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**THE EFL TEACHERS' PERCEPTIONS ON INTEGRATING WEB-BASED  
RESOURCES AT THE HIGHER EDUCATION LEVEL**

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**ABSTRACT**

Online resources have become an inevitable tool in English language teaching. However, delving into this ocean of unlimited resources requires appropriate knowledge and experience from the English language teachers for potential effective implementation in their language classes. The objective of this study is to investigate the perceptions of the English language teachers on the effective integration of these resources at the higher education level. For this purpose, a questionnaire survey was administered to 120 English language teachers randomly selected from nine colleges and universities in the Kingdom of Bahrain and their perceptions were collected toward incorporating online resources in English language teaching classes. The results confirmed that a vast majority of the teachers had a positive attitude towards the effectiveness of online components in their teaching. The research work encourages the English language teachers to incorporate online resources and suggests various efficient ways of exploiting web-based resources in teaching English effectively to make the language teaching process more realistic and practical.

**Key Words:** Challenges, EFL teachers, effective teaching, perceptions, EFL students, web-based resources.

**1. INTRODUCTION**

With the dawn of the Internet and Technology, the English language teachers find themselves in a technologically advanced environment in each and every area of life, and when it comes to integrating online resources in teaching English, most of them are anxious and perplexed at the notion of to what extent these resources can be effective in their teaching. As technology with all its sophisticated features has knocked English language teaching and learning in its full force and the demands are high from the digital natives (Prensky, 2001), the question “how prepared are the language teachers to reap the educational benefits of this powerful source of instruction in their pedagogical practices?” still remains unanswered.

Conway and Zhao (2003) have classified teachers into three categories based on their perceptions towards teachers incorporating technology in teaching: Luddites, Gatekeepers, and Designers. Luddites are those who prefer traditional teaching environment opposing any technological intervention for fear of technology taking the lead role. The Gatekeepers, according to them, are teachers those who use technology and they decide whether, what, or how technology can be incorporated in the teaching learning process. The third category of teachers

is called Designers by Conway and Zhao because they, instead of only adapting the existing technology, design their teaching resources using various technological tools to facilitate their teaching and students' learning process. Thus, this study seeks to explore the EFL teachers' perceptions on integrating web-based resources in teaching English effectively at the higher education context in Bahrain.

### **1.1 Web-based resources in ELT**

The World Wide Web consists of enormous amount of information which can be exploited for any purpose at any time. It can be used as an effective tool in teaching and learning English if utilised suitably. There are various instructional tools such as multimedia, PowerPoint, educational software programs, and language learning websites which can be used by the teachers to present and reinforce the language skills. Also, the ELT textbook publishers such as Oxford University Press, Cambridge University Press, Garnet Education, and National Geographic have experimented on incorporating online components and have successfully integrated iTools and digital components in their recent editions. These books with online content help the teachers infuse technology's advanced features in their teaching on regular basis without neglecting the traditional textbook pattern. Towndrow (2007) explains how the Web can be harnessed by English language teachers by throwing light into four areas in using the Web:

1. Locating appropriate material
2. Assessing the suitability of the located resource
3. Using the resource productively
4. Creating your own resource for the Web

It is essential for teachers to know and choose the tasks that work best in their classrooms and that engage their students in an active and meaningful learning. If the teachers like to personalise the resources based on their students' needs, there are several user-friendly platforms and software suites such as Moodles, Hotpotatoes, Tophat, Blackboard, and Web 2.0 available from web material developers and web designers that help teachers create interactive teaching experience. Moreover, companies like Microsoft and Google have introduced various digital tools and resources from where the English language teachers transform their classes into more interactive and innovative experiences.

## **2.REVIEW OF LITERATURE**

While many English language teachers are positive about the effectiveness of web-based resources in ELT, many others still support the traditional instructional method. The review of literature will throw light on various viewpoints of teachers in relation to web-based teaching and its potential effects on ELT.

Omar and Abdullah (2011) observed the report findings of a study conducted on Smart school trained English language teachers who had undergone an in-service course on Smart teaching.

The findings revealed the positive attitude the respondents had on Smart school teaching and their intention to use integrative Computer Assisted Language Learning (CALL) pedagogy in the classroom.

Dogoriti and Pange (2012) did a case study to identify the perceptions and attitudes towards web-based ELT in classrooms among English language teachers in Greece. The findings suggested that the teachers were in need of better ways of accessing authentic materials that would improve their students' knowledge and skills. The findings also revealed the urgent need from the respondents for a teacher-friendly website to supply web-enhanced English language learning resources and activities.

Dashtestani (2012) explored the attitudes of 212 EFL teachers toward the use of CALL in EFL courses and their perceptions of possible barriers to implement CALL in language teaching. The findings revealed that the participants perceived computers as beneficial tools in ELT. However, they did not use CALL in teaching. Several barriers were reported by the participants. A similar study and results by Bolandifar et al. (2013) recommended some implications for policy makers to help teachers to integrate Internet technology in their classrooms.

Thapaliya (2014) investigated teachers' perceptions and practices of ICT in teaching English in public schools in Nepal. The findings suggested that the most widely used ICT tools were audio tape, mobile phone, computer, television, radio, video tape, and email. It was also found that the participants held positive attitudes toward the use of ICT for educational purposes. The responses indicated that insufficient class time and inadequate training opportunities were the major obstacles in the process of ICT integration.

Baskaran and Shafeeq (2015) investigated ESL teachers' pedagogical and technological perceptions of CALL integration in ELT. A questionnaire was administered to 105 ESL teachers, and also interviews were conducted to gather data. The findings revealed that the respondents considered CALL integration easy, interesting, encouraging, and motivational and perceived CALL as student-centered pedagogical method. The findings also revealed that most of the participants were not regular users of technology in their classroom teaching because of the limited facilities available at their workplace.

Ozel and Arikan (2015) conducted a study to investigate the use of the Internet and Web 2.0 tools among EFL instructors and examine their perceptions in respect of the effectiveness of these tools on language teaching. The data were gathered via questionnaire administered to 112 EFL instructors from various universities in Turkey. The findings showed that the respondents had positive attitudes towards the use of the Internet and Web 2.0 tools, but they were not using these tools in a sufficient manner and did not get enough support from the universities to learn more about these educational tools.

While investigating the English language teachers' attitudes towards the use of ICT in their classes, Zhelezovskaia (2016) found that though the teachers had positive attitude towards the implementation of ICT in their instruction, they shared the negative opinion in terms of students'

disruption and technical problems and suggested adequate technical training, technology support, and peer collaboration.

A quantitative case study among Moroccan teachers of English and its results by Noureddine (2017) suggested that though there was no clear link between socio-demographic variables of the English language teachers and their use of ICT in their language classrooms, their gender and computer literacy showed some effect and recommended proper ICT literacy for English language teachers through sufficient training.

Recently Cheng (2018) studied the Swedish teachers’ perceptions of integrating digital tools in teaching and learning English. Though the findings positively revealed that the digital tools increased students’ attention and improved ‘learning as well as individualization’, the participants felt the use of digital tools time-consuming and disrupting. It also suggested appropriate technology training and support from the institutions.

Thus, the review helped the researcher to identify important aspects related to English language teachers’ opinions on web-based resources in ELT which can be compared with that of the researcher’s study. It was perceived from the above review that almost all the teacher participants of these research studies were positive about the use of web-based resources in their instruction. Nevertheless, most of them felt strongly on the time-consuming and disruptive nature of digital tools. A recurring aspect revolving throughout these studies is that an urgent need for proper technical training and facility. Moreover, from the literature review it was identified that there has not been any study undertaken on English language teachers’ perceptions of web-based resources in Bahraini context. So, the researcher had decided to conduct a quantitative study on English language teachers’ perceptions of integrating web-based resources in the Bahrain higher education which in turn would facilitate the effective implementation of technology in English language classes in Bahraini context.

**3.RESEARCH METHODOLOGY**

**3.1 Participants**

There were 120 teachers who participated in the questionnaire survey. The primary aim was to study the perceptions of English language teachers on the exploitation and effectiveness of web-based resources in teaching English at the higher education level. For this purpose, these 120 English language teachers were randomly selected from nine different colleges and universities in Bahrain.

**Table 1Demographic Profile**

Demographic Profile		No. of Respondents (n:120)	Percentage
Gender	Male	51	42.5

	Female	69	57.5
Age	30 - 45 years	55	45.8
	Above 45 years	65	54.2
Experience	5 years & below	4	3.3
	6 - 10 years	17	14.2
	11 - 15 years	32	26.7
	Above 15 years	67	55.8

### Interpretation

It is inferred from the above table that more than half (i.e.) 57.5 per cent of the respondents were female, whereas the remaining (42.5 per cent) were male respondents. A majority (54.2 %) of the respondents were in the age of more than 45 years. It is found that more than half (i.e.) 55.8 per cent of the respondents had more than 15 years of teaching experience.

### 3.2 Instrument and procedures

A researcher-constructed questionnaire with two major parts was used in this research study. The first part dealt with the participants' demographic profile while the second part focused on several factors related to the participants' views on the Internet and its role in enhancing English language teaching and learning. A five-point Likert-type scale was employed to quantify the participants' responses. For ensuring validity of the questionnaire, ambiguous statements were either removed or modified wherever necessary.

The data collected were further analysed and interpreted on SPSS software with the statistical tools and techniques such as percentage calculation, 'Chi-square' test, 'z' test, 'paired t' test, ANOVA test, Correlation test, and Friedman test.

### 3.3 Research hypotheses

The following research hypotheses were formulated to explore and analyse the teachers' perceptions on integrating online resources in teaching English.

1. There is a significant difference between respondents' gender and Teaching English effectively using web-based resources in various dimensions.
2. There is a significant association between the age of the respondents and Teaching English effectively using web-based resources in various dimensions.
3. There is a significant association between experience of the respondents and Teaching English effectively using web-based resources in various dimensions.

4. There is a significant association between the respondents’ use of web-based resources in teaching and Teaching English effectively using web-based resources in various dimensions.

### 3.4 Data analysis and results

The data collected for this study focused on several factors such as the participants’ views on types of websites most frequently visited, their preferred teaching resources, types of web-based tools used in teaching, English language skills that could be taught effectively using online components, perceptions on web-based teaching resources, source of inspiration to begin a new web search, and their top challenges while using web-based resources in support of teaching. The detailed analysis of each factor revealed significant findings in relation to the participants’ views on effectiveness of online resources on English language teaching.

**Table 2 Friedman test for most frequently visited websites**

S.No	Websites	Mean Rank	Rank
1.	Educational sites	3.28	1
2.	Entertainment sites	1.66	4
3.	Informative sites	2.60	2
4.	Social networking sites	2.45	3

### Interpretation

It is found from the above table that educational websites rank 1st (mean rank: 3.28) as frequently visited website by the respondents, followed by informative sites ranking 2nd (mean rank: 2.60), social networking sites ranking 3rd (mean rank: 2.45), and entertainment sites ranking 4th (mean rank: 1.66). Thus, the top priority of the respondents was educational websites.

**Table 3 Friedman test for respondents’ preferred teaching resources**

S. No	Teaching Resources	Mean Rank	Rank
1.	Course books	2.85	2
2.	Printed worksheets	2.57	3
3.	Audio-Visual aids	1.54	4
4.	Web-based resources	3.05	1

**Interpretation**

It is found from the above table that web-based resources stand 1st (mean rank: 3.05) as preferred teaching resources, followed by course books ranking 2nd (mean rank: 2.85), printed worksheets ranking 3rd (mean rank: 2.57), and audio-visual aids ranking 4th (mean rank: 1.54). Therefore, it is concluded that the respondents preferred web-based resources most to the other types of resources.

**Table 4 Friedman test for types of web-based tools used in teaching**

S. No	Types of Web-based Tools	Mean Rank	Rank
1.	Moodle	2.39	2
2.	Blackboard	2.35	3
3.	Online activities	3.63	1
4.	Own website	1.62	4

**Interpretation**

It is found from the above table that web-based Online activities were the respondents’ first choice (mean rank: 3.63) as tools used for teaching, followed by Moodle standing second (mean rank: 2.39), Blackboard standing third (mean rank: 2.35), and Own website standing 4th (mean rank: 1.62). So, it correlates with the finding of table 3 that the respondents preferred online activities more than any other online tools.

**Table 5. Friedman test for English language skills that could be taught effectively using online components**

S.No	English Language skills	Mean Rank	Rank
1.	Listening	3.21	2
2.	Speaking	2.16	5
3.	Reading	3.15	3
4.	Writing	2.41	4
5.	Grammar	4.07	1

**Interpretation**

It is found from the above table that the respondents’ first preference was grammar (mean rank: 4.07) as the language skill that could be taught effectively using online components, followed by listening skill ranking 2nd (mean rank: 3.21), reading skill ranking 3rd (mean rank: 3.15), writing skill ranking 4th (mean rank: 2.41) and speaking skill ranking 5th (mean rank: 2.16).



**Table 6 Respondents’ preferred teaching method**

S.No	Preferred Teaching Method	No. of Respondents (n:120)	Percentage
1	Traditionalclassroom teaching	9	7.5
2	Web-based teaching	2	1.7
3	Blended teaching	109	90.8

**Interpretation**

The above table indicates that vast majority (i.e.) 90.8 per cent of the respondents were in favour of blended teaching of traditional classroom teaching and web-based teaching, 7.5 per cent of the respondents preferred traditional classroom teaching, and 1.7 per cent of the respondents preferred Web-based teaching. This finding is similar to that of Thapaliya (2014) where the participants had positive attitudes toward the use of ICT for educational purposes.

**Table 7. Respondents’ perceptions on web-based teaching resources**

S.No.	Web-Based Teaching Resources	No. of Respondents (n:120)				
		SA	A	N	DA	SDA
1.	There are a lot of ELT resources available on the Internet	69	50	1	0	0
2.	Comfortable with using web-based resources in your teaching	29	77	13	0	1
3.	Using web-based resources makes teaching and learning more effective	44	67	5	2	2
4.	Incorporating web-based materials in teaching is more interesting and enjoyable	44	70	5	1	0
5.	Prefer teaching from course books rather than using online components	2	12	25	55	26

**Interpretation**

The table reveals that though none of the respondents disagreed that there were a lot of ELT resources available on the internet, 2 of the respondents strongly agreed and 12 of them agreed (11.7 per cent total) that they preferred teaching from the course books rather than using the online components. 106 of the respondents (88.4 per cent) were comfortable using the web-based resources whereas 1 respondent (0.8 per cent) did not feel comfortable using them. Obviously, more than half (i.e.) 55.8 per cent of the respondents agreed and 36.7 per cent of the respondents strongly agreed that using web-based resources made teaching and learning more effective. Also, more than half (i.e.) 58.3 per cent of the respondents agreed and 36.7 per cent of the respondents



strongly agreed that incorporating web-based materials in their teaching was more interesting and enjoyable. Thus, the analysis confirms that a vast majority were in favour of using web-based resources.

**Table 8 .Source of inspiration for teachers to begin a new web search**

No.	Source of Inspiration	No. of Respondents (n:120)				
		SA	A	N	DA	SDA
1.	Specific content or topic	75	45	-	-	-
2.	Specific language skill	59	56	5	-	-
3.	Particular curriculum requirement	31	58	29	1	1
4.	Needs of an entire class	37	64	18	1	-
5.	Specific needs of one student	11	33	31	36	9

SA-Strongly Agree    A-Agree    N-Neutral    DA-Disagree    SDA-Strongly Disagree

**Interpretation**

The above table discusses the aspects that inspired the respondents to begin a new web search. It indicates that while majority (i.e.) 62.5 per cent (75 of the respondents) strongly agreed that specific content or topic inspired teachers to begin a new web search, only 9.2 per cent (11 of the respondents) strongly disagreed that specific needs of one student inspired teachers to begin a new web search. But, more than half (i.e.) 53.3 per cent (64 of the respondents) agreed and 30.8 per cent (37 of the respondents) strongly agreed that needs of an entire class inspired teachers to begin a new web search. Furthermore, nearly half (i.e.) 49.2 per cent (59 of the respondents) strongly agreed and 46.7 per cent (56 of the respondents) agreed that specific language skill inspired teachers to begin a new web search.

**Table 9. Teachers’ top challenges while using web-based resources in support of teaching**

S.No	Teachers’ Top Challenges	No. of Respondents (n:120)				
		SA	A	N	DA	SDA
1.	Using web-based resources is time consuming	5	27	24	48	16
2.	Resources are difficult to adapt to my needs	4	16	16	63	21
3.	Resources are not culturally appropriate for my students	1	20	20	73	6
4.	Using technology in classes distracts students and isolates them from their teacher and peers	4	10	14	70	22

5.	Teachers use web-based resources sparingly due to their lack of basic technical skills	8	61	33	14	4
6.	Slow Internet connectivity is a major problem while using the Internet	28	75	7	7	3
7.	I face technical problems when I use web-based resources	6	60	33	18	3
8.	It is difficult to locate suitable ELT resources on the Internet	-	2	5	68	45

SA-Strongly Agree    A-Agree    N-Neutral    DA-Disagree    SDA-Strongly Disagree

**Interpretation**

It is obvious that the English language teachers face many challenges while using online resources in their teaching. While they were asked, more than half of the respondents (53.3 per cent) surprisingly disagreed or strongly disagreed that using the online components was time-consuming. 27 of the respondents (22.5 per cent) shared the views of the participants of Cheng’s study (2018) in agreeing that it was time-consuming. Majority (i.e.) 70 per cent of the respondents disagreed or strongly disagreed that resources were difficult to be adapted to their needs. 20 of the respondents (16.7 per cent) agreed that the resources were not culturally appropriate for the students and 10 of them (8.3 per cent) agreed that technology distracts students and isolates them from teacher and peers. However, more than half (i.e.) 57.5 per cent of the respondents agreed or strongly agreed that teachers used online components sparingly due to lack of basic technical skills. 75 of the respondents (62.5 per cent) agreed and 28 of them (23.3 per cent) strongly agreed that slow Internet connectivity was a major problem while using the Internet. 60 of them (50 per cent) agreed that they faced technical problems while using the online components. But more than half of them (56.7 per cent) disagreed and 45 of them (37.5 per cent) strongly disagreed that they had difficulty in locating suitable online resources.

**Table 10‘z’ test between respondents’ gender and various dimensions of teaching English effectively using web-based resources**

S.No Teaching English Effectively Using Web-based Resources	No. of Respondents (n:120)		Male (n:51)		Female (n:69)		Statistical Inference
	$\bar{X}$	S.D	S.E				
	Male	Female	Male	Female	Male	Female	

1.	Computer Literacy	8.039	8.246	1.165	1.217	.163	.146	z =0.938 df=118 p > 0.05 Not significant
2.	Web-based teaching resources	22.000	22.681	2.000	1.988	.280	.239	z =1.850 df=118 p > 0.05 Not Significant
3.	Source of inspiration for teachers to begin a new search	19.352	20.826	2.076	2.357	.290	.283	z =3.557 df=118 p < 0.01 Significant
4.	Teachers' Top challenges while using web-based resources	29.156	28.637	3.678	4.392	.515	.528	z =0.685 df=118 p > 0.05 Not Significant
5.	Overall	106.61	109.52	6.063	5.671	.849	.682	z =2.702 df=118 p < 0.05 Significant

**Interpretation**

The above table indicates that there is no significant difference between respondents' gender and Computer literacy (z= 0.938, p > 0.05). The mean score indicates that female respondents had high level when compared to male respondents with regard to computer literacy. Furthermore, there is no significant difference between respondents' gender and web-based teaching resources (z= 1.850, p > 0.05). The mean score indicates that female respondents had high level when compared to male respondents with regard to web-based teaching resources. Likewise, there is a significant difference between respondents' gender and source of inspiration for teachers to begin a new search (z= 3.557, p< 0.01). The mean score indicates that female respondents had high level when compared to male respondents with regard to source of inspiration for teachers to begin a new search. It is inferred that there is no significant difference between respondents' gender and teachers' top challenges while using web-based resources (z= 0.685, p > 0.05). The mean score indicates that male respondents had high level when compared to female respondents with regard to teachers' top challenges while using web-based resources. Thus, it is clearly evident that there is a significant difference between respondents' gender and overall teaching English effectively using web-based resources (z= 2.702, p < 0.05). The mean score indicates that female respondents had high level when compared to male respondents with regard to overall teaching English effectively using web-based resources.

**Table 11. Association between age of the respondents and various dimensions of teaching English effectively using web-based resources**

S.No	Teaching English Effectively Using Web-Based Resources	Age				Statistical Inference
		30 - 45 years (n:55)		Above 45 years (n:65)		
		High	Low	High	Low	
1.	Computer Literacy	47	8	37	28	$\chi^2=11.548$ df =1 p < 0.01 Significant
2.	Web-based teaching resources	41	14	21	44	$\chi^2= 21.283$ df =1 p < 0.001 Significant
3.	Source of inspiration for teachers to begin a new search	41	14	36	29	$\chi^2=4.757$ df =1 p < 0.05 Significant
4.	Teachers' Top challenges while using web-based resources	26	29	42	23	$\chi^2=3.649$ df =1 p > 0.05 Not Significant
5.	Overall	42	13	27	38	$\chi^2=14.785$ df =1 p < 0.001 Significant

**Interpretation**

From the above table it is found that there is a significant association between age of the respondents and computer literacy ( $\chi^2=11.548$ ,  $p < 0.01$ ). Further, there is a significant association between age of the respondents and web-based teaching resources ( $\chi^2=21.283$ ,  $p < 0.001$ ). It is observed that there is a significant association between age of the respondents and source of inspiration for teachers to begin a new search ( $\chi^2=4.757$ ,  $p < 0.05$ ). In addition, it is inferred that there is no significant association between age of the respondents and teachers' top challenges while using web-based resources ( $\chi^2=3.649$ ,  $p > 0.05$ ). There is a significant association between age of the respondents and overall teaching English effectively using web-based resources ( $\chi^2=14.785$ ,  $p < 0.001$ ).

**Table 12. Association between experience of the respondents and various dimensions of teaching English effectively using web-based resources**

Experience
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S.No	Teaching English Effectively Using Web-Based Resources	5/<5 years (n:04)		6 - 10 years (n:17)		11 - 15 years (n:32)		Above 15 years (n:67)		Statistical Inference
		High	Low	High	Low	High	Low	High	Low	
1.	Computer Literacy	3	1	15	2	25	7	41	26	$x^2=6.220$ df =3 p > 0.05 Not Significant
2.	Web-based teaching resources	3	1	12	5	20	12	27	40	$x^2=8.281$ df =3 p < 0.05 Significant
3.	Source of inspiration for teachers to begin a new search	2	2	11	6	24	8	40	27	$x^2=2.566$ df =3 p > 0.05 Not Significant
4.	Teachers' Top challenges while using web-based resources	-	4	8	9	17	15	43	24	$x^2=7.573$ df =3 p > 0.05 Not Significant
5.	Overall	2	2	13	4	21	11	33	34	$x^2=5.324$ df =3 p > 0.05 Not Significant

### Interpretation

From the above table it is found that there is no significant association between experience of the respondents and computer literacy ( $x^2=6.220$ ,  $p > 0.05$ ). Further, there is a significant association between experience of the respondents and web-based teaching resources ( $x^2=8.281$ ,  $p < 0.05$ ). It is observed that there is no significant association between experience of the respondents and source of inspiration for teachers to begin a new search ( $x^2=2.566$ ,  $p > 0.05$ ). Moreover, it is inferred that there is no significant association between experience of the respondents and teachers' top challenges while using web-based resources ( $x^2=7.573$ ,  $p > 0.05$ ). Further, there is no significant association between experience of the respondents and overall teaching English effectively using online resources ( $x^2=5.324$ ,  $p > 0.05$ ).

**Table 13. Association between respondents' use of web-based resource in teaching and various dimensions of teaching English effectively using web-based resources**

S.No	Teaching English Effectively Using Web-Based Resources	The Use of Web-based resources in teaching				Statistical Inference
		Yes (n:115)		No (n:05)		
		High	Low	High	Low	
1.	Computer Literacy	81	34	3	2	$\chi^2=0.248$ df =1 p > 0.05 Not Significant
2.	Web-based teaching resources	60	55	2	3	$\chi^2=0.284$ df =1 p > 0.05 Not Significant
3.	Source of inspiration for teachers to begin a new search	76	39	1	4	$\chi^2=4.426$ df =1 p < 0.05 Significant
4.	Teachers' Top challenges while using web-based resources	65	50	3	2	$\chi^2=0.284$ df =1 p > 0.05 Not Significant
5.	Overall	68	47	1	4	$\chi^2=3.002$ df =1 p > 0.05 Not Significant

**Interpretation**

From the above table it is observed that there is no significant association between web-based resources being used in teaching and computer literacy ( $\chi^2=0.248$ ,  $p > 0.05$ ). Further, there is no significant association between web-based resources being used in teaching and web-based teaching resources ( $\chi^2=0.284$ ,  $p > 0.05$ ). It is observed that there is a significant association between web-based resources being used in teaching and source of inspiration for teachers to begin a new search ( $\chi^2=4.426$ ,  $p < 0.05$ ). Moreover, it is inferred that there is no significant association between web-based resources being used in teaching and teachers' top challenges while using web-based resources ( $\chi^2=0.024$ ,  $p > 0.05$ ). In addition, there is no significant association between web-based resources being used in teaching and overall teaching English effectively using web-based resources ( $\chi^2=3.002$ ,  $p > 0.05$ ).

**3.5 Findings based on the research work**

1. There is a significant difference between respondents' gender and Teaching English effectively using web-based resources in various dimensions.
2. There is a significant association between age of the respondents and Teaching English effectively using web-based resources in various dimensions.
3. There is a significant association between experience of the respondents and Teaching English effectively using web-based resources in various dimensions.
4. There is a significant association between the respondents' use of web-based resources in teaching and Teaching English effectively using web-based resources in various dimensions.

The study had its own limitations. Firstly, the study was confined to the geographical region in Bahrain. Moreover, time factor was the major constraint because the researcher could not collect more data from the participants in a short period of time.

### **3.6 Suggestions based on the research work**

The research work has tried to establish that web-based resources can be highly beneficial for English language teachers. The study has also revealed that majority of the teachers are positive about web-based resources and technology, both for their students and for themselves as educators. Furthermore, the use of web-based resources and websites can result in positive changes in teaching and learning practices. The following are some suggestions for English language teachers with regard to teaching English effectively exploiting web-based resources at the higher education level.

- Since it is clearly evident from this study that a vast majority of the respondents (90.8 per cent) were in favour of blended learning, the English language teachers are suggested integrating appropriate web-based resources on a regular basis in their language classes to make the English language teaching and learning process more realistic and practical.
- To be successful web users, teachers should possess good computer knowledge and well-equip themselves with basic IT skills to utilise the web resources efficiently in their language lessons. In short, to integrate web resources effectively, teachers need technical professional development. Hence, just as the participants of the case study by Nouredine (2017) suggested, professional training programmes should be organised in enhancing the IT skills of English language teachers on regular basis. This will help the teachers to update themselves with the latest advancements in technology.
- There are a variety of web-based tools such as Moodle, Blackboard, HotPotatoes, and TopHat developed by educational software designers which enable the teachers to create personalised exercises and activities based on the language learning needs of their students. Since it is highly important for the teachers to enhance themselves with the latest trends and developments in web-based teaching method, it is suggested that seminars and workshops should be organised on the latest web tools suitable for the language teachers and the teachers should be given proper training to handle the resources and equipment. Similar suggestions were offered by the



participants of Zhelezovskaia's (2016) and Cheng's (2018) studies. Then the teachers will be comfortable to handle the web materials confidently and their use of online resources in teaching various language skills will be regularised appropriately in their language lessons.

□ Another major challenge for the language teachers was slow Internet connection. Vast majority (i.e.) 85.8 per cent of the respondents felt that slow Internet connectivity was a major problem for them while using the Internet to access the online resources. If the net connection is slow, then it will slow down the teaching learning process leading to a frustrating experience for teachers as well as the students. So, the English language teachers need to use high speed Internet connection so that the language learning sessions will be productive and enjoyable for teachers and students.

□ It is also suggested that teachers should make a well-planned pacing schedule for incorporating online components in their lessons, otherwise either too much use of it will make 'the means take the matter' or too little use of it will leave the means without serving its purpose.

□ It is also suggested that teachers integrate a variety of interactive exercises in their web resources based on the language skill to be taught so that students will be motivated to utilise the resources on regular basis without losing enthusiasm.

□ Similar to the findings of Dogoriti and Pagge's case study (2010), it is also suggested that the educational software developers should create user-friendly software programs which will help the teachers to design their own web-based resources in few simple steps.

#### 4. CONCLUSION

This research work was conducted to investigate the English language teachers' perceptions on incorporating online resources in teaching English effectively at the higher education context in Bahrain. For this purpose, a questionnaire was completed by 120 English language teachers selected randomly from 9 colleges and universities the results of which revealed significant findings. The findings revealed that majority (i.e.) above 80 per cent of the respondents had good computer knowledge, and were good at learning new IT skills. It was also perceived that 95 per cent of them were willing to improve their computer skills. Just as the findings of Omar and Abdullah (2011) and of Thapaliya (2014) revealed positive attitudes of the respondents towards using digital tools in ELT, a vast majority (i.e.) 90.8 per cent of the teachers preferred blended teaching. Similar to the findings of Baskaran and Shareeq (2015) that perceived the technology incorporated language learning as student-centered pedagogical method, nearly half (i.e.) 49.2 per cent of the teachers agreed that online components enhanced students' language skills. Majority (i.e.) 64.3 per cent of the respondents were comfortable with using web-based resources in teaching. One-fourth of the teachers agreed that using online resources was time-consuming. Majority (i.e.) above 60 per cent didn't feel difficulty in adapting the online materials to suit their needs. More than half (i.e.) above 50 per cent agreed that teachers use the Internet resources sparingly due to the lack of basic technical skills. High majority (i.e.) above 80 per cent of them felt that slow Internet connectivity is a major problem while using the Internet. Above half of the teachers faced technical problems when using web-based resources.

There are a number of significant implications that can be drawn from the successful implementation of this research work. Firstly, the study has contributed some valid implications for the teachers who are in favour of traditional teaching method and not of web-based teaching as an effective pedagogical resource. The positive perceptions and suggestions of the participants of the current study support that incorporating web-based resources can indeed enhance the language learning experience of the students and hence the teachers are encouraged to integrate online materials for effective language teaching experience. Secondly, the study has provided some valuable insights for language teachers who are already in practice of exploiting online components in their teaching. They are encouraged to utilise not only the available online resources, but also to create their own personalised online resources to offer focused teaching-learning experience. Finally, the most significant contribution of this research has probably been the potential impact it has had on the researcher's own teaching practices. The researcher has decided to incorporate every effective online pedagogical tool to create customised online components for engaging her students in more effective learning experience. In conclusion, since the study confirms that a vast majority of the EFL teachers had a very positive perception on and are in support of integrating online resources at the higher education level, the English language teachers are encouraged to integrate online resources on regular basis for effective teaching and learning experience at the higher education level.

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