



The Potential of Resources vs COVID-19: Availability and Usage in Online ESL at the Tertiary Level in Sri Lanka

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ABSTRACT

In 2021, when COVID-19 spread worldwide, tertiary education had to switch to online teaching, a necessity for the continuity of the learning process. However, this novel experience has been examined by many scholars to date on various aspects of its effectiveness. However, there are still inadequate studies evaluating the effectiveness of English language courses with similar learning outcomes and delivered online during the pandemic by undergraduates in the same discipline across state and nonstate sector contexts. Thus, the present study examines the research context of students' experiences with the resources used in learning English online. The data were collected via an online survey from 250 undergraduates, who served as substitutes for South Asian tertiary-level learners. Subsequently, the study discloses that regardless of the university, learning has been mainly hindered due to poor network connection, dormant use of online collaborative resources, and inattention paid to the development of speaking and listening skills. Moreover, it is identified that private university research participants have not been well trained in using resources, and they have little experience with a variety of online resources, compared to government university students. The study also finds that, among the resources used, online quizzes have been the preferred choice among both state and nonstate undergraduates, which they attribute to the training received. In addition, the resources used have stimulated the learners and developed their writing and reading skills, including grammar and vocabulary.

Keywords: Resources, Online Learning, English Language, Tertiary Level, COVID-19

1. INTRODUCTION

English, often regarded as the "global lingua franca," serves as the official language in numerous institutional settings (Crystal, 2012), even though it is not the mother tongue for the majority (Navaz, 2021). Contextually, in 2020, only half of the candidates for the GCE Advanced Level (AL) exam passed the General English language examination, with just 25% achieving a pass (Navaz, 2021). This statistic highlights the difficulties faced by undergraduates who were learning English as a Second Language (ESL) online for the first time as a result of the pandemic.

Teaching English as a Second Language (TESL) has been a core module for first-year undergraduates in local universities since the 1960s, regardless of their specific degree programs. The Quality Assurance and Accreditation Council of the University Grants Commission (UGC) in Sri Lanka states that the primary goal of teaching English is to enhance undergraduates' communication skills, ensuring clarity and coherence (Quality Assurance Council, 2010). This objective faced significant setbacks when the COVID-19 outbreak prompted the government to shift from in-person education to online formats to control the virus's spread. Consequently, all interactions transitioned to online platforms, raising questions about the efficacy of e-learning for English.

With the spread of COVID-19, one of the key sectors, which was crippled at the onset, was the education system (Ibn-Mohammed et al., 2020). Even in Sri Lanka, all schools and universities had to undergo an abrupt transformation from physical to online mode in 2021, since the country was locked down. The traditional teaching, which allowed students to interact with their teachers physically, had to be shifted to distant interaction via electronic devices. Resources required to teach and learn online in teaching English were challenging for both school and university levels; it did not hinder the learning process of undergraduates (Lakmal et al., 2021b). In fact, this opened a new avenue for lecturers who taught English as a Second Language at both state and non-state universities in Sri Lanka.

Local government, in its education policy, has stated that it aims for "quality education," for which investments need to be made by allocating 6% from the annual budget (Jathika Jana Balawegaya (NPP) Sri Lanka, 2024). This is further emphasized at the global level as well when the Sustainable Development Goals (SDGs) presented by the United Nations mention that each country must ensure that quality and fair education is provided to all (Sustainable Development Goals, n.d.). Thus, it is emphasized that the quality of the higher education

system relies on fair access given to all undergraduates concerning required resources for online learning, eliminating economic gaps (Sustainable Development Goals, n.d.). According to UNICEF (2000), quality education means providing a comprehensive, resourceful learner-centred teaching process aiming to develop learners' "knowledge, skills and attitude." On the other hand, resources required for online learning are explained as students' access to resources such as computers, the Internet, and other online tools, which is a fundamental determinant for online education (Arthur-Nyarko & Kariuki, 2019). Concerning the term TESL, Teaching English as a Second Language at the tertiary level commenced in the 1960s, with the establishment of the Sub-Department of English (Language) at the University of Peradeniya (English Language Teaching Unit, 2025).

Thus, at present, all undergraduates, regardless of their diverse disciplines, study English as a Second Language (ESL) in both universities that are funded and operated by the government and in non-state universities.

Assessing the effectiveness of online English learning is complex, influenced by economic and social factors beyond mere pedagogical concerns. These include the availability and accessibility of resources and the broader context of English instruction. Therefore, the study aims to investigate whether the appropriate resources are accessible and consistently available in the online English teaching and learning environment, as these factors significantly impact learners' overall capabilities and perspectives.

In the post-pandemic landscape, many higher education institutions have adopted a hybrid education model (Simonova et al., 2023), supplementing external degree programs that offer English language courses for undergraduates. This study contributes to the existing literature on distance English learning by focusing on resource accessibility, awareness of their utilization, and their role in enhancing both receptive and productive skills in English.

2. LITERATURE REVIEW

Second Language Acquisition Theories

When examining the ESL-based theories, namely Communicative Language Teaching, Second Language Acquisition, the Interaction Hypothesis, and the Comprehensible Output Hypothesis, almost all of these theories evolve around the necessity of communication between students; consequently, learners become inspired to use the language expediently, integrating the knowledge and practice gained (Throssell et al., 2015; Long, 1981; Krashen, 1989; Swain, 1995).

Distance Learning Theories

Theories on distance learning mainly point out learner autonomy, collaboration, and the facilitator role played by the teacher. As per the Community of Inquiry (CoI) framework, effective online learning means constant interaction among students and teachers (Garrison et al., 2000). However, the theory of Online Collaborative Learning (OCL) argues that such collaboration only occurs provided that there are necessary resources (Carver, 2012). These resources can then be used to facilitate dialogue, the structure of the programme, and learner autonomy, all of which together mitigate the emotional and communicative gap in online learning (Moore, 2013), as stated in Transactional Distance Learning Theory. The theory of Moore (2013) aligns all aspects discussed by the other theorists.

Overall, the Transactional Distance Theory (Moore, 2013) merges all aspects discussed in the above theories, highlighting the teacher as the facilitator who should stimulate learners' autonomy, independence, collaboration, and cognitive development, and achieve the learning outcomes using structured tasks and assessments that incorporate relevant online resources.

Sri Lankan Context of E-Learning

Among the other courses offered as core modules in the first academic year at the university, the English language has a curriculum designed for physical delivery, which had to be adapted to online mode during the pandemic. Thus, there is an empirical concern about the level of adaptability and awareness that the respective lecturers and undergraduates had to this online mode. The necessity of sound preparation in online teaching is further emphasized as one of the key messages discussed at the Higher Education Sustainability Initiative (HESI) Global Forum 2024. According to the forum, having “digital infrastructure” is necessary for developing “education and sustainability,” especially during crises such as COVID-19 (Goal 4 | Department of Economic and Social Affairs, n.d.-b). Therefore, as per the HESI, it is mandatory to address any prevailing technological gaps and invest in “digital transformation” to make sure it is available to all learners, whose learning would then occur continuously, innovatively, and collaboratively worldwide (Goal 4 | Department of Economic and Social Affairs, n.d.-b). Similarly, the local government has stated in one of its key policies that online teaching at the tertiary level is to be extended by providing free network access and other relevant digital facilities, along with continuous monitoring to make sure all staff and students are given equal access without any obstacles.

Therefore, this study initiates the path in designing a model for effective online ESL teaching; thus, the study investigates the availability and accessibility of resources and how

they were used by undergraduates and their respective lecturers during the pandemic. As stated by Kadirgamar and Thiruvarangan (2020), digital support is needed for a productive online learning process. Since there is economic and social diversity in the student population across universities (Daily FT, 2020), it is necessary to examine whether the participants of the present study also had difficulties concerning the availability, access, and usage of resources during the pandemic, in order to address a gap that would fulfil one factor required for quality education as targeted by the local government and the United Nations (NPP Sri Lanka, 2024; Goal 4 | Department of Economic and Social Affairs, n.d.-b).

Furthermore, when examining the prevailing local literature, Sri Lanka faces the challenge of providing digital infrastructure to all undergraduates; in a study conducted by Lakmal et al. (2021), it was discovered that almost half of the students face basic issues such as network connectivity when residing away from cities. It has also been identified that although online learning has been preferred by many undergraduates in the Colombo district, one of the factors that hinders stimulation is the inadequate availability of digital devices and tools (Galagedarage & Indrasena, 2023). This is further emphasized by Priyadarshani and Jesuiya (2021), who state that digital and Internet barriers are prevalent obstacles to the effective use of resources for online teaching. Thus, though online learning is a feasible approach at the tertiary level and has a positive influence on the academic success of undergraduates (Weeraratna et al., 2023), especially during a crisis, there remains a necessity of providing proper digital infrastructure to undergraduates, along with training on the usage of the resources provided (Subashini et al., 2022).

Overall, a key finding in the existing literature is that one of the key criteria for evaluating the effectiveness of online learning is students' accessing and using resources accurately, which requires a smooth network connection as well (Lakmal et al., 2021).

When Jayasinghe (2022) examined the delivery of lectures via the Zoom platform from the viewpoint of academics at a state university, it was stated that staff members had adapted to the platform over time and were familiar with features such as screen sharing and breakout rooms, but requested more training on using Zoom productively.

However, it is necessary to examine how teaching English online is viewed by two student groups reading for a similar degree, representing one private and one public university, so that the findings apply to two syllabuses with similar learning outcomes, especially at a time when the government is aiming to guarantee access to higher education regardless of geographical or budgetary constraints (NPP Sri Lanka, 2024). Thus, the present study gathers

data to address the gap concerning the availability, accessibility, and usage of resources for online ELT in the selected research context.

Hypotheses of the Study

H1: There is no difference in the distribution of possessing a device for accessing online English learning between the government and private undergraduates.

H2: There is no significant association between the type of device used for accessing online English learning and experiencing technical issues, between the government and private undergraduates.

H3: There is no significant relationship in the distribution of network coverage/capacity/speed in one's residential area between the government and private undergraduates.

H4: There is no significant relationship in experiencing technical difficulties from the device used when accessing online English learning between the government and private undergraduates.

H5: There is no significant relationship in the use of LMS for learning English online between the government and private undergraduates.

H6: There is no significant relationship in having access to the university e-library to refer to English language materials between the government and private undergraduates.

H7: There is no significant relationship in using other online collaborative tools, excluding LMS, between the government and private undergraduates when learning English online.

H8: There is no significant relationship in using Microsoft PowerPoint, YouTube, social media, email, MS Word/Excel/PDF, online dictionary, Bulletin Boards, online quizzes, grammar, and vocabulary competence for online English language skill development between the government and private undergraduates.

H9: There is no significant relationship in the stimulation received from the resources used during online English teaching between the government and private undergraduates.

H10: There is no significant relationship between the number of hours spent on online ELT synchronously or asynchronously and the stimulation from resources used during online English teaching.

H11: There is no significant relationship in the video conferencing platform used for online English language teaching between the government and private undergraduates.

H12: There is no significant relationship between facing technical issues and the type of video conferencing platform used for online English language learning between the government and private undergraduates.

H13: There is no significant relationship in undergoing training for online learning in general or in English between the government and private undergraduates.

H14: There is no significant relationship between having training for online learning in general or in English and using LMS between the government and private undergraduates.

H15: There is no significant relationship in having exposure to training given and using online quizzes for English language skill development between the government and private undergraduates.

3. RESEARCH METHODOLOGY

The study followed a quantitative approach, in which data were collected via an online survey from a systematically selected random sample of 250 undergraduates, who served as substitutes for South Asian tertiary-level learners. The target population consisted of first-year undergraduates at a private university and a public university, where the online ESL course had similar learning outcomes. The selection of these two institutions is primarily due to the diverse social and economic backgrounds said to be prevalent across Sri Lankan universities (Daily FT, 2020).

Data from the sample were gathered via an online questionnaire comprising 15 closed-ended questions examining the availability, access, awareness, and impact of resources on the development of undergraduates' English language skills. According to Gillham (2000) and Brown (2001), incorporating an online questionnaire makes the data more representative and precise, and the anonymity maintained encourages research participants to share their thoughts without hesitation. Moreover, being able to email the questionnaire is a key benefit, since it makes data collection more flexible (Evans & Mathur, 2005).

The data were analysed using the Statistical Package for the Social Sciences (SPSS) and presented via figures and tables. Since all the data were categorical, the analysis mainly examined whether the variables had a statistically significant relationship with the type of state and nonstate learning context, using the Chi-Square test of association.

4. RESULTS AND DISCUSSION

Validation and Reliability of the Data

All the variables in the study were categorical and were gathered from a random sample of 250 first-year undergraduates. In the analysis, each variable was assigned a value for identification purposes. To examine whether the association between these variables is statistically significant, the Chi-Square test was administered using SPSS (version 22).

Availability and Access to Resources

Having a device along with adequate network coverage is essential for any distance learner, and as per Transactional Distance Theory, having these prerequisites facilitates the dialogue, structure, and learner autonomy that mitigate the emotional or communicative gap in online learning (Moore, 2013).

Table 1: Having a Device to Access Online ELT

University	Yes	No	Total
Private University	100 (98%)	2 (2%)	102
Government University	126 (100%)	0 (0%)	126
Total	226 (99.1%)	2 (0.9%)	228

As illustrated in Table 1, the type of university and having a device to access online ELT during the pandemic are not related, since almost all undergraduates in both the nonstate and state universities had a device to learn online during the pandemic.

The type of device used by these undergraduates to access online ELT was subsequently examined, and as presented in Figure 1, the device most commonly used was the laptop.

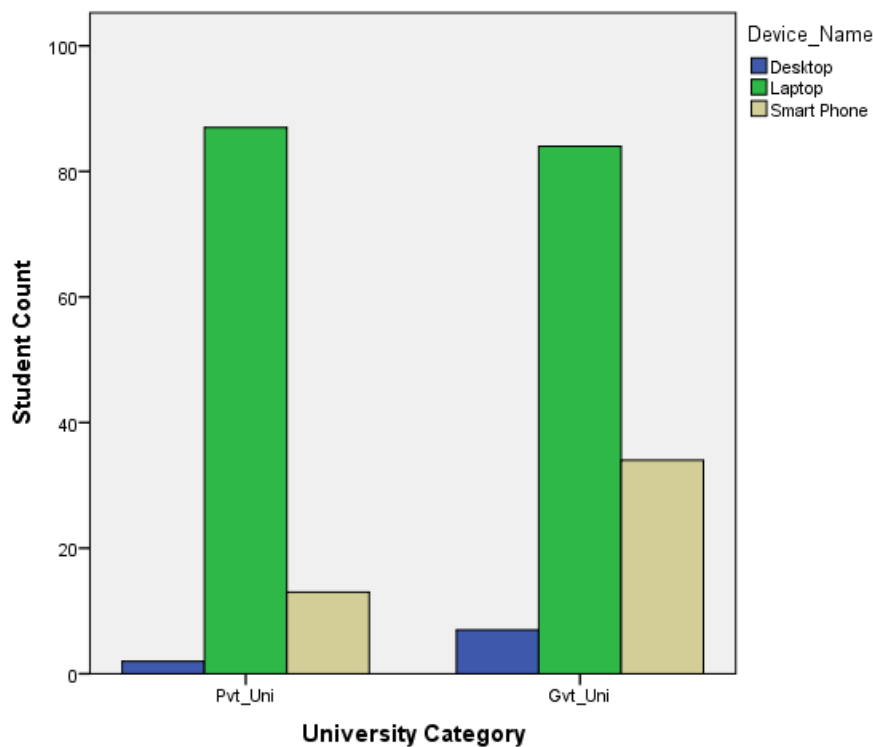


Figure 1: Device Types Used in the Two Universities

However, there was a significant difference in the type of device used for accessing online English learning between the government and private undergraduates ($\chi^2(df = 2, N = 227) = 9.986, p = 0.007$). As displayed in Table 2, the university type and the ownership of a desktop or a smartphone differed considerably, as only 2% and 12.7% of students in the private university used a desktop or a smartphone, respectively, compared to 5.6% and 27.2% in the government university.

Table 2: Device Type Used to Access Online ELT

University	Desktop	Laptop	Smart Phone	Total
Private University	2 (2%)	87 (85.3%)	13 (12.7%)	102
Government University	7 (5.6%)	84 (67.2%)	34 (27.2%)	125
Total	9 (4%)	171 (75.3%)	47 (20.7%)	227

Moreover, as per Table 3, the majority of students had network coverage issues when accessing online learning, regardless of whether they were state or nonstate sector undergraduates.

Table 3: Network Connectivity Issues in the Students' Residential Area

University	Yes	No	Total
Private University	73 (72.3%)	28 (27.7%)	101
Government University	91 (71.7%)	36 (28.3%)	127
Total	164 (71.9%)	64 (28.1%)	228

However, other than connectivity issues, the research participants did not report any other technical difficulties when using resources for learning English online, as indicated in Table 4, which contrasts with Sewwandi and Jayasinghe (2024), who found that undergraduates experienced technical and connectivity issues occasionally.

Table 4: Experiencing Technical Difficulties and the University Enrolled

University	Yes	No	Total
Private University	42 (41.2%)	60 (58.8%)	102
Government University	56 (44.4%)	70 (55.6%)	126
Total	98 (43%)	130 (57%)	228

Awareness in Using Resources for Learning English Online and the Effect on the Development of Productive and Receptive Skills

The Learning Management System (LMS) is one of the key resources used in a university regardless of the mode of teaching and learning. In the present research context, it was found that there was no significant relationship between using the LMS for online English and the type of university, whether state or non-state, during the pandemic ($\chi^2(df = 1, N = 228) = 2.963$, $p = .071$), and as displayed in Table 5, the LMS was used significantly, as reported by more than 90% of research participants.

Table 5: Usage of LMS for Online ELT in Both Universities

University	Yes	No	Total
Private University	91 (89.2%)	11 (10.8%)	102
Government University	120 (95.2%)	6 (4.8%)	126
Total	211 (92.5%)	17 (7.5%)	228

In addition to the LMS, the e-library is also a university resource that develops one's English learning during remote learning. According to Somananda Thero (2023), the university

e-library provides all curricula-based digital repositories to undergraduates. As displayed in Table 6, more than half of the population affirmed that the e-library was used for online ELT.

Table 6: Usage of the E-Library for Online ELT

University	Yes	No	Total
Private University	73 (73%)	27 (27%)	100
Government University	97 (77.6%)	28 (22.4%)	125
Total	170 (75.6%)	55 (24.4%)	225

Moreover, the study compared how other resources, including Microsoft Office, social media platforms, email, online dictionaries, bulletin boards, and online quizzes, were used for English language development among the government and private undergraduates.

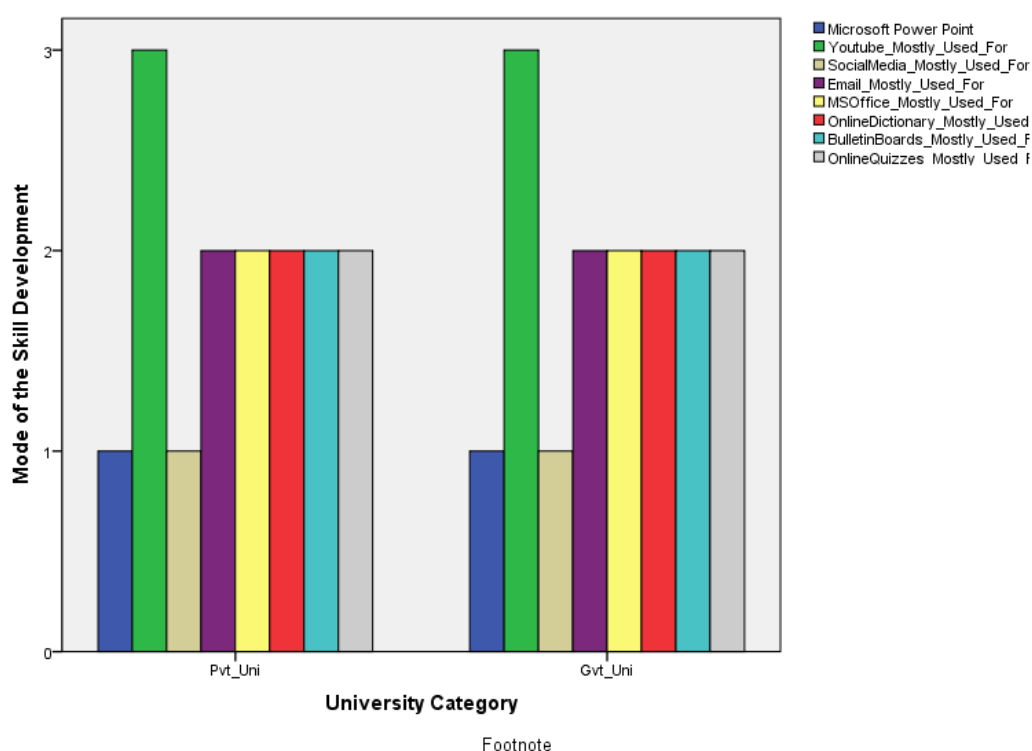


Figure 2: Mode of Usage of Resources for Productive and Receptive Skills in Both Groups

As illustrated in Figure 2, YouTube was one of the resources mostly used to develop listening skills, whereas developing the reading skill, which was paid the least attention, was facilitated by Microsoft PowerPoint and social media platforms. It is also noteworthy that most of the resources, namely online quizzes, MS Office, the online dictionary, and bulletin boards, were incorporated to develop students' writing skills.

Students in general have found that their online English learning is more stimulating (Dilahara et al., 2021), and when evaluating the relationship between the usage of resources and this stimulation, Figure 3 illustrates that the resources provided stimulated the online English learning of both government and private university students in the sample.

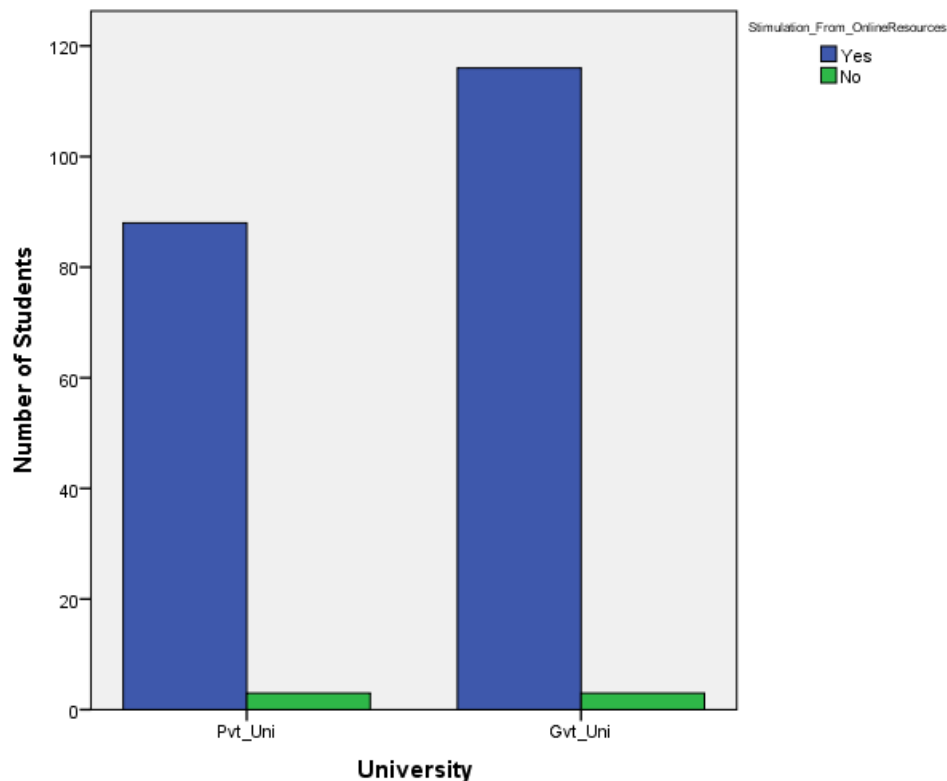


Figure 3: Influence of Resources over Stimulation for Online English Language Learning

Ariyasinghe (2022) provides a significant finding that video conferencing platforms are crucial for any online education forum in teaching English; however, that study's scope is limited to schoolteachers, whereas the present study evaluated how the finding applies to public and private sector undergraduates learning English online. As per the evidence from the sample, there was a significant difference in the video conferencing platform used for online English language teaching between the government and private undergraduates ($\chi^2(df = 1, N = 226) = 19.909, p = .000$).

When evaluating the statistical summary of this result, it is noted that Zoom was the key platform used to teach English online in both public and private sectors, as presented in Table 7.

Table 7: Video Conferencing Platform Used in the Two Universities

University	Zoom	Microsoft Teams	Total
Private University	80 (79.2%)	21 (20.8%)	101
Government University	122 (97.6%)	3 (2.4%)	125
Total	202 (89.4%)	24 (10.6%)	226

Moreover, it has been identified that undergraduates use e-resources at a relatively low level (Gunasekera et al., 2021); among the resources used, print resources, Hinari, and Oxford Journals are the two databases most favoured. As per the evidence gathered for the present study, the majority of undergraduates had access to these resources and believed that using them online was supportive of their academic work. It is suggested that learners should be trained in using these online resources and given access to them via the e-library platform (Gunasekera et al., 2021).

Teacher Presence and Collaborative Learning

Regarding face-to-face learning of English at the tertiary level in Sri Lanka, it has been found that collaboration motivates learning, reduces anxiety, and stimulates peer communication, which are crucial for communicative teaching (Udara, 2021). However, as illustrated in Table 8, more than half of the sample representing both the public and private universities indicated that online collaborative platforms other than the LMS were not utilized during online ELT.

Table 8: Usage of Online Collaborative Platforms to Teach English Online in the Two Universities

University	Yes	No	Total
Private University	35 (34.7%)	66 (65.3%)	101
Government University	45 (35.7%)	81 (64.3%)	126
Total	80 (35.2%)	147 (64.8%)	227

Meeting Learning Outcomes Using Best Practices of Teaching and Learning

According to Francescucci et al. (2019), both online and face-to-face synchronous teaching demonstrate similar competencies in meeting learning outcomes, and as a result, the sudden shift to online mode due to the pandemic was viewed optimistically by students (Smith et al., 2020). However, the present study examined whether a similar finding could be identified among undergraduates following the English course in the private and public sectors in Sri

Lanka. The target group, representing the Management faculty attached to their respective universities, was expected to achieve the following learning outcomes, which were originally designed for face-to-face teaching:

Semester 1

- Use techniques to communicate in English effectively in the field of writing and reading.
- Construct different sentence structures to write meaningful paragraphs.
- Demonstrate confidence to gather information from a reading passage.
- Express views meaningfully in brief discussions and telephone conversations.
- Obtain the required information from auditory texts.

Semester 2

- Use appropriate language to speak in different contexts.
- Compare different writing styles.
- Use appropriate language in writing letters.
- Improve listening and reading skills.
- Demonstrate confidence to deliver oral presentations effectively.
- Take down notes from auditory texts.

To be competent in these language skills, one must also develop proficiency in grammar (Kulaeva & Kulaev, 2023). According to Cooray (2023), secondary school students prefer the online mode for learning grammar due to its exposure to online quizzes and other resources. However, further studies are needed to evaluate whether teaching grammar online supports undergraduates in achieving the learning outcomes, and what the most effective approaches are (Anggrawan et al., 2019). Moreover, as illustrated in Table 9, it is evident that regardless of the private or public context of learning, the majority of undergraduates felt that their grammar developed due to the use of resources during online ELT.

Table 9: Development of Grammar via Online Resources

University	No	Yes	Total
Private University	15 (14.7%)	87 (85.3%)	102
Government University	18 (14.2%)	109 (85.8%)	127
Total	33 (14.4%)	196 (85.6%)	229

On the other hand, a study conducted with local undergraduates regarding Mobile Assisted Vocabulary Learning Applications (Fernando, 2022) found that learners prefer using online resources to develop their vocabulary. However, that study focuses only on MAVL, whereas the present study examined undergraduates' vocabulary development via any smart

device; as Table 10 presents, the majority in both the private and public sectors responded positively.

Table 10: Vocabulary Development via Online Resources

University	Yes	No	Total
Private University	84 (94.4%)	5 (5.6%)	89
Government University	111 (93.3%)	8 (6.7%)	119
Total	195 (93.8%)	13 (6.3%)	208

Furthermore, the study examined whether students received guidance or training in familiarizing themselves with resources for online learning, and specifically resources for the English module, which is required to meet the learning outcomes. Chi-square analysis showed a significant relationship in undergoing training for online learning in general or in English between the government and private undergraduates ($\chi^2(df = 2, N = 226) = 16.169, p = .000$). Further analysis of this significance indicates that training with online resources was experienced mostly by government university students, as illustrated in Table 11. Among them, over half responded that the training targeted online English language learning, with a minority also receiving common training for online learning during the pandemic. By contrast, among private university undergraduates, only one third of the sample reported receiving training for online English learning, while 29.6% mentioned they also experienced common training. Overall, it is evident that, unlike students at the private university, a considerable number of government university students received training on using resources for online learning, either for the English course or in general.

Table 11: Training Given on Familiarizing Undergraduates with Online Resources

University	Yes	No	General training only	Total
Private University	35 (34.7%)	42 (41.6%)	24 (23.8%)	101
Government University	66 (52.8%)	22 (17.6%)	37 (29.6%)	125
Total	101 (44.7%)	64 (28.3%)	61 (27%)	226

Overall, the conceptual model presented at the beginning of the study can be utilized to initiate the evaluation of resource use for effective online English learning at the tertiary level, and to compare it with other English courses offered to first-year undergraduates.

Discussion

Overall, the data analysis discloses several key findings regarding the hypotheses comparing the two student groups. Accordingly, the chi-square analysis did not reveal any significant relationship between the type of university and the following aspects of online English language learning: possession of a device to access learning, experiencing technical difficulties, network coverage issues at students' residences, usage of resources such as the LMS, e-library, Microsoft PowerPoint, YouTube, social media, email, MS Word/Excel/PDF, online dictionary, and Bulletin Boards, development of grammar and vocabulary via resources, and stimulation received regardless of synchronous or asynchronous learning — thus accepting H1, H3, H4, H5, H6, H9, H11, and H12.

On the other hand, the data analysis does indicate a significant relationship between the type of university and several key elements: the type of device used to access online learning, usage of online quizzes, the video conferencing platform used by the lecturer, the stimulation received from resources, and undergoing training to familiarize undergraduates with resources needed for the online English course or online learning in general — thus rejecting H2, H7, H8, H10, H13, and H14.

Overall, in relation to the use of resources for learning English online, there has been a common cause of network and technical difficulties that have affected the effectiveness of online English learning; this is similar to Wijewardene (2021), who further emphasizes that conducting live lectures online is hindered by the Internet issues students face. Moreover, the training received by undergraduates differs between the two universities, since there is a significant relationship in undergoing training for online learning in general or in English between government and private university students, which rejects H13. As per the data analysed, this training with online resources was experienced mostly by government university students, who received training targeting online English language learning. However, only one third of the research participants at the private university received training for online English learning, while 29.6% mentioned they also experienced common training. The literature review notes that there is insufficient local research examining the training given to undergraduates, and studies conducted in the international context conclude that students should be trained to comprehend online learning (Ünal et al., 2014; Lin & Jou, 2013; Akaslan & Law, 2011; Toyoda & Harrison, 2002). This training, as presented in the theory of Community of Inquiry (CoI), should focus on the availability of cognitive, social, and teaching presence in online learning (Garrison et al., 2000).

Nevertheless, most local studies on online learning have examined training given to lecturers, and according to those findings, lecturers require more training, as they believe the inadequacy of their awareness in using resources negatively affects online teaching (Girakaduwa, 2019; Wijetunge & Sivasanthiran, 2020; Selvaras, 2020). However, those studies do not specifically target teaching English online.

In addition, the data analysis of the present study rejects H14, indicating a significant relationship between exposure to training and using online quizzes for English language learning. Due to the training received, the majority of students benefited from engaging in online quizzes. As recommended by Toyoda and Harrison (2002), online quizzes are a key e-resource. Thus, it is essential to note that the training has not been equally effective in encouraging students to use other resources, such as the LMS, e-library, Microsoft PowerPoint, YouTube, social media, email, MS Word/Excel/PDF, the online dictionary, and Bulletin Boards.

5. CONCLUSION

The study provides significant insight into the key elements of resource usage for effective online English teaching and learning across one state and one nonstate university. Since there are inadequate local studies on this research context, the study fills a crucial gap by presenting a model for both learners and lecturers representing the two universities.

To sum up, with relevance to the target population's experience of learning English online, several issues need to be addressed in both the public and the private university contexts: network-related issues, the LMS being the only collaborative resource used, Zoom being the only video conferencing platform used, and listening and speaking skills not being developed via resources. With regard to the comparison between the two universities, the main disparity lies in the training provided to students; the private university students received the least training, whether for using resources to learn English online or for online learning in general. Moreover, government university students responded more positively regarding their experience with various resources, such as social media, email, MS Office, online dictionaries, and Bulletin Boards, while only a few resources were used by private university students.

However, compared to other resources, online quizzes were used by a majority of students in both universities, which is attributed to the training they received. In addition, as a positive aspect, regardless of the university, the majority of students were stimulated to learn English through the resources used by the lecturer. Most importantly, the use of email, MS

Office, Bulletin Boards, social media, and online dictionaries developed the majority's writing and reading skills, along with grammar and vocabulary competencies.

6. RECOMMENDATIONS

The study provides significant insight into how resources affect students' online learning of English, particularly disclosing the two contexts of private and public universities. This enables educators and policymakers to study these findings and the model presented, in order to make online English learning more effective through the use of resources, which is a key pillar of effective learning. Moreover, both government and private universities should implement a plan to strengthen resources and ensure that learners, especially at private universities, receive training on familiarizing themselves with resources. Not only students but also educators should utilize a variety of resources and develop best practices for building students' listening and speaking skills. In fact, university management could implement additional training plans for educators to update their technical skills and awareness.

Most importantly, alliances between public and private universities in delivering English courses online are also essential for the development and upgrading of resources, which would ultimately expand the horizons of online English learning, making it more flexible and convenient for users. To facilitate this, the government and network providers must investigate and provide a smooth network connection, which would make online learning more stable and steady.

To sum up, the model presented in this study initiates the evaluation of resource usage for effective online English learning at local state and non-state universities. Building on this model, future studies can examine how it may be applied to other faculties and universities, and how it can be enhanced for those respective contexts. Further research could also evaluate other variables that contribute to effective online English learning.

7. REFERENCES

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