British Council Learn English*. The language learner can improve their listening, speaking, reading, writing with games, test preparation and more.



13. Illustration. Logo of the British Council Learn English website

BBC Learning English is a language learning platform that offers various resources such as news reports, podcasts, videos, and other materials. It provides free activities and resources for

teachers and students, mainly through its website. The department was founded in 1943 and has undergone several name changes. Starting in 1945, BBC World Service broadcasted English language teaching programs for learners at different levels, including both adults and children.



14. Illustration. Logo of the BBC Learning English platform

The **VOA Learn American English** program assists learners in improving their English language skills through activities focused on listening and vocabulary. The program offers materials at varying levels, including advanced, intermediate, and beginner.



15. Illustration. Logo of the VOA Learn American English platform

ESL Video offers a collection of cost-free video lessons and listening exercises aimed at teaching and acquiring English language skills. It is a valuable resource for enhancing one's listening abilities.



16. Illustration. Logo of the ESL Video website

In conclusion, it can be said that electronic resources really have a positive effect on the acquisition, processing and application of knowledge. They help to develop self-determination, a sense of responsibility and cooperation and the four main English language skills as well. Therefore, it is very important that current and future educators, teachers have adequate IT skills and to be able to become acquainted with emerging new tools on their own and usefully incorporate them into their daily teaching practice.

PART 3. RESEARCH

3.1 Methodology

The present study employed a quantitative method for data collection and analysis. The data for the study were gathered based on reports provided by college students.

3.1.1 Planning the study

The research design aims to assess the frequency of usage and familiarity of e-resource in learning English as a foreign language.

3.1.2 Participants

The questionnaire survey was conducted among the students of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education majoring in English language and literature. A total of 28 students answered to the questions about e-resources, of which 22 are women and 6 are men.

3.1.3 Research instruments

In the present study, data was collected using a questionnaire method. A meticulously constructed questionnaire was developed using Google Forms, and the participants from the college student community were provided with the questionnaire link for their responses. The designed questionnaire consisted of three parts.

3.1.4 Procedures of the research

The initial section of the study gathered general demographic information, including gender, age, and grade level. The subsequent section comprised nine distinct questions focusing on e-resources. These questions aimed to assess the significance of e-resources, their frequency of use, and their advantages in learning English as a foreign language. Additionally, participants were asked about the frequency and usefulness of specific e-resources in relation to different language skills. The survey's final segment explored participants' perspectives on Web 2.0 tools through five questions.

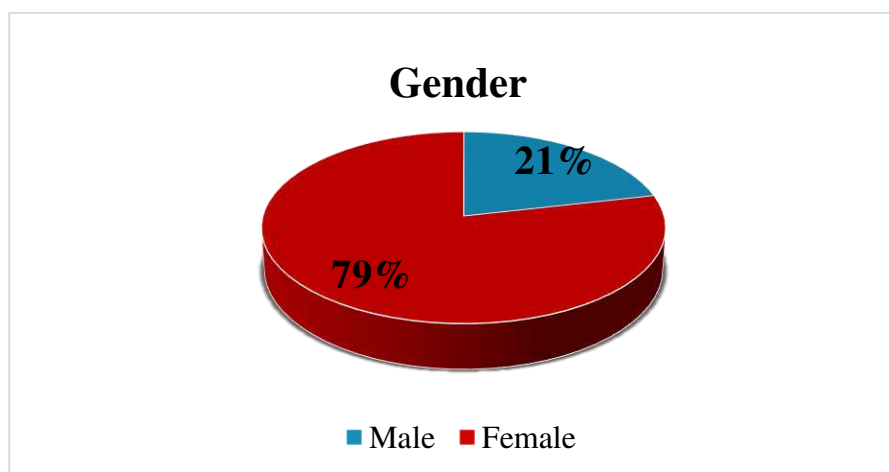
This section aimed to gauge the usefulness of Web 2.0 tools in English learning, participants' proficiency levels in using these technologies, and the specific tools they employed for learning English outside the classroom. It consisted of 11 items representing a range of Web 2.0 devices, such as language learning websites, wikis, podcasts, blogs, and others. Furthermore, participants were asked to share their opinions on whether mobile applications assisted in developing various language skills and whether they were satisfied with their quality. The subsequent sections will present the final results of the study.

3.1.5 Data analysis methods

The Microsoft Excel program was used for data analysis, enabling data organization, calculations, and the creation of charts and tables. Furthermore, the obtained results were presented in the form of charts and tables for visual representation and easier interpretation. The charts facilitated easier visual comprehension, while the tables provided detailed data.

3.2 Findings and discussion

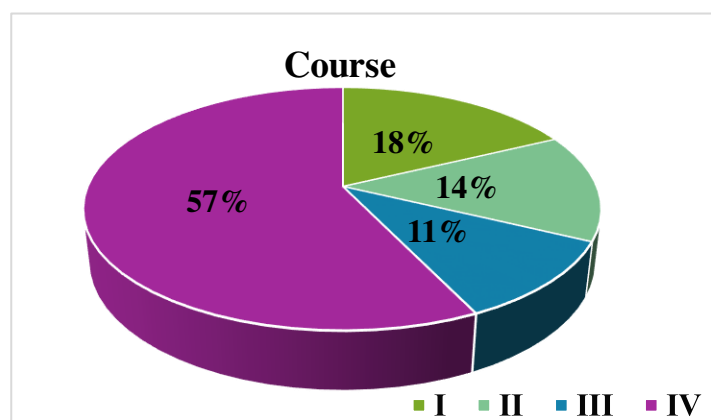
The questions about e-resources were answered by a total of 28 students, of whom 79% were women (n = 22) and 21% were men (n = 6).



17. Illustration. Gender ratio (Source: self-made diagram)

The survey was conducted among 18-23 year old students, with 53% of the respondents being 20-21 years old, 29% being 22-23 years old, and 18% being 18-19 years old.

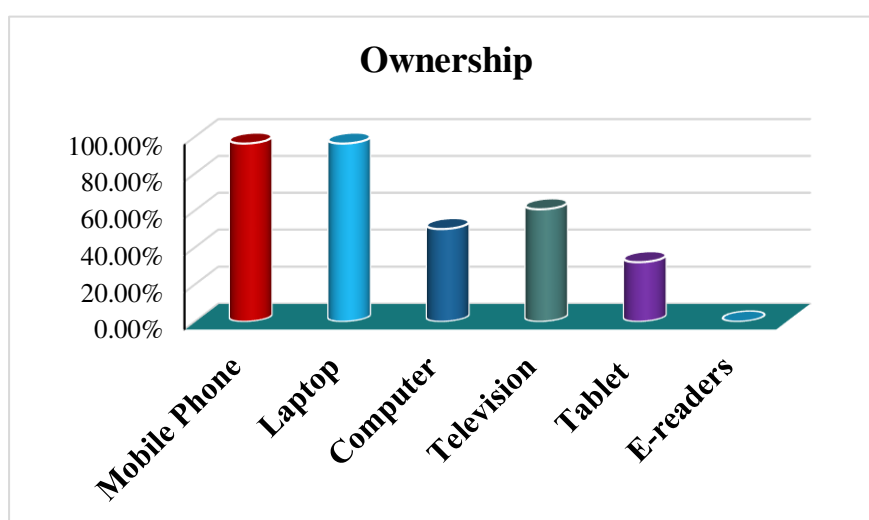
In terms of course, 57% of respondents were fourth-year students of English, with the other significant group being first-year students at 18%. Additionally, 14% of respondents were second-year students, and a smaller percentage of 11% were third-year student.



18. Illustration. (Source: self-made diagram)

In the continued research, the ownership of electronic devices by students was illustrated. Furthermore, an examination was conducted on students' preferred language learning resources, their importance in their studies, the frequency of use, and whether they were found effective for language learning. In this part of the questionnaire, participants were also asked to indicate which of their language skills had developed the most as a result of using e-resources.

Regarding ownership, among the listed answer options, students were allowed to vote for more than one. The majority of participants possess a mobile phone and a laptop, with 27 students voting for these categories, representing 96.4% of respondents. Additionally, 60.7% of students possess a television, while only 32% of respondents voted for owning a tablet. The table indicates that no one voted for E-readers.

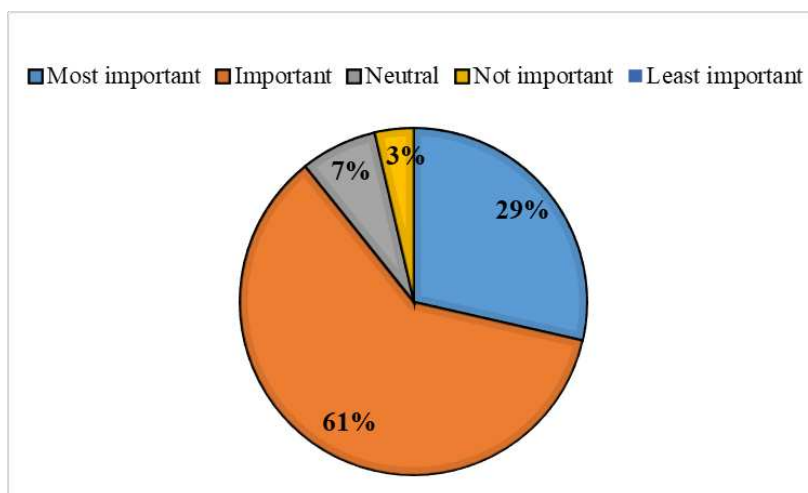


19. Illustration. Ownership (Source: self-made diagram)

In the next question, they were asked to choose which sources they prefer during language learning. Respondents could choose from 3 options: print resources, e-resources and the category

both. The majority, that is 57% of participants favors both resources, while fewer, 43%, prefer the electronic resources.

The following question related to the importance of e-resources in language learning process, where respondents could choose from 5 answers: most important, important, neutral, not important, least important categories. For 61% of students, is important the use of electronic resources for learning English as a foreign language. 29% of them voted for most important category. As shown only 7% of them voted for neutral, as well as 3% of those who nominated not important.



20. Illustration. Importance of e-resources (Source: self-made diagram)

Regarding of frequency of the usage, 86% of the participants' nominated for daily use of e-resources and only 11% of them for weekly, as well as only 3% of the students voted for use it fortnightly.

The following questions of the questionnaire were related to the advantages of digital resources. Respondents were able to see five benefits of e-resources in the questionnaire that had to be answered separately, with strongly agree, agree, moderately agree, disagree and strongly disagree answer. The table presented below displays the outcomes of the study.

Benefits	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
Time saving	53%	29%	18%	-	-
Easy to use	53%	43%	4%	-	-
More informative	61%	32%	7%	-	-
Cost saving	43%	36%	14%	7%	-
Easy accessibility	53%	36%	3%	4%	4%

Table 2: Agreement with the advantages of e-resources (Source: self-made table)

As seen in Table 2, most of the respondents agree that electronic resources are time-saving (82%), while fewer (18%) group of participants' only moderately agree with this. The following two categories were focused on ease of use and informativeness of e-resources. Almost all of the participants considered that e-resources are easy to use (96%) and more informative (93%). Regarding the economy of e-resources 79% of students believed that e-resources are cost saving, 14% of them moderately agreed, as well as 7% are disagreed with this statement. Finally, 89% of students agreed with easy accessibility, while 8% disagreed.

The next question of the survey aimed at determining the frequency of use of each listed digital resources in English language learning. Respondents were able to see 7 e-resources listed that had to be answered separately, with frequently used, occasionally/sometimes, rarely and never answer.

E-resources	Frequently use	Occasionally/sometimes	Rarely	Never
E-books	36%	32%	21%	11%
E-journals	18%	29%	39%	14%
Websites	82%	14%	4%	-
CDs -DVDs	11%	11%	21%	57%
E-dictionaries	71%	18%	4%	7%
Mobile Apps	57%	29%	11%	3%
E-newspapers	11%	25%	36%	28%

Table 3: Frequency of use of e-resources (Source: self-made table)

As seen in table 3, the three most used e-resources among students are websites with 82%, e-dictionaries with 71%, mobile apps with 57% and e-books with 36%.

39% of respondents rarely use e-journals as well as 36% of them rarely use e-newspapers. Furthermore, more than half of the respondents never use CDs and DVDs during their English language learning.

In the next question they were asked about their language skills that have improved thanks to the use of e-resources. The question was accompanied by a list of the four main language skills (speaking, writing, reading, listening) and two language knowledges (grammar and vocabulary). Respondents could choose between 3 options: agree, moderately agree and disagree.

Language skills	Agree	Moderately agree	Disagree
Speaking skills	75%	21%	4%
Writing skills	75%	25%	-
Reading skills	96%	4%	-
Listening skills	75%	14%	11%
Grammar knowledge	68%	29%	3%
Vocabulary knowledge	96%	4%	-

Table 4: Improved language skills (Source: self-made table)

Most of the students felt that their reading skills (96%) and vocabulary knowledge (96%) improved the most as a result of e-resources. Furthermore, listening, writing and speaking skills showed the same ratio (75%).

29% of respondents only moderately agree that their grammar knowledge has improved and 11% do not agree that their listening skills have improved thanks to the use of e-resources.

In the next question, 68% of students agreed with the statement that electronic resources help them accomplish their college duties. 25% of them neither agree nor disagree, and 7% disagree with it.

Participants were asked to share their views on whether they believed e-books are more effective than printed books in enhancing English vocabulary and reading skills. The survey presented five items for the students to consider. The result is shown in the table below.

Item	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I think e-books are more successful than printed books in boosting my reading comprehension skills, because they offer particular reading features (narration,pronunciation, etc)	36%	46%	14%	4%
I think e-books are much more effective thank to the e-dictionary function	46%	43%	11%	-
I read e-books on my daily basis for my academic purposes	21%	54%	14%	11%

E-books have also great impact on improving my english vocabulary	43%	46%	7%	4%
I have kept many e-books in my mobile phone/laptop for improving reading and enriching vocabulary	43%	46%	7%	4%

Table 5: Opinion related to the e-book (Source: self-made table)

As shown in Table 5, 46% of respondents somewhat agreed that e-books are more successful than printed books in boosting their reading comprehension skills, thanks to their special reading features, while 36% strongly agreed, and 14% somewhat disagreed with this statement.

Regarding the effectiveness of e-books, 46% of students believe that e-books are much more effective due to the attached e-dictionary function, while 43% of them somewhat agree with this statement, and 11% disagree with it.

The further results showed that 21% of students read e-books daily, while 54% somewhat agreed that they use e-books regularly for academic purposes.

In the following section, participants were asked to give their opinion on the impact of e-books on vocabulary development. 46% of them somewhat agreed that e-books have a great impact on improving their English vocabulary, followed by the group of students (43%) who strongly agreed that digital books have a significant impact on their vocabulary development.

In the last section, students were asked about their ownership of e-books. 46% of them somewhat agreed that they keep many e-books on their mobile phones/laptops for improving reading and enriching vocabulary, 43% strongly agreed, while 7% rejected this statement

In the continuation of the research, the participants' opinions were presented on whether these Web 2.0 tools made language learning more interesting for them, whether they increased their motivation, and whether they had a positive effect on the development of different language skills. All of these results were summarized in one table. Additionally, an examination was conducted on how proficient they considered themselves in using a wide range of Web 2.0 tools. Furthermore, their choice of Web 2.0 tools for out-of-class language learning activities and the impact of mobile applications on different skills were also investigated.

Regarding the interestingness of web 2.0 tools, 57% of respondents strongly agreed that these tools make learning English more interesting for them, while 43% voted for neutral answer. In the next question they were asked about their motivation of language learning. 36% of respondents believe that web 2.0 tools increase their motivation to learn English, 57% remained neutral and 7% strongly disagreed. According to the effectiveness 75% of students believed that

the use of various web 2.0 tools has a good effect on their development of English skills, while 25% of them voted for neutral answer.

Items	Strongly agree	Neutral	Strongly disagree
The use of web 2.0 tools makes language learning more interesting	57%	43%	-
The use of web 2.0 tools increases my motivation to learn English	36%	57%	7%
The use of various web 2.0 tools has a good effect on the development of English skills	75%	25%	-

Table 6: Use of Web 2.0 tools in language learning (Source: self-made table)

The next question lumped on the development of language skills with mobile applications. The students had the opportunity to choose from four response options: strongly agree, somewhat agree, somewhat disagree, and strongly disagree. The results are presented in the table below.

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I believe using mobile applications help me improve my listening skills	50%	36%	14%	-
I believe using mobile applications help me improve my speaking skills	36%	43%	18%	3%
I believe using mobile applications help me improve my writing skills	36%	50%	14%	-
I believe using mobile applications help me improve my reading skills	71%	25%	4%	-

I believe using mobile applications help me improve my vocabulary skills			
	86%	14%	-

Table 7: Development of language skills (Source: self-made table)

According to the table, students have experienced the greatest improvement in their vocabulary knowledge through the use of mobile apps (86%), followed by reading skills (71%) and listening skills (50%). However, students are only partially convinced that their speaking skills have improved, with 18% of respondents somewhat disagreeing. In terms of writing skills, half of the participants believe that they have somewhat improved through mobile apps. Additionally, 18% of respondents somewhat disagreed with the development of their speaking skills.

Regarding the quality of mobile apps, 75% of students were highly satisfied, while 18% were only moderately satisfied as well as 7% were dissatisfied with the quality of mobile apps.

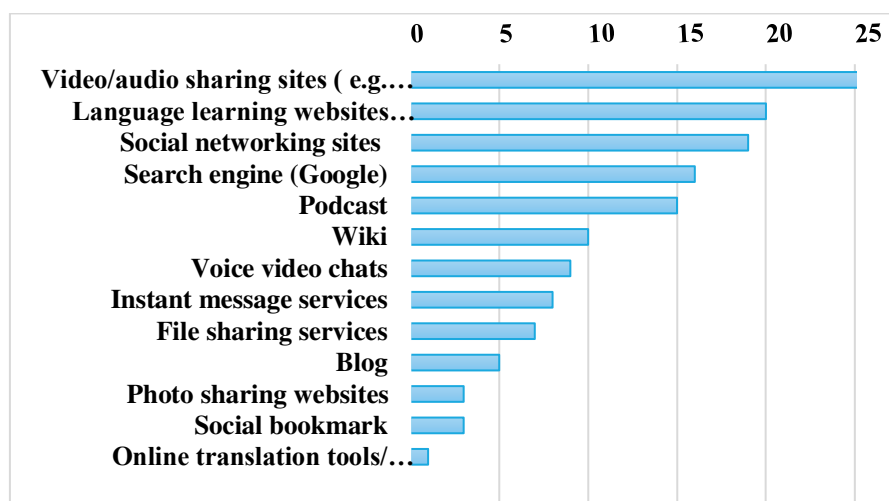
The next question of the survey aimed at finding out the extent to which learners are proficient in using of Web 2.0 tools. Respondents were able to see eleven Web 2.0 tools in the questionnaire that had to be answered separately, with do not know, not knowledgeable, know it but not using it, knowledgeable and very knowledgeable answer. The results are illustrated in the table below.

Web 2.0 tools	Do not know	Not knowledgeable	Know it but not using it	Knowledgeable	Very knowledgeable
Social networking sites	4%	7%	7%	46%	36%
Blog	7%	7%	61%	18%	7%
Wiki	-	4%	25%	32%	39%
Google Docs	3%	11%	4%	61%	21%
Podcast	7%	11%	36%	32%	14%
Chatbot	4%	11%	53%	14%	18%
Social Bookmarking	11%	39%	22%	21%	7%
Online games(with real players)	11%	11%	53%	7%	18%
File sharing	11%	14%	18%	39%	18%
Commenting on Multimedia	-	25%	47%	14%	14%
RSS	36%	25%	32%	3%	4%

Table 8: Perceived proficiency on Web 2.0 tools (self-made table)

As seen in Table 8, social networking sites (46%) are the domain in which the highest level of proficiency was reported by the participants. The next two Web 2.0 tools at which participants considered themselves skilled are Google Docs (61%) as well as wiki (32%). Further results showed that among the students who completed the questionnaire were some, who know certain web 2.0 tools, but not using them, and these are Blog (61%), Chatbot (53%), Online games (53%) and Commenting on Multimedia (47%). The students do not know anything about RSS (36%), Social Bookmarking (11%) and File sharing (11%).

The final query in the survey pertained to language learning endeavors conducted beyond the class. Respondents were required to indicate which web 2.0 tools they employ to study English outside the classroom. They were able to vote for more than one of the answers listed.



21. Illustration. Choices of learners for learning English through Web 2.0 (Source: self-made diagram)

As seen in illustration 21, video sharing websites are the most popular tools for learning language among learners. The higher rates of using language learning websites, such as BBC learning English or Busuu proves that students rather prefer websites, that offer them finished material. In addition, is quite common the using of social networking sites (Facebook, Instagram), search engines (Google or Yahoo!) and Podcast as well for language learning. Furthermore, there are tools such as voice video chats (Skype, Talky), wiki, instant message services, which are utilized at a moderate level for language learning. Finally, tools such as blogs, social bookmark, photo sharing websites, and online dictionaries are underused among respondents.

CONCLUSION

In conclusion, the objective of this study was to identify the attitudes of EFL students regarding the use of e-resources. The survey was conducted among students of Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education majoring in English language and literature with the form of an online questionnaire, the results of which were illustrated with the help of tables and diagrams made in Microsoft Office Excel. The questionnaire consisted of 17 questions completed by 22 women and 6 men.

The initial section of my undergraduate thesis provides an overview of different types of electronic resources, their characteristic features, benefits and drawbacks, as well as their significance in the educational system.

The second part of the thesis deals with the application of various electronic resources in EFL learning process, that can be helpful for the language learners and educators as well. Furthermore, it focuses on presenting the effectiveness of these resources and tools for the various language skills.

In the third chapter of the present thesis, an empirical research is presented, analysing in detail the answers to the questions asked in the questionnaire. After processing the data, it was concluded that a significant portion of college students consider the use of digital resources important for language learning and actively use them on a daily basis. The final results show that the most commonly used e-resources among students are websites, electronic dictionaries, and mobile apps, as well as the least used e-resources are CDs, DVDs and e-newspapers.

According to the research findings, students believe that their vocabulary and reading skills have improved the most thanks to the use of these resources, especially mobile apps.

Regarding web 2.0 tools, students think that they make language learning more interesting and have a positive impact on their language skills development.

Furthermore, there are five types of Web 2.0 tools students frequently used for learning English. The tools are video/audio sharing platforms, social networking tools, language learning websites, search engines and podcasts. The least frequently used tools were blogs, file sharing devices, social bookmark, photo sharing websites and online translation tools.

As a result, the current study has shown that college students actively use these resources to improve their language knowledge. Therefore, it would be important to integrate them into education.

Overall, this study can reveal new possibilities for both experienced and novice teachers and students to incorporate the use of digital resources into the EFL classroom, as well as in mastering of English as a foreign language.

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ВИСНОВКИ

На завершення, мета цього дослідження полягала у виявленні ставлення студентів, що вивчають англійську мову як іноземну, до використання електронних ресурсів. Опитування проводилось серед студентів Закарпатського Угорського Інституту імені Ференца Ракоці II спеціальності «Англійська мова та література» у формі онлайн-анкетування, результати якого я проілюструвала за допомогою таблиць та схем, складених у програмі Microsoft Office Excel. Моя анкета складалася з 17 запитань, які заповнили 22 жінки та 6 чоловіків.

Початковий розділ моєї дипломної роботи надає огляд різних типів електронних ресурсів, їхні характерні особливості, переваги та недоліки, а також їхнє значення в освітній системі.

Друга частина дипломної роботи присвячена застосуванню різноманітних електронних ресурсів у процесі навчання EFL, які також можуть бути корисними для тих, хто вивчає мову, а також для викладачів. Крім того, вона зосереджена на представленні ефективності цих ресурсів та інструментів для розвитку різних мовних навичок.

У третьому розділі даної дипломної роботи представлено емпіричне дослідження, в якому детально аналізуються відповіді на питання, поставлені в анкеті. Після обробки даних було зроблено висновок, що значна частина студентів вважає використання цифрових ресурсів важливим для вивчення мови та активно користується ними щодня. Підсумкові результати показують, що серед студентів найчастіше використовуються веб-сайти, електронні словники та мобільні додатки, а найменше – компакт-диски, DVD-диски та електронні газети, журнали.

Згідно з результатами дослідження, студенти вважають, що їхній словниковий запас і навички читання найбільше покращилися завдяки використанню цих ресурсів, особливо мобільних додатків.

Стосовно інструментів Web 2.0 студенти вважають, що вони роблять вивчення мови цікавішим і позитивно впливають на розвиток їхніх мовних навичок.

Крім того, існує п'ять типів інструментів Web 2.0, які студенти часто використовують для вивчення англійської мови. Такими інструментами є платформи обміну відео/аудіо, інструменти соціальних мереж, веб-сайти для вивчення мов, пошукові системи та подкасти. Найменше використовуваними інструментами були блоги, засоби для обміну файлами, соціальні закладки, веб-сайти для обміну фотографіями та інструменти онлайн-перекладу.

Дане дослідження показало, що студенти інституту активно використовують ці ресурси для вдосконалення своїх мовних знань. Тому було б важливо інтегрувати їх у освіту.

Загалом, це дослідження може розкрити нові можливості як для досвідчених вчителів, так і для початківців і студентів щодо використання цифрових ресурсів у викладанні та вивченні EFL, для опанування англійської мови як іноземної.

APPENDIX 1

Questionnaire

All the materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device, are referred to as "electronic resources."

I. Questions related to general informations.

1. Select your gender

Male

Female

2. Your age

3. Select your course

I

II

III

IV

II. Questions related to digital devices and e-resources

1. What types of electronic devices do you own?

1. Mobile Phone
2. Laptop
3. Computer
4. Television
5. E-readers
6. Tablets

2. What resources do you use and prefer most during English language learning?

- 1) Electronic resources
- 2) Print resources
- 3) Both

3. How important e-resources are for your English language study?

- 1) Most important
- 2) Important
- 3) Neutral
- 4) Not important
- 5) Least important

4. To what extent do you use the electronic resources?

1. Daily
2. Weekly
3. Fortnightly
4. Monthly
5. Occasionally
6. Never

5. Do you agree with the following benefits of these resources?

Advantages	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
Time saving					
Easy to use					
More Informative					

Cost saving					
Easy accessibility					

6. Which of the following e-resources/digital resources do you use to improve English as a foreign language?

E-resources Frequently Occasionally/sometimes Rarely Never
use

E-books	
E-journals	
Websites	
CDs or DVDs	
E-dictionaries	
Mobile applications	
E-newspapers	

7. What are the language skills that you feel have improved thanks to the use of e-resources?

	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
Speaking skills					
Writing skills					
Reading skills					
Listening skills					
Grammar skills					
Vocabulary skills					

8. Do you think e-books are really more useful for enriching English vocabulary and reading skills than printed books?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I think e-book are more successful than printed books in boosting my reading comprehension skills, beause they offer particular reading features (narration, pronunciation, etc)				
I think e-books are much more effective thanks to the e-dictionary function				
I read e-books on my daily basis for my academic purposes				
E-books have also great impact on improving my English vocabulary				
I have kept many e-books in my mobile /laptop device for imrpoving reading and enriching vocabulary				

III. Questoins related to Web 2.0 Tools

1. Why are web 2.0 tools good for learning English?

Item	Strongly agree	Neutral	Strongly disagree
The use of web 2.0 tools makes language learning more interesting			
The use of web 2.0 tools increases my motivation to learn English			
The use of various web 2.0 tools has a good effect on the development of English skills			

2. What are the advantages of using mobile applications by English language learning?

Item	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I believe using mobile applications help me improve my listening skills				
I believe using mobile applications help me improve my speaking skills				
I believe using mobile applications help me improve my writing skills				
I believe using mobile applications help me improve my reading skills				
I believe using mobile applications help me improve my vocabulary skills				

3. To what extent are you proficient in using Web 2.0 tools?

	Do not know 1	Not knowledgeable 2	Know it but not using 3	Knowledgeable 4	Very knowledgeable 5
Social networking sites					
Blog					
Wiki					
Google Docs					
Podcast					
Chatbot					
Social Bookmarking					

Online Games (with real players)					
File Sharing					
Commenting on Multimedia					
RSS					

4. What are the Web 2.0 tools you use for out-of-class language learning activities to learn English?

- Language learning websites (e.g. BBC website)
- Podcast
- Wiki
- Blog
- Photo sharing sites (e.g. Flickr)
- Voice/video chats
- Instant message services (e.g. Skype)
- Social bookmark (e.g. Del.icio.us)
- Learning management systems (e.g. Moodle)
- Social networking sites (e.g. Facebook)
- Video/audio sharing sites (e.g. Youtube)
- File sharing services
- Search engine (e.g. Google)

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