



WEB 2.0 TOOLS AND ENGLISH LANGUAGE LEARNING

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ABSTRACT

The temporary closure of educational institutions has forced teachers and learners to adopt an alternative way of learning amidst the global pandemic, the use of online learning platforms. Web 2.0 Tools or online tools offer a variety of online applications that provide engaging activities in which students can learn, share, create, interact with, and learn from the course material.

This study tried to find the perception of 240 selected online ESL learners of Pedro Guevara Memorial National High towards their use of Web 2.0 Tools in English language learning. The descriptive correlational method was used to gather data and information. Percentage, mean, standard deviation, descriptive rating, and spearman correlation were used to treat data.

Analysis of data revealed that the students' profile has positive but weak to very weak correlation with their overall perception of Web 2.0 tools. The significant correlation was found with students' age and behavioral intention, gender and actual system usage, grade level and behavioral intention, device use with attitude and actual system usage and the time spent online with perceived usefulness and actual system usage. The students were found to be extremely aware of the different Web 2.0 tools used in language learning. The students recorded established background on the available online tools used in online distance learning. In sum, a positive and moderate correlation was found between the students' background on Web 2.0 tools and their perception on its use in language learning.

It can therefore be claimed that the use of Web 2.0 tools is significant in improving students' literacy skills, especially now that face-to-face classes are not possible. The use of Web 2.0 tools can be a supplementary means of enhancing English language learning amidst the distance; hence, the first null hypothesis stating that There is no significant relationship between the respondents' perception of the use of Web 2.0 tools in English language learning and their profile in terms of: age, gender, grade level, device use; and time spent online was accepted and the rest of the null hypotheses were rejected.

KEYWORDS: *Web 2.0 Tools, English language learning, perception*

INTRODUCTION

The Coronavirus 2019 (COVID-19) pandemic has a wide-ranging impact on the Philippine Educational System. It has affected the lives of all learners in the Philippines since March. While the government and health officials are trying to flatten the curve of the deadly virus, the Department of Education (DepEd) works hard to transition the modality of teaching from conventional face-to-face learning to the so-called blended learning. DepEd has committed to providing learning opportunities to students without requiring them to go to school.

It resulted in a situation where teachers and students are undesirably asked to change their teaching and learning styles from the traditional face-to-face session in the classroom into a digital/virtual teaching and learning style using various online platforms or applications. A possible alternative to continue education while preventing potential infection spread is thru online or electronic learning (e-learning). It has been a common medium for education delivery in developed countries.

Even before the pandemic, there was already high growth and adoption in education technology.



Many online learning platforms are offering free access to their services in response to the current educational situation. Web 2.0 tools are becoming more popular in schools. Teachers are discovering new ways on how to engage technologically savvy students in the computer-based educational classroom. These tools are expected to assist teachers and students in creating an effective learning and teaching environment and facilitate blended learning.

According to Özel (2013), Web 2.0 tools enhance students' fluency in listening, reading, speaking, pronunciation and vocabulary. For this reason, Web 2.0 environments used in language learning help students control their learning according to their own needs. It appears that positive results have emerged in the foreign language learning environments of Web 2.0 tools which are the improvements of the students' attitudes, motivations, self-esteem, and aims towards the target language, having benefits on the targeted language skills and the foreign language learning being facilitated and accelerated. However, it shows that one of the essential elements that enable the effective use of educational technology tools and products in learning-teaching environments is the user's attitude.

In this regard, the researcher thought that it is crucial to investigate students' perception towards the use of these Web 2.0 Tools in the English Language Learning of the selected online modality students of Pedro Guevara Memorial National High School.

LITERATURE REVIEW

Faizi et al. (2015) stated that students have started resorting to Web 2.0 technologies to enhance their language and communication skills, given the importance of foreign languages. In fact, instead of just being confined to classical learning contexts, many students are now using social media as potential technologies that can help them improve their foreign language learning. Thanks to these applications, students and language learners have more opportunities beyond the classroom walls to practice their language and communication skills.

Learners in the 21st century are born in a world where technology and online applications are common practice. These applications are a great help to students nowadays since we are in a situation wherein learning is done digitally without the physical presence of teachers.

According to Albarbari (2016), many educators suggest that Web 2.0 applications should be integrated into education, as they can promote active involvement among students who would be driven to the knowledge construction process and develop their

critical thinking deep learning through applied and reflective activities.

Many learners are more interested to learn using technology. They learned more if they are familiar with the medium used in the teaching and learning process. They tend to be more active if the material and medium are familiar to them and know they can manipulate.

Allen (2013), Bennett et al. (2012) cited that in the information age, the World Wide Web is becoming a place for users to be interactive, creative, and real-time participants, all of which are concepts associated with Web 2.0 is a platform that hosts web-based applications providing commercial, entertainment, and learning. The term "Web 2.0" was coined by O'Reilly in 2005 and refers to the web-based technology that supports communication and sharing of information. Web 2.0 enables users to be actively engaged with content instead of viewing information passively or just consuming web content. Therefore, Web 2.0 is capable of harnessing collective intelligence.

More and more students are becoming familiar with the Web. It becomes a place for searching for information and a place where everyone can interact and be creative at once. It offers an environment for learning and entertainment. It is said that learning becomes more effective if the students feel the attachment at enjoyment in what they do.

According to Tyagi (2012), the potential of Web 2.0 technologies in teaching and learning environments has caught the attention of universities around the world. Web 2.0 trends in distance education, globalization, digital literacy skills, and collective intelligence are now driving the restructuring of academic programs.

The use of Web 2.0 tools became a trend even before the pandemic. Many schools and universities around the world are already using these tools to aid learning. It is said to have a massive contribution to learning, especially now that we cannot have the traditional way of learning, and distance learning is the option to continue still giving education to students.

Yunus et al. (2013) pinpointed issues regarding students' use of ICT for writing classes. They stated that the use of ICT attracted students facilitated their learning process, helped to improve their vocabulary, and promoted meaningful learning.

Consequently, interest in the integration of Web 2.0 applications in education has been proliferating. The significant advantages of such applications are ease of use, interaction and communication, rapid deployment, availability, flexibility, individual affordability, powerful information sharing, open access content, permanent



visibility, enhanced writing and technology skills, and straightforward collaboration.

STATEMENT OF THE PROBLEM

1. What is the background of the respondents in Web 2.0 Tools in terms of:
 - 2.1 Awareness;
 - 2.2 Internet usage activities;
 - 2.3 Frequency of Use; and
 - 2.4 Ability to Use?
2. What is the mean level of respondents' perception of the use of Web 2.0 Tools in English Language Learning in terms of:
 - 3.1 Perceived Usefulness;
 - 3.2 Perceived Ease of Use;
 - 3.3 Attitude;
 - 3.4 Behavioral Intention; and
 - 3.5 Actual System Usage
3. Is there a significant relationship between the respondents' background on Web 2.0 tools and their perception?

METHODOLOGY

Research Design

The descriptive correlational research was used in this study. The descriptive correlational research are studies based on quantitative measures on two or more parameters derived from a variety of statistical techniques and instruments. Correlational studies are dependent on two or more variables present as dimensions of the same occurrence. Measures on the two variables are correlated to assess the level of probability that they are interrelated with no cause-and-effect relationship expected (Carague, Castolo, Naval, 2009 as cited by Alanes 2015). The use of the descriptive method aimed to describe the profile and background of the respondents on Web 2.0 Tools in English language learning.

Respondents of the Study

In determining the perception towards the use of Web 2.0 Tools in English Language Learning, selected students in Pedro Guevara Memorial National High School will be the study respondents. These students were from the online modality class who are using Google Tools in learning.

Sampling Techniques

The purposive sampling technique used in this study is classified as non-random when the researcher purposely disregarded other members of the study population. Villanueva cited in (2016) that excluding other members, which suggests bias, is not necessarily the incorrect way to do depending on the reason for the study.

Research Instrument

The research instrument used in this study is a modified questionnaire from Selevičienė and Burkšaitienė (2015). A questionnaire is a tool used by the researcher to collect data, to be used to determine the perception towards the use of Web 2.0 Tools in the English Language Learning of the online modality students. The questionnaire is composed of questions that would determine the respondents' profile, background on Web 2.0 Tools, and questions that will focus on the perception of Web 2.0 Tools in English Language Learning.

Data Analysis

Weighted Mean, Standard Deviation, and Descriptive Rating were to be used to describe the level of perception towards the use of Web 2.0 Tools in terms of perceived usefulness, perceived ease of use, attitude, behavioral intention, and actual system usage.

Spearman correlation was to be applied in this study. It will be used to evaluate the relationship between respondent's profile and their perception of the use of Web 2.0 tools. This will also determine if there is a significant relationship between the relationship between the respondents' background and perception of the use of Web 2.0 Tools.

**RESULTS AND DISCUSSION**

The corresponding analysis and interpretation of the tabulated data are presented in the following tables.

Table 1. Students' Background in Web 2.0 Tools in terms of Awareness

Awareness	Extremely Aware		Aware		Moderately Aware		Somewhat Aware		Not Aware		Overall Mean
	f	%	f	%	f	%	f	%	f	%	
Resource Sharing	188	78.3%	43	17.9%	6	2.5%	2	0.8%	1	0.4%	4.73 (EA)
Web Exercise Creation	138	57.5%	87	36.3%	13	5.4%	2	0.8%	0	0.0%	4.50 (EA)
Presentation Applications	149	62.1%	70	29.2%	16	6.7%	5	2.1%	0	0.0%	4.51 (EA)
Learning Management Systems	144	60.0%	78	32.5%	15	6.3%	3	1.3%	0	0.0%	4.51 (EA)
Social networking services	184	76.7%	45	18.8%	9	3.8%	1	0.4%	1	0.4%	4.71 (EA)
Web search engines	162	67.5%	69	28.8%	9	3.8%	0	0.0%	0	0.0%	4.63 (EA)
Communication	196	81.7%	36	15.0%	5	2.1%	3	1.3%	0	0.0%	4.77 (EA)
Dictionaries	175	72.9%	54	22.5%	11	4.6%	0	0.0%	0	0.0%	4.68 (EA)

Legend:4.20 – 5.00 *Extremely Aware (EA)*3.40 – 4.19 *Aware (A)*2.60 – 3.39 *Moderately Aware (MA)*1.80 – 2.59 *Somewhat Aware (SA)*1.00 – 1.79 *Not Aware (NA)*

The above findings confirmed that the students are extremely aware of the different Web 2.0 tools used. The results showed that the students had established background on the available online tools to use in online distance learning. The majority of the respondents disclosed awareness on all the indicators,

and the overall mean of each indicator confirmed the extreme awareness of the Web 2.0 tools. Among all the indicators, online tools used for communication purposes displayed the highest level of awareness (4.77).

Table 2. Students' Background in Web 2.0 Tools in terms of Ability to Use

Ability to Use	Highly Proficient		Above Average		Average		Slightly Proficient		Not Proficient		Overall Mean
	f	%	f	%	f	%	f	%	f	%	
Resource Sharing Tools	130	54.2%	81	33.8%	26	10.8%	3	1.3%	0	0.0%	4.41 (HF)
Web Exercise Creation Tools	67	27.9%	102	42.5%	64	26.7%	7	2.9%	0	0.0%	3.95 (AA)
Presentation Applications	90	37.5%	86	35.8%	48	20.0%	12	5.0%	4	1.7%	4.03 (AA)
Learning Management Systems	147	61.3%	70	29.2%	21	8.8%	1	0.4%	1	0.4%	4.50 (HF)
Social networking services	153	63.8%	62	25.8%	22	9.2%	2	0.8%	1	0.4%	4.52 (HF)
Web search engines	146	60.8%	68	28.3%	24	10.0%	2	0.8%	0	0.0%	4.49 (HF)
Communication Tools	140	58.3%	78	32.5%	21	8.8%	1	0.4%	0	0.0%	4.49 (HF)
Online Dictionaries	131	54.6%	66	27.5%	36	15.0%	6	2.5%	1	0.4%	4.33 (HF)

**Legend:**

4.20 – 5.00	Highly Proficient (HF)
3.40 – 4.19	Above Average (AA)
2.60 – 3.39	Average (A)
1.80 – 2.59	Slightly Proficient (SP)
1.00 – 1.79	Not Proficient (NP)

The above findings confirmed that the students could use the different Web 2.0 tools in language learning. The majority of the population of the respondents revealed to have a highly proficient

level of ability on most of the indicators. The overall mean of the majority of the indicators confirmed a highly proficient ability level to use Web 2.0 tools in language learning.

Table 3. Perceived Usefulness of the Web 2.0 Tools

Indicators	Mean	S.D.	Verbal Interpretation
Web 2.0 tools can help me to improve my reading skills.	4.54	0.577	Highly useful
Web 2.0 tools can help me to improve my writing skills.	4.14	0.897	Useful
Web 2.0 tools can help me to improve my speaking skills.	4.19	0.790	Useful
Web 2.0 tools can help me to improve my listening skills.	4.39	0.694	Highly useful
Web 2.0 tools can help me to improve my vocabulary.	4.54	0.639	Highly useful
Overall Mean	4.36		Highly Useful

Legend:

4.20 – 5.00	Highly Useful
3.40 – 4.19	Useful
2.60 – 3.39	Moderately Useful
1.80 – 2.59	Somewhat Useful
1.00 – 1.79	Not at all Useful

The students find the Web 2.0 tools as highly useful in improving their reading skills (M=4.54, SD=0.577), listening skills (M=4.39, SD=0.694), and vocabulary (M=4.54, SD=0.639). They find the Web 2.0 tools helpful in improving their writing skills (M=4.14, SD=0.897) and speaking

skills (M=4.19, SD=0.790). The overall mean of 4.36 indicates that the students find the Web 2.0 tools as highly useful. This means that Web 2.0 tools are beneficial to the students who are learning the English Language. The students find Web 2.0 tools highly useful in learning English Language and at the same time improving their literacy skills.

Table 4. Perceived Ease of Use of the Web 2.0 Tools

Indicators	Mean	S.D.	Verbal Interpretation
Learning English through Web 2.0 tools becomes easy for me.	4.23	0.750	Very easy
It is easy for me to become skillful in using Web 2.0 tools.	4.20	0.757	Very easy
Web 2.0 tools are flexible in interacting and collaborating with peers and instructors.	4.28	0.714	Very easy
Web 2.0 tools are convenient and easy to use.	4.24	0.754	Very easy
It is easy to access files and information using Web 2.0 tools.	4.35	0.734	Very easy
Overall Mean	4.26		Very Easy

Legend:

4.20 – 5.00	Very Easy
3.40 – 4.19	Easy
2.60 – 3.39	Moderately Easy
1.80 – 2.59	Somewhat Easy
1.00 – 1.79	Not at all Easy



The students find the use of Web 2.0 tools as *very easy* in terms of learning English ($M=4.23$, $SD=0.750$), becoming skillful ($M=4.20$, $SD=0.757$), interacting, and collaborating with peers and instructors ($M=4.28$, $SD=0.714$), interacting and collaborating with peers and instructors ($M=4.28$,

$SD=0.714$), convenient and easy to use ($M=4.24$, $SD=0.754$) and accessing files and information ($M=4.35$, $SD=0.734$). The overall mean of 4.26 indicates that the students find the use of Web 2.0 tools as highly easy.

Table 5. Students' Perception on their Attitude toward Web 2.0 Tools

Indicators	Mean	S.D.	Verbal Interpretation
Web 2.0 tools are helpful for my studies in English.	4.57	0.624	Highly positive
The advantage of using Web 2.0 tools outweigh the disadvantages of not using them.	4.08	0.750	Positive
Web 2.0 tools are a good strategy in learning English.	4.39	0.669	Highly positive
The use of Web 2.0 tools makes language learning more entertaining.	4.35	0.734	Highly positive
I feel comfortable using Web 2.0 tools.	4.25	0.763	Highly positive
Overall Mean	4.33		Highly Positive

Legend:

- 4.20 – 5.00 *Highly Positive*
 3.40 – 4.19 *Positive*
 2.60 – 3.39 *Moderately Positive*
 1.80 – 2.59 *Somewhat Positive*
 1.00 – 1.79 *Not at all Positive*

The students find the use of Web 2.0 tools as *highly positive* in terms of its usefulness in studying English ($M=4.57$, $SD=0.624$), advantages ($M=4.08$, $SD=0.750$), a good strategy in learning English ($M=4.39$, $SD=0.669$), entertaining ($M=4.35$, $SD=0.734$), and comfortable to use ($M=4.25$, $SD=0.763$). The overall mean of 4.33 indicates that

the students' attitude on using Web 2.0 tools is *highly positive*. This means that the students favor the use of Web 2.0 tools in learning the English Language. The students find the use of Web 2.0 tools highly positive in learning English and enjoying to use.

Table 6. Students' Perception on their Behavioral Intention on the Use of Web 2.0 Tools

Indicators	Mean	S.D.	Verbal Interpretation
I will add Web 2.0 tools as another medium to learn English.	4.20	0.706	Highly positive
I intend to use Web 2.0 tools to improve my English/literacy skills.	4.32	0.673	Highly positive
I look forward to using Web 2.0 tools in my class next school year.	4.16	0.810	Positive
I will increase the occurrences of using Web 2.0 tools in class.	4.16	0.722	Positive
I love to use Web 2.0 tools in language learning.	4.18	0.765	Positive
Overall Mean	4.21		Highly Positive

Legend:

- 4.20 – 5.00 *Highly Positive*
 3.40 – 4.19 *Positive*
 2.60 – 3.39 *Moderately Positive*
 1.80 – 2.59 *Somewhat Positive*
 1.00 – 1.79 *Not at all Positive*

The students find the use of Web 2.0 tools as *highly positive* in adding it as another medium to learn English ($M=4.20$, $SD=0.706$) and improve literacy skills ($M=4.32$, $SD=0.673$). They find the use of Web 2.0 tools *positive* in terms of its future use in the next school year ($M=4.16$, $SD=0.897$), increase the occurrence of use in class ($M=4.16$, $SD=0.722$)

and feelings on the use of it in language learning ($M=4.18$, $SD=0.765$). The overall mean of 4.21 indicates that the students use Web 2.0 tools to learn English *highly positive*. This means that the students plan to incorporate Web 2.0 tools for their language learning in the future.



Table 7. Students' Perception on the Actual System Usage of Web 2.0 Tools

Indicators	Mean	S.D.	Verbal Interpretation
I always use Web 2.0 technologies to learn English.	4.06	0.774	High
I believe that using Web 2.0 technologies can enhance my language competency.	4.29	0.707	Very high
Web 2.0 tools promote sharing, collaboration, interaction, creativity, and socialization.	4.37	0.714	Very high
I learned many English words that are used in daily life.	4.43	0.675	Very high
Web 2.0 tools give me the opportunity to practice learning the language and express my views.	4.39	0.682	Very high
Overall Mean	4.31		Very High

Legend:

- 4.20 – 5.00 *Very High*
- 3.40 – 4.19 *High*
- 2.60 – 3.39 *Moderately High*
- 1.80 – 2.59 *Low*
- 1.00 – 1.79 *Very Low*

The students find the use of Web 2.0 tools as *high* in terms of always using it to learn English ($M=4.06, SD=0.774$). They find the use of Web 2.0 tools *very high* in terms of their belief that Web 2.0 tools can enhance language competency ($M=4.29, SD=0.707$), Web 2.0 tools promote sharing, collaboration, interaction, creativity, and socialization

($M=4.37, SD=0.714$), Web 2.0 tools help in learning words used in daily lives ($M=4.43, SD=0.675$) and Web 2.0 tools allow expressing own views ($M=4.39, SD=0.682$). The overall mean of 4.31 indicates that the students find the actual use of Web 2.0 tools to learn English *very high*.

Table 10. Correlation Analysis on the Relationship between the Students' Background and their Perception on the Use of Web 2.0 Tools

Profile		Perceived Usefulness	Perceived Ease of Use	Attitude	Behavioral Intention	Actual System Usage
Awareness	r-value	0.381	0.536	0.561	0.547	0.429
	p-value	0.022	0.000	0.000	0.000	0.001
	Degree	Weak	Moderate	Moderate	Moderate	Moderate
	Analysis	S	S	S	S	S
Internet usage activities	r-value	0.270	0.405	0.328	0.187	0.432
	p-value	0.088	0.012	0.020	0.160	0.001
	Degree	Weak	Moderate	Weak	Very weak	Moderate
	Analysis	NS	S	S	NS	S
Tools used in language learning	r-value	0.384	0.181	0.034	0.015	0.071
	p-value	0.002	0.140	0.597	0.822	0.275
	Degree	Weak	Very weak	Very weak	Very weak	Very weak
	Analysis	S	NS	NS	NS	NS
Frequency of use	r-value	0.399	0.401	0.444	0.354	0.448
	p-value	0.018	0.003	0.000	0.028	0.000
	Degree	Weak	Moderate	Moderate	Weak	Moderate
	Analysis	S	S	S	S	S
Ability to use	r-value	0.510	0.663	0.571	0.504	0.557
	p-value	0.000	0.000	0.000	0.000	0.000
	Degree	Moderate	Strong	Moderate	Moderate	Moderate
	Analysis	S	S	S	S	S



Degree of Correlation

±0.80 – ±1.00 *Very strong*

±0.60 – ±0.79 *Strong*

±0.40 – ±0.59 *Moderate*

±0.20 – ±0.39 *Weak*

±0.00 – ±0.19 *Very weak*

A positive and significant correlation was found in majority of the indicators. They tend to feel more positive on the use of the tools since they have already established familiarity on it. Since students spend most of their time online, they tend to do more activities on the internet. They found these online tools very useful in their study. They were able to explore different online tools that might enhance their literacy and language skills. Since tools were used mainly in language learning, they could experience their usefulness in acquiring and improving their literacy skills.

The more the students are exposed to using the tools, the more they became engaged and attached to language learning. A famous saying stated that practice makes perfect, and through the recurrent use of the tools, students can improve their literacy skills. Since they can use Web 2.0 tools, they tend to have a positive awareness of its usefulness in the improvement of literacy skills and language learning. Having the skill in manipulating these tools gives the students the perception of the advantages of the tools in learning.

CONCLUSION AND RECOMMENDATION

The students' profile had nothing to do with their perception of the use of Web 2.0 tools in English language learning. Their personal profile had no relationship with how they perceived language learning using online tools. In general, they have shown a positive perception of the use of Web 2.0 tools in English language learning. The findings ascertain the importance of Web 2.0 tools in improving literacy skills, especially now that the world is facing a pandemic. Alternative learning methods are offered free, and the use of Web 2.0 tools can be an additional way of enhancing language learning amidst the distance. The results accepted the first null hypothesis and rejected the rest null hypotheses.

It is recommended for teachers, especially Online Distance Learning (ODL) teachers, may open opportunities for students to learn the English language using different Web 2.0 tools. Learners, mostly Junior High School Students, may adopt this kind of learning strategy. Students from grade 7 – grade 10 may explore and use the different Web 2.0 tools that can help improve language learning and make learning more meaningful and enjoyable. IT

experts may program a website or application for English language learning, which will benefit those who would like to learn and enhance their literacy skills conveniently at home. Researchers in the same field of expertise may conduct a study related to any of the literature discussed.

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APPENDIX QUESTIONNAIRE

PART I. BACKGROUND ON WEB 2.0 TOOLS

1. Awareness: The Table below contains a list of Web 2.0 tools. Please tick (✓) one that best describe your familiarity with these online tools.

Web 2.0 Tools	Extremely Aware (5)	Aware (4)	Moderately Aware (3)	Somewhat Aware (2)	Not Aware (1)
Resource Sharing <i>Are you aware that you can share files, documents, photos or videos using the web?</i>					
Web Exercise Creation <i>Are you aware on the online tools used in answering quizzes, games or exercises?</i>					
Presentation applications <i>Are you aware that you can create presentations or reports using online tools?</i>					
Learning management systems <i>Are you aware on the different online platforms that support educational activities such as classroom learning and distance education?</i>					
Social networking services <i>Are you aware that you can communicate, collaborate, and share your contents across networks of your contacts?</i>					
Web search engines <i>Are you aware on the different online servers that you can use to search information?</i>					
Communication <i>Are you aware that you can keep in touch with others even if they are far from you?</i>					
Dictionaries <i>Are you aware that you can search for the meaning and pronunciation of an unfamiliar word using the web?</i>					



2. FREQUENCY OF USE: The Table below contains a list of Web 2.0 tools. Please tick (✓) one that best describe how frequent you use the tools in learning.

Web 2.0 Tools	Very Frequent; More than 10 times (5)	Frequently; 6-10 times (4)	Occasionally; 3-5 times (3)	Rarely; 1-2 times (2)	Never (1)
Resource Sharing					
Web Exercise Creation					
Presentation applications					
Learning management systems					
Social networking services					
Web search engines					
Communication					
Dictionaries					

3. ABILITY TO USE: The Table below contains a list of Web 2.0 tools. Please tick (✓) one that best describe how proficient you are in using these tools.

Web 2.0 Tools	Highly Proficient (5)	Above Average (4)	Average (3)	Slightly Proficient (2)	Not Proficient (1)
Resource Sharing					
Web Exercise Creation					
Presentation applications					
Learning management systems					
Social networking services					
Web search engines					
Communication					
Dictionaries					

Part II. PERCEPTION TOWARDS THE USE OF WEB 2.0 TOOLS IN LANGUAGE LEARNING

Below are statements about the perception towards the use of Web 2.0 tools in English Language Learning.

Assess its effectivity by putting a check mark (/) on each statement below.

Scale:

5 – Strongly Agree (SA)

4 – Agree (A)

3 – Moderately Agree (MA)

2 – Disagree (D)

1 – Strongly Disagree (SD)

	Statements	SA (5)	A (4)	MA (3)	D (2)	SD (1)
PERCEIVED USEFULNESS						
1	Web 2.0 tools can help me to improve reading skills.					
2	Web 2.0 tools can help me to improve writing skills.					
3	Web 2.0 tools can help me to improve speaking skills.					
4	Web 2.0 tools can help me to improve listening skills.					
5	Web 2.0 tools can help me to improve vocabulary.					
PERCEIVED EASE OF USE						
6	Learning English through Web 2.0 tools becomes easy for me.					
7	It is easy for me to become skillful in using Web 2.0 tools.					
8	Web 2.0 tools are flexible in interacting and collaborating with peers and instructors.					
9	Web 2.0 tools are convenient and easy to use.					
10	It is easy to access files and information using Web 2.0 tools.					
ATTITUDE						



11	Web 2.0 tools is useful for my studies in English.					
12	The advantage of using Web 2. tools overweigh the disadvantages of not using it.					
13	Web 2.0 tools is a good strategy in learning English.					
14	The use of Web 2.0 tools makes language learning more entertaining.					
15	I feel comfortable using Web 2.0 tools.					
BEHAVIORAL INTENTION						
16	I will add Web 2.0 tools as another medium to learn English.					
17	I intend to use Web 2.0 tools to improve my English/literacy skills.					
18	I look forward to using Web 2.0 tools to my class next school year.					
19	I will increase the occurrences of using Web 2.0 tools in class.					
20	I love to use Web 2.0 tools in language learning.					
ACTUAL SYSTEM USAGE						
21	I always use Web 2.0 technologies to learn English.					
22	I believe that using Web 2.0 technologies can enhance my language competency.					
23	Web 2.0 tools promote sharing, collaboration, interaction, creativity and socialization.					
24	I learned many English words that are used in daily life.					
25	Web 2.0 tools give me opportunity to practice learning the language and express my own views.					