

## Perceptions and Challenges of Using Web-based Platforms for English Language Learning among Senior High Students

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**Abstract.** *This study explored the perceptions and challenges faced by senior high school students in utilizing web-based platforms for English language learning. Employing a literature review methodology, the study synthesized findings from recent studies to analyze the effectiveness, user experiences, and obstacles associated with digital learning tools in the context of language education. The study highlighted students' positive attitudes towards the accessibility and interactive features of web-based platforms while identifying challenges such as technical difficulties, limited digital literacy, and motivational issues. The review also examined the pedagogical implications of integrating web-based platforms into traditional learning environments, emphasizing the need for teacher training and support mechanisms to maximize learning outcomes. By providing a comprehensive overview of existing research, this study aimed to contribute to the discourse on leveraging technology for language learning in senior high schools and offers insights for future research and policy development.*

**Keywords:** *English Language Learning, Perceptions and Challenges, Web-based platform.*

### 1. INTRODUCTION

The swift evolution of digital technology has significantly altered conventional educational methods, especially in the realm of language learning. Among the various technological advancements, web-based platforms have gained popularity as effective tools for enhancing English language acquisition among senior high school students. Platforms such as NUADU, Duolingo, Altissia, and FluentU provide personalized learning experiences, interactive exercises, and immediate feedback, all aimed at supporting and motivating learners in their language development. As educational institutions seek to adopt new approaches to improve language proficiency, the inclusion of these platforms in both formal and informal learning environments is being actively encouraged (Efrizah et al., 2024; Sari et al., 2020).

Despite their widespread adoption, research has revealed a range of student perceptions and challenges associated with these platforms. Some studies indicate positive feedback, with students valuing the flexibility, gamification elements, and multimedia resources available on platforms like Duolingo and FluentU. These features allow learners to progress at their own pace and engage with language content in a fun and interactive way. For instance, Duolingo's game-like format promotes consistent usage, while FluentU's incorporation of authentic video content improves comprehension skills through contextual learning. Likewise, platforms like Altissia are praised for their personalized approach, offering diverse levels and targeted exercises that meet learners' specific needs (Ali, 2023).

However, despite these promising features, several challenges remain. Commonly reported obstacles include technical issues such as unreliable internet connectivity, compatibility with different devices, and limitations on hardware. Additionally, students may find it difficult to maintain self-discipline and motivation, as the self-directed nature of web-based learning can sometimes lead to disengagement. While platforms offer immediate feedback, research has indicated that such feedback often lacks depth, making it hard for learners to fully grasp and correct their mistakes. Furthermore, the absence of face-to-face interaction with instructors can limit opportunities for personalized support, which is vital for effective language learning.

An essential factor affecting students' experiences with these web-based language learning platforms is their integration into the formal curriculum. Frequently, these platforms are utilized as supplementary resources, which may not always align with the structured language courses offered in schools. This disconnect can create inconsistencies in learning outcomes and reduce the potential advantages of these platforms. Moreover, the effectiveness of web-based resources in language education frequently hinges on the level of teacher engagement and their ability to help students navigate the technology and content effectively. Research has indicated that students often need assistance developing digital literacy skills and strategies for optimizing the use of these tools in a meaningful way (Fadly et al., 2023).

The socio-cultural context also significantly influences students' attitudes towards these platforms. In some areas, there is better access to technology and internet infrastructure, which facilitates the smooth integration of these platforms into the educational process. Conversely, regions with limited access to digital resources can present significant challenges for students trying to use web-based platforms for language learning. Variations in technological access and digital literacy can lead to disparate experiences among different student demographics, impacting the overall success of these platforms in promoting language development (Rosida et al., 2022).

This study aims to investigate the perceptions and challenges associated with the use of web-based language learning platforms among senior high school students. By reviewing existing literature, it seeks to provide a comprehensive understanding of the impact these platforms have on student learning, the feedback received from users, and the barriers that need to be addressed to optimize their effectiveness. The findings from this research will add to the growing knowledge base on digital language learning tools, offering insights that can inform future enhancements in both platform design and teaching methods.

## 2. LITERATURE REVIEW

The use of digital tools in language learning has become increasingly prominent as technology continues to shape education. Digital platforms in form of website offered innovative approaches that cater to diverse learning styles and needs. These tools were particularly beneficial in language learning as they provided opportunities for students to engage in interactive and personalized learning experiences, offering a variety of resources such as exercises, quizzes, videos, and feedback that are not always available in traditional classroom settings (Kukulska-Hulme, 2012). This study covered several explanation theoretical views related to web-based platforms for language learning used for senior high students.

### 1. Web-Based Platforms for Language Learning

A website is a collection of interlinked pages hosted on the internet, designed to share information, facilitate communication, and support various purposes such as commerce, entertainment, and education. In the realm of learning, websites served as platforms that provide flexible and accessible resources, enabling users to engage with content anywhere and anytime. These platforms included interactive features like discussion boards, quizzes, and multimedia content to enhance engagement and cater to diverse learning styles. For instance, learning platforms utilized websites to deliver educational materials, assessments, and real-time feedback, fostering a more personalized learning experience. By integrating tools for collaboration and self-paced study, websites align with constructivist learning theories, promoting active knowledge construction. Despite challenges like digital literacy and internet access, the adaptability and scalability of websites make them vital tools in modern education, bridging gaps and creating inclusive opportunities for learners worldwide.

Web-based platforms were digital tools that utilized internet connectivity to support and enhance language learning. Examples of such platforms included Duolingo, Altissia, FluentU, Quizlet, and Kahoot, which offered diverse learning experiences ranging from vocabulary-building games to comprehensive grammar lessons. These platforms can be categorized into two main types: synchronous tools and asynchronous tools. Synchronous tools, such as Zoom and Google Meet, allowed for real-time interaction between learners and instructors, fostering immediate feedback and engagement. Asynchronous tools, on the other hand, such as Edmodo and Coursera, enabled learners to access materials and complete tasks at their own pace, promoting flexibility and autonomy in the learning process.

One of the significant advantages of web-based platforms is their accessibility and flexibility, making language learning possible for individuals regardless of location or schedule. These platforms expose learners to a variety of multimedia resources, including audio clips, videos, interactive tasks, and gamified activities, which cater to different learning styles and preferences. Moreover, web-based platforms create opportunities for collaboration and communication by integrating features such as discussion boards, peer reviews, and virtual group activities, helping learners to improve their language skills in a social and interactive environment.

However, the adoption and effectiveness of web-based platforms are not without challenges. One prominent issue is the digital divide, which refers to the unequal access to technology and internet connectivity, particularly in underserved regions. This can hinder students from fully utilizing these platforms. Another challenge is the lack of personalized feedback, as many platforms rely on automated systems that may not address individual learners' specific needs or errors. Additionally, web-based learning often requires a high degree of self-discipline and motivation, as students must independently manage their time and maintain consistent engagement without the physical presence of an instructor.

These factors highlight the potential and limitations of web-based platforms in language learning. While they provide innovative tools and resources that can transform traditional language education, addressing challenges such as accessibility, personalization, and learner motivation is essential for maximizing their effectiveness.

## 2. Self Determination Theory (SDT) in Language Learning

Self-Determination Theory (SDT), developed by Deci and Ryan (2000, 2013), provides a comprehensive framework for understanding motivation in education and learning contexts. The theory posits that motivation exists on a continuum from intrinsic (internal) to extrinsic (external). At its core, SDT identifies three basic psychological needs that drive motivation: autonomy, competence, and relatedness. Autonomy refers to the need to feel in control of one's actions and decisions. Competence is the need to feel capable and effective in achieving desired outcomes, while relatedness involves feeling connected to others in meaningful ways. When these needs are satisfied, learners are more likely to experience higher levels of motivation, engagement, and achievement.

In the context of language learning, SDT suggests that learners are more successful when motivated by intrinsic factors such as enjoyment or personal growth, rather than external pressures like grades or rewards. Web-based platforms for language learning can play a significant role in either supporting or hindering these psychological needs. For example,

platforms that allow students to choose their pace, topics, and learning methods foster autonomy. Tools that provide progress tracking, instant feedback, and gamified elements enhance competence by helping learners feel a sense of accomplishment. Additionally, features that encourage collaboration, such as discussion forums or group activities, promote relatedness by fostering connections between learners and instructors.

However, there are challenges associated with using web-based platforms. Platforms that are overly rigid or lack personalization may limit learners' autonomy, making them feel less in control of their learning process. Similarly, inadequate scaffolding or feedback can leave students feeling less competent, reducing their motivation to engage with the material. Lastly, platforms that lack opportunities for meaningful interaction can fail to satisfy the need for relatedness, especially in virtual environments where social connections are already limited. These shortcomings highlighted the importance of designing web-based learning tools that align with the principles of SDT to create a supportive and motivating environment for learners.

By applying SDT to your research on the perceptions and challenges of using web-based platforms for English language learning among senior high school students, you can analyze how these platforms fulfill—or fail to fulfill—the three basic psychological needs. This approach can also provide insights into how intrinsic and extrinsic motivation influence students' engagement and learning outcomes. Furthermore, the theory can guide recommendations for improving platform design, ensuring that they address autonomy, competence, and relatedness effectively.

### 3. Perception and Challenges in using Digital Platform in Learning Language

Perception, as a concept in psychology and education, refers to the process by which individuals interpret and make sense of sensory information to form an understanding of their environment. According to Gibson's Ecological Theory of Perception (1979), perception is an active process that involves an interaction between the individual and their environment. This theory emphasizes that perception is not merely about passively receiving information but actively interpreting stimuli based on prior experiences, expectations, and environmental affordances.

In the educational context, Bruner's Constructivist Theory (1966) aligns with this view, proposing that perception is shaped by cognitive frameworks or schemas that learners develop over time. These schemas influence how learners interpret new information, including their experiences with digital platforms for language learning. Learners' perceptions are thus subjective and influenced by personal, social, and cultural factors, as well as their prior exposure to technology.

Meanwhile, in the context of digital platforms for language learning, perception plays a pivotal role in shaping students' attitudes, engagement, and effectiveness of learning. Positive perceptions of a platform, such as its user-friendliness, interactivity, and relevance—can enhance motivation and willingness to use the platform consistently. On the other hand, negative perceptions, such as the platform being overly complex, non-intuitive, or lacking personalized feedback, can hinder engagement and learning outcomes.

One key factor influencing perception is usability. If a platform offers an intuitive design, clear navigation, and responsive features, students are more likely to perceive it as effective. According to Venkatesh et al.'s Technology Acceptance Model (TAM, 2003), perceived ease of use and perceived usefulness are critical in determining whether users adopt and continue using a technology. In language learning, platforms that provide features like real-time feedback, gamified exercises, and collaborative tools are often perceived as more useful and engaging.

Despite these benefits, challenges persist. One common challenge is the digital divide, which affects access and familiarity with technology. Students from underserved backgrounds may struggle with limited access to reliable internet or devices, shaping their perception of digital platforms as inaccessible or inequitable. Another challenge is cognitive overload; platforms that bombard learners with excessive information or poorly organized content can overwhelm users, leading to frustration and disengagement. Additionally, a lack of social interaction in digital learning environments can create feelings of isolation, further influencing students' negative perceptions.

The perception of digital platforms is also shaped by cultural factors and prior learning experiences. For instance, students who are accustomed to traditional classroom settings may find it difficult to adjust to the self-directed nature of digital learning. Their perception of such platforms may initially be skeptical or negative, highlighting the importance of providing proper guidance and support during the transition to digital learning. By exploring these aspects in your research, you can analyze how students' perceptions impact their willingness to use digital platforms and how these perceptions contribute to the challenges they face. This understanding can inform strategies to design and implement platforms that better address learners' needs, ensuring a more positive and productive language learning experience.

### 3. METHODS

This study employed a qualitative research methodology with a library research approach to investigate the perceptions and challenges of using web-based platforms for English language learning among senior high school students. By synthesizing and critically analyzing existing research, the study aimed to provide a comprehensive understanding of the current state of knowledge in this field and to identify gaps for future exploration. The primary data were sourced from scholarly articles and research papers available on Google Scholar, ensuring accessibility and reliability. To maintain relevance and credibility, the inclusion criteria for the reviewed studies were as follows: (1) a focus on web-based platforms for English language learning, specifically targeting senior high school students; (2) publications within the last five years (2019–2024) to capture current trends and challenges; (3) peer-reviewed journals, academic conferences, and reputable publishers as sources; and (4) studies published in English to ensure consistency in the review process.

The process of data collection involved searching for relevant literature on Google Scholar using carefully selected keywords such as "web-based platforms for language learning," "Duolingo," "FluentU," "Altissia," "English language learning platforms," "e-learning," and "challenges in digital language learning." Identified articles were reviewed to extract key findings and insights. Data analysis was conducted thematically, categorizing the studies into themes like platform effectiveness, learner perceptions, technical challenges, motivational factors, and curriculum integration. Thematic synthesis allowed for the comparison and contrasting of findings across different studies, offering a broader perspective on the factors influencing students' experiences with web-based language learning platforms. Additionally, the methodology critically evaluated the strengths and weaknesses of the reviewed studies, considering aspects like methodological rigor, sample size, and potential biases.

While this library research approach provided valuable insights, it had certain limitations. The reliance on Google Scholar as the sole source of literature may have excluded relevant studies not indexed on the platform. Furthermore, focusing exclusively on English-language publications may have omitted important findings from non-English research. The inherent publication bias in relying on published studies alone could also have affected the results, as unpublished works may have presented different perspectives. Despite these limitations, this methodology was expected to yield a well-rounded understanding of the perceptions and challenges associated with web-based platforms for English language learning. The study aimed to highlight the perception on the usage of web-based platform in learning

language. This study also explored both the strengths and weaknesses of these platforms and offer practical recommendations for educators, platform developers, and policymakers to enhance their effectiveness in supporting language acquisition.

#### **4. RESULTS AND DISCUSSION**

##### **Positive Perceptions of Web-Based Platforms**

The study revealed that students generally held positive attitudes towards the use of web-based platforms for English language learning. These platforms were praised for their accessibility, allowing students to access learning materials anytime and anywhere, making learning more flexible and personalized. Additionally, the interactive features of these platforms, such as quizzes, gamification, and real-time feedback, were particularly appealing to students. These features not only made learning more engaging but also facilitated better understanding of the material, contributing to improved overall user satisfaction.

Moreover, students generally have positive perceptions of the web-based learning platforms, but their feedback reveals a mix of strengths and challenges. Variation of web-based platforms for language learning were Kahoot, Altissia, Nuadu, Fluentu, and Duolingo. Kahoot, for example, is often seen as highly engaging, thanks to its gamified quiz format and competitive elements (Kaur, 2019, 2020). Students enjoy using it for vocabulary and grammar reinforcement, finding it fun and motivating. The studies conducted by Salsabila (2024), Kaur (2019, 2020), Korkmaz (2021), Tao & Zou (2021) and Abadi, et al (2021) covered that the students have a highly positive perception of using Kahoot! in their English language classes, finding it fun, engaging, and effective in enhancing their learning experience. However, some students view it as more suitable for revision rather than for comprehensive language learning, as it lacks depth in teaching core language skills, such as speaking and writing. Altissia, on the other hand, was appreciated for its structured approach and its focus on specific language skills like listening and reading comprehension, making it particularly useful for exam preparation. Bella, et al (2022) and Losi, et al (2022) discovered that commonly the students felt that learning English by using Altissia was enjoyable and they were satisfied with the learning process and results. The alignment with academic goals appeals to students aiming for formal learning, but the interface can feel less intuitive for younger learners, and some students report that the content becomes repetitive, which may negatively impact engagement over time. While Nuadu offers personalized learning pathways and detailed progress tracking, which are praised by students for providing a more tailored learning experience (Dimulescu, 2023; Natasia, Wiranti & Parastika, 2022). The platform's integration with teachers also adds a layer of



support. However, the platform's more academic tone and limited multimedia features are seen as drawbacks for students who prefer interactive, visually engaging content. Duolingo stands out for its user-friendly interface and the enjoyment students get from its gamified elements, such as streaks and badges. Fauzan & Kasim (2020) claimed Duolingo was effective in learning English because it improved students' willingness to do the assignment at home. It motivates students to practice consistently, making it a popular choice. It also motivated mostly for students learning English language with its personalized learning and repetitive tasks (Azhima & Halim, 2024). However, many students find it insufficient for developing advanced skills like conversation or academic writing for some level. Thus it made the platform could be used for suitable level of learner. Lastly, FluentU is praised for its unique approach of using video content to improve listening skills and contextual vocabulary. FluentU is the place where most online favorable language learning videos are found by which, students can be immersed in real-world video clips such as movie trailers, music videos and vlogs (Kamil, 2020: 5649). They found this immersive style beneficial, as it connects language learning to real-world situations. However, the high subscription cost and the platform's focus on passive skills like listening can limit its accessibility and overall effectiveness, particularly for students seeking a more comprehensive language learning experience.

### **Challenges in Utilizing Web-Based Platforms**

Despite the evident advantages, students faced significant challenges when using these platforms. Language learning platforms such as Altissia, Kahoot, FluentU, Duolingo, and NUADU provide innovative methods for language acquisition. However, these tools also come with challenges that can impact their effectiveness. Below is a detailed review of the primary challenges associated with these platforms.

One of the most significant issues across all platforms is technological dependency, particularly regarding internet connectivity. For instance, Kahoot relies on real-time participation, making stable internet essential. Many students reported disruptions due to poor connections, which hindered their ability to answer questions or participate actively. Similarly, FluentU's video-based content and Altissia's interactive exercises depend heavily on uninterrupted internet access. NUADU, with its focus on personalized assessments and progress tracking, also requires a reliable connection to sync data and provide feedback effectively. Duolingo, while less resource-intensive, still depends on stable internet for features like live audio exercises, which can be limiting in regions with inconsistent connectivity.

Another challenge is the lack of live interaction and personalized feedback, which are essential for developing comprehensive language skills. FluentU focuses on video-based learning but does not facilitate real-time teacher-student communication, limiting opportunities for oral practice and public speaking development. Similarly, Altissia and NUADU, while offering a variety of content and assessments, do not support dynamic, real-world conversation practice. Kahoot's gamified quizzes emphasize quick responses but do not foster deep, interactive discussions or collaborative language use. Duolingo also offers individual practice but lacks opportunities for group interaction or live feedback, which are critical for language fluency.

Content design constraints present another challenge across these platforms. Kahoot's character limits for questions and answers restrict educators from creating complex or open-ended tasks, limiting its applicability for advanced language learning. FluentU's focus on videos often results in students engaging more with subtitles than with long passages of text, hindering the development of reading comprehension. NUADU's structured tasks and assessments, while effective for monitoring progress, may lack the flexibility required for creative or contextual language use. Duolingo's repetitive exercises prioritize vocabulary and grammar drills over contextualized learning, while Altissia's extensive content sometimes lacks cultural or practical nuances.

Time and engagement constraints also affect the learning experience on these platforms. For example, Kahoot's strict time limits for answering questions can create stress and reduce learning effectiveness for some students. FluentU's video-centered approach may not offer sufficient practice opportunities for oral communication. NUADU's progress-tracking features can sometimes overwhelm learners, especially when faced with numerous assessments and deadlines. Duolingo's gamified approach, while engaging initially, may lead to fatigue or disengagement if learners do not perceive tangible progress over time.

Lastly, device and accessibility limitations are notable barriers for learners using these platforms. FluentU, Altissia, and NUADU require devices with adequate screen sizes and performance capabilities, potentially excluding students with older or less capable devices. Duolingo's reliance on robust audio features for listening exercises can also pose challenges for users with outdated equipment or poor audio setups. NUADU's need for regular synchronization may strain devices with limited storage or processing power.

In conclusion, while platforms like Altissia, Kahoot, FluentU, Duolingo, and NUADU bring valuable innovations to language learning, they also present significant challenges. Issues related to technological dependency, lack of interaction, content limitations, time constraints,

and device accessibility highlight the importance of carefully integrating these tools with traditional teaching methods. Addressing these challenges will enable educators and learners to maximize the potential of these platforms and achieve meaningful language learning outcomes.

### **Pedagogical Implications and Integration into Traditional Learning**

The integration of web-based platforms into traditional classroom environments highlighted several pedagogical implications. Foremost, the study emphasized the importance of teacher training, as educators play a critical role in bridging the gap between traditional and digital learning methods. Without proper training, teachers might find it challenging to maximize the potential of these platforms.

Integrating language learning platforms like Altissia, Kahoot, FluentU, Duolingo, and NUADU into teaching requires thoughtful pedagogical strategies to maximize their potential while addressing their limitations. One effective approach is the blended learning model, which combines digital tools with traditional methods to balance independent and interactive learning. For instance, Duolingo and FluentU can be assigned for at-home vocabulary and cultural exploration, while classroom activities focus on speaking and collaborative exercises. Similarly, Altissia's structured modules can be used to practice grammar, followed by in-class discussions for oral communication. Another approach is task-based language teaching (TBLT), where platforms like NUADU and FluentU support real-world tasks such as creating presentations or analyzing videos, fostering communicative competence. To address engagement challenges, gamification techniques—such as using Kahoot for team quizzes or leveraging Duolingo's reward systems—can motivate learners, while reflective activities and feedback ensure continuous improvement (Bicen & Kocakoyun, 2018; Altynbekova & Zhussupova, 2020).

Additionally, collaborative learning strategies and scaffolded instruction are essential to mitigate the lack of interaction in digital platforms. Pairing students for group projects on NUADU or team-based quizzes on Kahoot encourages peer learning and shared responsibility. Structured guides for navigating complex tools like Altissia or FluentU can reduce technical barriers, empowering students to focus on learning objectives. For differentiated instruction, educators can customize FluentU's videos or Altissia's exercises to align with diverse proficiency levels. Supplementary resources, such as additional reading materials or live speaking activities, address content limitations on platforms like FluentU and Duolingo. Furthermore, professional development for teachers, including workshops on platform integration and data analysis, ensures that these tools are effectively aligned with curriculum

goals. By combining these strategies, educators can create a robust language learning environment that integrates the best of digital innovation with pedagogical expertise (Bicen & Kocakoyun, 2018).

## **5. CONCLUSION AND LIMITATIONS**

### **Conclusion**

This study has explored the perceptions, challenges, and pedagogical implications of web-based platforms for language learning, with a focus on platforms such as Altissia, Kahoot, Nuadu, Duolingo, and FluentU. The findings indicate that these platforms are widely perceived as valuable tools for enhancing language learning, offering flexible and personalized learning experiences through features like gamification, quizzes, real-world content, and progress tracking. However, challenges such as technological dependency, lack of real-time interaction, content limitations, and device accessibility have been identified as significant barriers to maximizing their effectiveness. Despite these challenges, web-based platforms can complement traditional teaching methods when integrated thoughtfully and used in conjunction with strategies like blended learning, task-based teaching, and collaborative learning. As suggestion, several recommendations can be made. First, it is crucial to invest in teacher training to equip educators with the skills necessary to integrate these platforms into their teaching practices effectively to improve the effectiveness of web-based platforms in language learning. Teachers should be encouraged to incorporate a blend of digital tools and traditional methods to support both independent and collaborative learning. Additionally, addressing the technical limitations of platforms, such as internet connectivity and device compatibility, is essential for ensuring equitable access for all students. Educators should also explore creative ways to incorporate features such as real-time feedback, personalized tasks, and peer collaboration to mitigate the lack of interaction in many platforms. Furthermore, platforms should continue to evolve by adding more features that support advanced skills, including speaking and writing, and ensuring that content remains engaging and culturally relevant.

### **Limitations**

While this study provides valuable insights into the advantages and challenges of web-based language learning platforms, there are limitations to consider. The research primarily relied on student feedback, which may not fully capture the diverse perspectives of educators, who play a critical role in platform integration. Furthermore, this study focused on a limited number of platforms, which may not represent the full spectrum of available tools. Future studies could broaden the scope by including a wider range of platforms and examining the

long-term impact of using these tools on students' language proficiency. Additionally, the study did not account for the varying contexts in which these platforms are used, such as different cultural, technological, and educational environments. Future research could explore these factors to better understand how web-based platforms can be adapted to diverse learning contexts.

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