

*Original Paper***Students and Teachers Expectations of Web 2.0 in the ESL****Classroom: Do They Match?**Sebah Al-Ali^{1*} and Cindy Gunn²¹ English Language Institute, American University in the Emirates, Dubai, UAE² English Department, American University of Sharjah, Sharjah, UAE

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Abstract

In today's modern world, where many students have considerable knowledge and experience of computers, using technology in the classroom in a way that will best help the students achieve their learning goals may be a daunting task for a teacher. In this study, 51 students and 13 teachers were surveyed to gain a better understanding of the participants' knowledge, use and comfort level with a variety of Web 2.0 services in order to determine to what extent the teachers and the students think that these services can be effectively utilized in the classroom.

Keywords

web 2.0, digital natives, digital immigrants, educational technology use

1. Introduction

The prevalence of technology nowadays in day-to-day encounters has made it a basic element of a modern society like the UAE. A recent example of its essential role in people's daily lives could be witnessed in the Middle East, where a spark for a historic Egyptian revolution started on social media pages (Stepanova, 2011). This kind of usage of social media, or Web 2.0, has given it a significant role in shaping students' expectations of their learning experiences. With all the development that the web has gone through from its early age, during the last few years, Harrison and Thomas (2009) note that developers and users have started witnessing what Anderson describes as, "a 'second phase' –a new, 'improved' Web version 2.0" (2007, p. 2). The main feature that sums up the difference between both phases is the power given to users. Unlike Web 1.0, Web 2.0 allows users to "contribute as much as they can consume" (Anderson, 2007, p. 4). Such an interactive and social aspect can be effectively employed to help language learners in their learning process (Harrison & Thomas, 2009). Or, as Rigou, Sirmakessis, Stavrinoudis and Xenos mention, Web 2.0 "can be used to create learning (or educational) communities that foster collaborative learning so that students can learn together and benefit from sharing ideas and resources with the support of skillful moderators and mentors" (2006, p. 219).

Although some predicted that the interest in Web 2.0 could wear off or that users could develop interest in new tools, Web 2.0 remains a common interest among Internet users.

As Fee (2009) states, “today’s young people have been using digital technology from a very early age: desktop and laptop computers, games consoles, mobile/cellular phones and other handheld devices, and all the connectivity of the internet” (p. 2). Different terms were developed to describe these users, who as Pletka (2007) states, are born between 1980 and 2002. These terms include, “digital natives” (Prensky, 2001), “Net Generation” (Tapscott, 1998), or “Generation Y” (McCordle, 2006). In many studies, digital natives are compared to “digital immigrants,” those who, although born before the Net Generation, still make use of Internet technologies. Despite the assumption that both natives and immigrants mostly utilize the same services, each age group is claimed to deal with the Internet in general and these services in specific differently. These differences are not limited to the use of technology. Kárpáti (2009), for example, highlights in a figure the differences between digital natives and immigrants in the context of learning and teaching (see Figure 1).

Digital Native Learners	Digital Immigrant Teachers
Prefer receiving information quickly from multiple multimedia sources.	Prefer slow and controlled release of information from limited sources.
Prefer parallel processing and multitasking.	Prefer singular processing and single or limited tasking.
Prefer processing pictures, sounds and video before text.	Prefer to provide text before pictures, sounds and video.
Prefer random access to hyperlinked multimedia information.	Prefer to provide information linearly, logically and sequentially.
Prefer to interact/network simultaneously with many others.	Prefer students to work independently rather than network and interact.
Prefer to learn “just-in-time.”	Prefer to teach “just-in-case” (it’s on the exam).
Prefer instant gratification and instant rewards.	Prefer deferred gratification and deferred rewards.
Prefer learning that is relevant, instantly useful and fun.	Prefer to teach to the curriculum guide and standardised tests.

Figure 1. Differences between digital native learners and digital immigrant teachers (Kárpáti, 2009, p. 150).

The Net Generation is not limited to a certain ethnicity, language, or even geographical region. They are spread all over the planet. For example, according to Internet World Stats website (Changes in Internet, 2009), Internet users in the Middle East have grown 1,648.2% during the last nine years compared to a 368.7% growth rate in the World. In the United Arab Emirates, statistics indicate that more than 60% of the populations are Internet users.

It is argued by different researchers that all this has contributed to creating a unique kind of

environment for the current generation to grow and learn. Holmes and Gardner (2006) state that the Net Generation, “will not just create, think and learn differently, but will also act, work and even shop differently from previous generations” (p. 61). A study conducted in 2010, also, concluded that the current generation’s use of the Internet has led to “rewiring” the brain. The study reports that this kind of rewiring formed a new way of thinking and perceiving information. Hence, individuals were found to be encouraged, for example, to “dart between pages instead of concentrating on one source such as a book” (“Students brains ‘rewired’,” 2010, p. 1). Warschauer (2003) also adds that such a heavy dependence on the Internet has created a new set of skills and requirements that users need to acquire for them to be adept enough. For example, “Online readers must constantly determine whether to scroll down a page, pursue an internal link, try an external link, or quit the page and conduct a new search” (Warschauer, 2003, p. 19). In addition to their needs, Plekta (2007) notes that the Net Generation’s expectations of the learning process have also changed. Plekta mentions that this generation, more than any other generation, “expects a personalized educational setting that meets their needs, provides immediate feedback, and enables them to move at their own rate” (p. 129). One of the ways of personalizing education could be through the use of Web 2.0 tools in the classroom. Junco (2011) goes beyond that in his study and concludes that the use of Facebook in classrooms could be an indicator of a student’s ability to engage in certain activities in class.

2. Web 2.0: Origins and Uses

The term “Web 2.0,” as O’Reilly (2005) states, was first coined by Dale Dougherty in 2004 to name what was seen to be a new era of web technologies. Dispute was put forth as to the need to develop a new term and definition; opponents to the notion argued that it was merely a new “buzzword” (Ullrich, Borau, Luo, Tan, Shen and Shen, 2008, p. 706) roaming around. However, it has now become accepted that Web 2.0 is an actual phenomenon that is mainly about allowing the user to be more involved in contributing and interacting with the web than it used to be in previous times. Franklin and Harmelen (2007) defined this phenomenon as:

A variety of different meanings that include an increased emphasis on user generated content, data and content sharing and collaborative effort, together with the use of various kinds of social software, new ways of interacting with web-based applications, and the use of the web as a platform for generating, re-purposing and consuming content (p. 4).

Although Cormode and Krishnamurthy (2008) note that “deciding whether a given site is considered Web2 or Web1 can be a difficult proposition,” there are well known and identified services that are known to be a part of Web 2.0. These services form what can be described as the most important aspect of Web 2.0. They are offered by different hosting companies and accessed through the Internet to create “online communities based on greater degrees of interactivity, inclusion, collaboration, authentic materials and digital literacy skills” (Harrison and Thomas, 2009, p. 112). These services, as Franklin

and Harmelen note, are “interchangeably called Web 2.0 systems, Web 2.0 services or Web 2.0 applications” (2007, p. 4). In this paper, the term Web 2.0 services will be used to refer to these various web-based applications.

Web 2.0 services are not designed to serve the purpose of language learning; thus, only recently have educators started seeing Web 2.0 services as a tool that can be implemented for educational purposes (Abbitt, 2009; Rollett, Lux, Strohmaier, Dosinger and Tochtermann, 2007; Sendall, Ceccucci and Peslak, 2008; Ullrich et al., 2008). Although not a lot of that attention was specifically given to language teaching classrooms (Küfi and Özgür, 2009), techniques to use these services in education, generally speaking, can be implemented or at least be insightful for language classes. First of all, being a part of the e-learning environment, the benefits of Web 2.0 services may be represented by the benefits of integrating technology in class in general. Chappelle and Jamieson (2008), for example, note that technology eases the function of “individualized interaction” (p. 7) as each learner has the privilege of interacting with the computer in response to his/her own needs. Scott and Ryan (2009) and O’Conner and Gatton (2003) also point out that computers and the Internet offer “new possibilities for pedagogy which included decentering the role of the teacher, increasing interactivity and collaboration, emphasizing processes, and viewing learners as coproducers of knowledge” (Scott and Ryan, 2009, p. 106).

Web 2.0 services are even more beneficial because, as Richardson (2006) notes, they have the potential to bridge the gap between students (digital natives) and teachers (digital immigrants). The reason, Richardson explains, “is because by their very nature, they are relatively easy for anyone, native or immigrant, to employ in the classroom” (2006, p. 7). Web 2.0 services also assist a teacher, as Son (2007) points out, in creating a more student-centered language classroom due to the nature of Web 2.0. Richardson (2006) also points out the importance of the learning environment these services can create for students. He mentions that it enables students to “construct, develop, sustain, and participate in global networks that render time and place less and less relevant” (Richardson, 2006, p. 8). Brown (2012) agrees with this notion as she states that given the nature of Web 2.0, “it can provide students with an arena in which to become collaborators in the generation of knowledge, rather than passive recipients of knowledge” (p. 51) The element of student centeredness and involvement in the learning process helps students relate to the language and its usage more. Holtzman (2008) also mentions that integrating Web 2.0 in classrooms adds to the classroom a “personal” and “meaningful” aspect.

Sendall, Ceccucci and Peslak (2008) support this view and add that students’ need to learn how to use language in these contexts has become essential since many of these services have become a part of students’ daily lives. They explain that if institutions do not utilize Web 2.0 services in classrooms, they “run the risk of becoming irrelevant to the culture of discourse for young people and to the way in which people interact and exchange ideas” (p. 5). One of the elements that shape this need is the fact that online interaction has developed its own communicative patterns with different expectations and

usages (Double, 2007). For example, Double points out that “the fast-paced environment of the Internet demands immediate responses rather than perfect phrasing” (p. 18). Not only that, but also a new set of vocabulary and pragmatic rules has evolved for these services.

Implementing Web 2.0 in English classes in a suitable way can be a valuable addition to the classroom and can make the learning process more enjoyable and more useful. However, as reported in the literature review, Web 2.0 services are viewed and used differently among different generations (i.e., teachers and students). For example, Brown (2012) points out that “the greater the range of Web 2.0 tools used and purposes to which Web 2.0 is put, the more understandings academics will have of the characteristics and affordances of different Web 2.0 tools” (p. 55) As a result of this variance, the purpose of our study is to find out how ESL students and teachers at the American University of Sharjah use and view Web 2.0 services by posing the following three research questions:

How do ESL students view and use Web 2.0 services?

How do ESL teachers view and use Web 2.0 services?

How do ESL teachers incorporate Web 2.0 services in their classrooms?

3. Method

3.1 The Study: Participants

The participants of this study consist of two groups, students and teachers. Both were in the Academic Bridge Program at the American University of Sharjah (AUS). AUS is a private, coeducational institute in the United Arab Emirates. The Academic Bridge Program is a part of the AUS Achievement Academy, and its programs are designed to teach students the needed language skills to attain the required TOEFL score to enter University. It is structured to have five levels of proficiency based on the results of the TOEFL. Out of the 51 students who filled the students’ survey 42 students spoke Arabic as their mother tongue. The remaining 10 spoke Chinese (1), Farsi (4), Malayalam (1), Nupe (1) and Russian (1). They come from different cultural backgrounds. Their ages ranged from 17 to 23, with an average of 18 years old. This indicates, as noted in the literature, that all surveyed students are, to use Presnsky’s (2001) terms, digital natives, i.e., people born after 1980.

13 teachers filled out the survey. Their teaching experience ranges from 4 years to 25 years. 7 of them are female teachers; 5 are male teachers. 10 teachers answered the nationality question. All of them are non-Arab, 6 Americans, 3 Canadians and a British teacher. Also, the age range of the teachers who answered the age question is 36 to 50. Four of them are below 40, and one of them is 50 years old. This age range is important because it indicates that these teachers who filled out the age range question fall under the category of digital immigrants, i.e., people born before 1980 as defined by Prensky (2001). AUS requires all Academic Bridge Program instructors to have a Master’s degree and a minimum of five years teaching experience thus it is highly likely that the rest of the participants were also born before 1980.

3.2 Data Collection: Surveys

The tools used to answer the research questions were two surveys, one for students and another for teachers. Both surveys aimed at eliciting information about the participants' attitudes and uses of Web 2.0 services, personally and educationally. Hence, questions asked about the audiences' awareness of, usage and frequency of usage, level of comfort and knowledge, and degree of acceptability and/or expectations of using Web 2.0 services in language classrooms. Each questionnaire was designed to include questions that reflect the main research questions. Questions included both closed-ended and open-ended, adding a qualitative aspect to the surveys. For the purpose of analysis, the tables and charts provided by Survey Monkey (i.e., the service used in this study to make the surveys electronically available) were used.

Moreover, to maximize the suitability and clarity of the questions, each questionnaire went through a piloting stage in which similar audiences to the ones targeted by this study were surveyed. 24 undergraduate students answered the students' survey, and 4 ESL teachers answered the teachers' survey. The results of the pilot study were used to improve the questions' wordings and order. A few questions were added based on the pilot audiences' answers and comments.

4. Results

4.1 How Do ESL Students View and Use Web 2.0 Services?

When students were asked about the number of hours per day they spent surfing the Internet, 21 students (41.2%) clarified that they spend an average of 0-3 hours, 23 of them (45.1%) spend an average of 3-6 hours, and 7 students (13.8%) spend more than 6 hours surfing the web. Despite the finding that 58.9% of students spend more than 3 hours a day surfing the web, not many knew about all Web 2.0 services. Almost all students knew YouTube very well, and 80% of them either knew Facebook very well or were familiar with it. None of the students knew Delicious or was even familiar with the service. 90% didn't even know it or hear about it. Very few students knew blogs very well (4%) while a few were familiar with (25.5%) or heard of them (29.4%). The biggest percentage (41%) didn't know about blogs. It is also interesting that while 9.8% of students knew wikis very well, 58.8% didn't know wikis despite the wide spread use of Wikipedia. These findings, in general, can be better understood in the light of Buckingham's (2007) view on technology. He states that despite the spread of "digital technologies," these technologies are still in a state of being "far from equally available to all young people" (p. 75). This can be true for these students as most of Web 2.0 services' interfaces are in English and do not have their own Arabic versions.

Only five services were daily used by at least one student each, YouTube (66.67%), Facebook (56.8%), Wikis (9.8%), and blogs (1.9%). Almost all students never used Delicious, and more than 78% never used Twitter, Flickr, RSS, podcasts and blogs. Such a finding might indicate that students' lack of familiarity or usage of these services is due to their low level proficiency in English. This is because, at

the time of the study, these services in specific did not have an Arabic interface; Facebook, YouTube and Wikis were the only services that had their own Arabic interfaces. In his article about using Web 2.0 to develop learners' writing skills, Godwin-Jones (2008) considers such a possibility and mentions that, "the challenge for language teachers is to extend students' Internet world beyond their first language, to leverage participation in the read-write Web as a learning opportunity for language self-development, and to find means to link informal and recreational writing with formal and academic writing" (p. 7). Also, when asked about the purposes these services serve, students provided various answers in an open-ended question. Their usage of Web 2.0 services can be categorized into four categories: communicating with others, having fun, studying or learning/looking up new information, and spending free time. Almost all students who had previously reported that they surf the web more than 6 hours use these services to have fun or chat/communicate with friends. It is also interesting that one of these students said, "I rarely use them."

Although 84.3% of the participants knew Arabic as their mother language, only 9.4% of students' usage of services was viewed in Arabic. 42.9% had access to English-only services, including services that students previously reported they never used. It is also interesting that in contrast to Arabic, almost 22.5% viewed these services in languages other than Arabic and English, putting in mind that only 8 students (15.6%) spoke languages other than Arabic as their mother tongues.

Students were also asked to determine the degree of their comfort in using these services in general and in English language classrooms in specific. It is clear that the majority of students chose "Never used it" for all services. Only YouTube and Facebook were different. 96.1% were either very comfortable or comfortable using YouTube while 76% were either very comfortable or comfortable using Facebook. Students who spent 3 hours or less on the Internet were mostly uncomfortable using all services for learning purposes, except for Facebook and YouTube.

Another interesting finding is the reasons that students have provided for integrating (or not) these services in classrooms. A lot of students expressed the idea of Web 2.0 services not being used already in classes as a reason for not using them. Students who supported integration provided sound educational reasons for that. This is an example of what they provided. The comments from the students have not been edited:

Student A: "we actually did not use it a lot in our class but when we use it we got many new information and it sometimes breaks the boredom, which in the class..."

Student B: "I think they are only for personal use not learning. Students can open them in their free time not during the classes."

Student C: "Not always telling the truth!"

Student D: "they are all in English, so it'll definitely improve our English"

Student E: "I don't know about the programs so I don't know how they can help"

To conclude, although the surveyed students are theoretically a part of the digital natives' generation, it

seems that they do not know much about Web 2.0 services, especially the ones that don't have Arabic interfaces. The number of hours spent on the web can also be a reason behind their lack of familiarity with most of the services.

4.2 How Do ESL Teachers View and Use Web 2.0 Services?

When comparing the knowledge of teachers (46%) surveyed of Web 2.0 services against students' (32.9%), teachers' answers reflect that teachers are more aware of and familiar with these services than students are. This finding is even more interesting putting in mind that teachers spend less time on the web than students do, as their answers reveal. 8 of them spend an average of 0-3 hours a day using the Internet while 4 exceed that average to 3-6 hours a day and one spends more than that a day. Unlike students, teachers had more knowledge of Web 2.0 services (46.5%) than students. Similar to students, most teachers (11) didn't know about Delicious, and 9 didn't know about RSS. Each service had at least one teacher that didn't know about it, except for Facebook and YouTube. 5 teachers knew about the services from their own readings, 7 from other resources, and 1 from colleagues. None chose students or school administration. Their outer resources included friends or family, or their own browsing. Not being trained to know/use these services in classrooms might be the reason behind teachers' low level of Web 2.0 integration. Bancheri (2006) supports this view and argues that "inadequate training, the fear of computers, the lack of technical knowledge" (p. 31) as an integral part of teachers' negative attitude towards integrating computers in their language classrooms.

Although teachers mostly thought students were familiar with the services (35.45%) or knew them very well (33.63%), they mainly expected students to know something similar to what they know. None suggested that students were less than familiar with Facebook and YouTube. At least one teacher, in the rest of the services, thought that his/her students didn't know about each service. It is also interesting that although all 13 teachers answered the question about their expectations of students' familiarity with the services, 2 of them chose not to specify any answer for Flickr, Delicious, or RSS; and 1 for Wikis. Their expectations of students' comfort in classrooms, in question 9, were up to 70.5% in general. More than 8 teachers agreed that students are (very) comfortable in using Facebook, Twitter, YouTube, podcasts and blogs in their language classrooms. Teachers also seem to expect students to be more tech-savvy in these services than they actually are, as demonstrated in Figures 7 and 8. However, despite their high expectations of students' knowledge, not much was done about integrating these services in their classrooms, as shall be discussed later.

To conclude, it is clear that teachers are generally aware of these services although they do not use them much, personally. It is also worthy to mention that based on their answers, teachers appeared to have more knowledge of these services than students did. Also, teachers expected more out of students than students actually did.

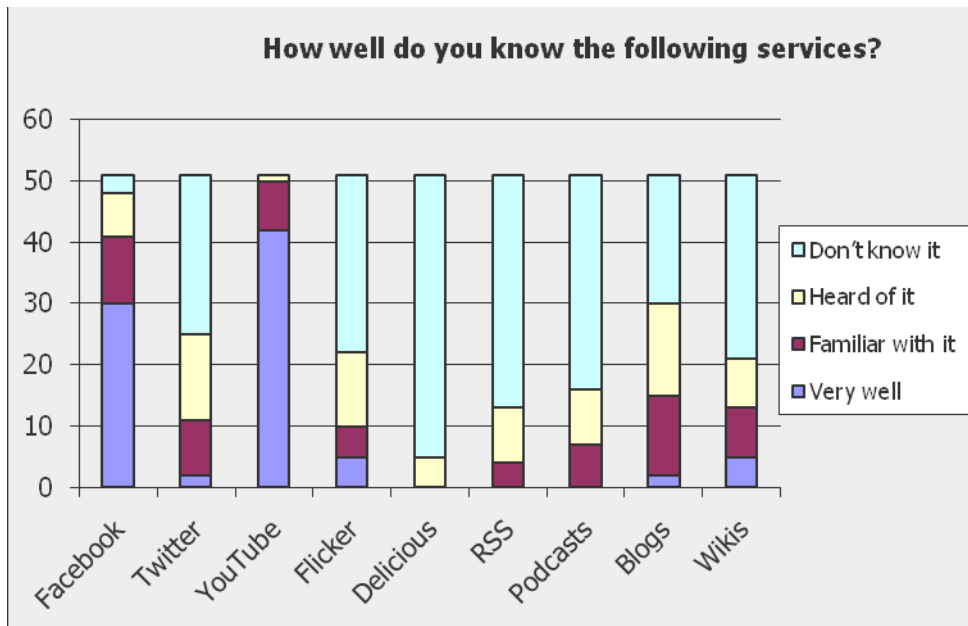


Figure 1. Students' knowledge of Web 2.0

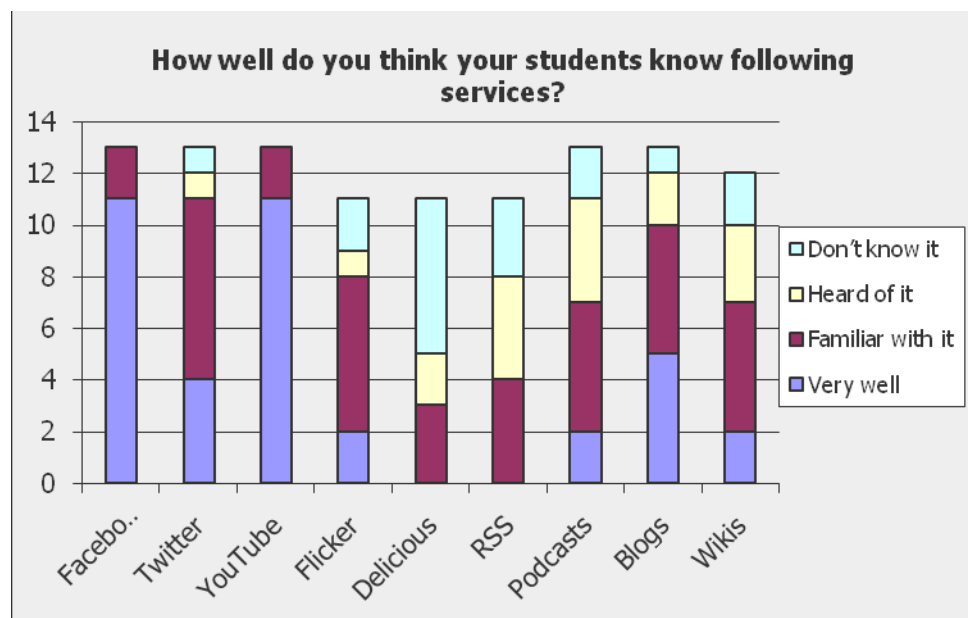


Figure 2. Teachers' expectations of students' knowledge of Web 2.0

4.3 How do ESL Teachers Incorporate Web 2.0 Services in Their Classrooms?

To have a better understanding of what is going on in the classrooms, both students and teachers were asked questions regarding classrooms practices. In this section, students' viewpoints will be discussed first followed by teachers'.

4.3.1 Students

Despite the finding that the majority of the students didn't know much or weren't very familiar with

most of the services, at least 21.4% out of the 42 students who answered the question were comfortable to use each one of the services for learning purposes. Other than that, students revealed a great degree of comfort in using YouTube and Facebook for learning purposes. Results for question 10 are summarized in Table 1.

Table 1. Students' comfort in using web 2.0 for learning purposes

How comfortable are you with using the following services in your classes for learning purposes?				
Answer Options	Uncomfortable	Comfortable	Very Comfortable	Response Count
Facebook	40.5% (17)	52.4% (22)	7.1% (3)	42
Twitter	73.8% (31)	26.2% (11)	0.0% (0)	42
YouTube	16.7% (7)	47.6% (20)	35.7% (15)	42
Flicker	71.4% (30)	28.6% (12)	0.0% (0)	42
Delicious	78.6% (33)	21.4% (9)	0.0% (0)	42
RSS	78.6% (33)	21.4% (9)	0.0% (0)	42
Podcasts	73.8% (31)	26.2% (11)	0.0% (0)	42
Blogs	61.9% (26)	38.1% (16)	0.0% (0)	42
Wikis	54.8% (23)	31.0% (13)	14.3% (6)	42
<i>answered question</i>				42
<i>skipped question</i>				9

When asked whether or not these services were used in their language classrooms, more than 60% of the students agree that all services, but YouTube and Facebook, are never used. It is also worthy to mention that although most students reported their lack of knowledge and comfort in regard to Delicious and RSS, at least 2 students reported each service was always used in their language classrooms. More than half of the students (57.1%) either agreed or strongly agreed that Web 2.0 services can be helpful in language classrooms. Only 14.3% either disagreed or strongly disagreed with that. Those who chose to agree or strongly agree were 24; only 5 (20%) of them were females. The remaining 18 female students mostly (50%) were neutral about the success of integrating Web 2.0 services.

Female and male students' reasons behind their choices, reported in question 12, were mostly positive, and many mentioned that there were positive and negative aspects of Web 2.0 integration. Out of the few students that offered reasons not to integrate these services, 2 of them mentioned that these services weren't meant for educational purposes. Both of them were females. They said, "i think their purpose is not for learning or for classes using," and "because unlike others, facebook is meant for chatting and meeting up with friends."

Also, students offered various interesting advantages for Web 2.0 implementation in classrooms. A common advantage was for students to know new people, cultures or information. A common disadvantage that was mentioned more than once was the idea of wasting time while using these services. Examples of what they offered include, “I like to see things more than read them (you tube) and chat with someone in academic English,” “The advantage from using web 2.0 services is to make the interacting between teachers and students faster and easier,” and “the disadvantage is that when maybe Facebook is used during class, (I am not even sure how it is going to be used) students will lose concentration by chatting with friends.”

4.3.2 Teachers

As for teachers’ teaching practices in their classrooms, as shown in Table 4, none of them reported using the services on a daily basis other than YouTube; 3 teachers use it daily. Also, none of the teachers ever used Delicious or Twitter in their classrooms. 12 never used Flickr, 11 never used RSS, and 10 never used Facebook. Teachers were only 32.7% generally comfortable or very comfortable with using services in general in their classrooms. In their answers to question 10 that asked about educational purposes these services have served in their classrooms, reasons included: introducing the lesson, utilizing authentic materials, starting discussions, or as prompts. Out of the 9 who answered question 11, about the success of Web 2.0 services implementation in their classrooms, all either agreed or strongly agreed they were successful. When asked to offer reasons, in question 12, almost all reasons were supportive for these services, like “Students like using technology. Some students learn better and produce more using technology and multimedia,” “The students like something “real” and tend to pay more attention.” Since students were in a way or another the main reason behind integration, all 9 teachers who answered this question thought that students’ attitudes were positive.

Table 2. Teachers’ usage of web 2.0

How often do you use the following services in your classrooms?						
Answer Options	Never	Daily	Weekly	Monthly	Yearly	Response Count
Facebook	76.9% (10)	0.0% (0)	15.4% (2)	7.7% (1)	0.0% (0)	13
Twitter	100.0% (13)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	13
YouTube	15.4% (2)	23.1% (3)	7.7% (1)	30.8% (4)	23.1% (3)	13
Flicker	92.3% (12)	0.0% (0)	0.0% (0)	7.7% (1)	0.0% (0)	13
Delicious	100.0% (13)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	13
RSS	84.6% (11)	0.0% (0)	0.0% (0)	7.7% (1)	7.7% (1)	13
Podcasts	46.2% (6)	0.0% (0)	15.4% (2)	30.8% (4)	7.7% (1)	13
Blogs	53.8% (7)	0.0% (0)	15.4% (2)	23.1% (3)	7.7% (1)	13
Wikis	69.2% (9)	0.0% (0)	7.7% (1)	7.7% (1)	15.4% (2)	13
<i>answered question</i>						13
<i>skipped question</i>						0

Concerns that teachers reported about these services were not much, but they expressed some kind of concern. Their concerns were mostly similar to the ones reported in the literature. Technical problems were one of them; and so was the level of language or appropriateness to students. One teacher said, “Must be careful to view/listen carefully beforehand to ensure there is not inappropriate content. This is hard with Facebook, so I do not use it.” It is also interesting that teachers provided similar advantages and disadvantages of these services to the ones provided by students.

5. Summary of Findings

It seems that, as Lipsett (2008) notes, most of the teachers in this study do not “recognize the educational potential [of social networks] for their students,” (p. 3) and of other services. Teachers, as reported in students’ and teachers’ responses, are not using Web 2.0 services to its full potential. First, they seem to mostly not utilize Web 2.0 services as a tool for students to contribute and produce outcome, which is the central idea of Web 2.0: contributing as much as you consume. Their uses of these services mainly fall under the category of probably “warm-up” tools that are limited to introducing ideas or starting the class. Second, teachers also seem to limit the use of Web 2.0 services in classrooms and not extend it to allow students interact with classroom material outside the class. These findings are supported in the literature. For example, Russell, Bebell, and O’Dwyer (2005) note that, “despite widespread use of computers by teachers outside of the classroom, instructional practices and school culture have not incorporated computer-based technologies into regular instructional practices” (p. 298).

Students seem to be more familiar with services that were introduced early on in the Web 2.0 development phase, like YouTube and Facebook. Their lack of familiarity with many of Web 2.0 services may be attributed to the fact that although they might be using them, they don’t actually know what they’re called. These assumptions can be reasoned by the fact that Facebook actually integrates a lot of Web 2.0 services into its applications, which in turn means that participants should have come across these services. From these finding, it can be concluded that despite the low level of knowledge and/or familiarity with these services, students are open to trying them and finding their zone of comfort in each one of them. Given the self-explanatory nature of most of the services and the availability of explanatory videos for each service, the language teacher can easily find his/her way through this step.

Web 2.0 services, as found in this study, are a source of entertainment and a way of communicating with others for students. Students’ awareness and usage of these services were less than expected. This also seems to be the case in a similar study conducted by Kennedy et al. (2007). They found that freshmen students in three Australian universities, compared to other students, show a “greater diversity in the patterns of technology use within members of this group than the existing literature proclaims and importantly no widespread use of some of the flagship technologies of Web 2.0” (p. 522).

Students in this study also reported that they mostly use Web 2.0 services in English; very few use them in Arabic or Arabic and English interchangeably. Also, most of the students make use of the services for communication purposes, and many use them for fun and enjoying their time. Teachers, on the other hand, based on their answers, appeared to generally know more than students do and to expect a little more from students regarding knowledge and use of Web 2.0 services. Classroom integration of Web 2.0 services was found to be limited in language classes. They are mainly used to serve the purpose of introducing a writing/speaking/reading topic or providing prompts.

6. Recommendations

Based on the findings in this study, future studies need to look deeper into students' actual uses of Web 2.0 services in their daily lives, especially those in the Middle East. Also, future studies can take a look at students who are about to graduate from universities and compare their usage to those who are in their early years of university. A difference might be found in the rate of consumption and use between both groups.

Teachers are advised not to have high expectations of students' knowledge of and familiarity with Web 2.0 services. This, however, does not suggest that teachers limit their usage of these services; rather, it suggests that teachers, before utilizing any of these services, might need to dedicate at least one lesson to explain services that will be utilized. The explanation should help students become more aware of the service used and its features, and how it can help them become better users/speakers of English. Also, it can be said that due to the fact that not a lot of these services are well known by students, the actual integration of the services in the classroom can be a great source of enjoyment for students.

This can be achieved by clearly stating to students what they are expected to do or not to do, how they can do it, and why this experience can be a positive aspect in their learning experience or their language classroom. When students have these set of rules and expectations clear, their learning process can be easier, and the usage of the services can be made more enjoyable. This is especially important putting in mind that a number of students were not able to see how Web 2.0 services could be helpful for educational purposes. Erben, Ban and Castaneda (2008) also point out the importance of analyzing students' familiarity with a technology used in English classrooms as a way to assure effective integration of that technology. Erben, Ban and Castaneda mention that, "The results of the needs assessment will enable a teacher to better judge how much technology to infuse into a lesson and how much scaffolding a teacher needs in order to support student learning" (2008, p. 79).

Teachers mainly seem to be open for Web 2.0 services. They also welcome them in their classrooms. However, there might be a need for some kind of professional training in this area for many reasons. As Taylor, Mulligan and Ishida (2012) explains, one of the major reasons behind ineffective utilization of Web 2.0 services in education is a lack of understanding of how these services could possibly be of pedagogical value and a need for "linkages between social networking practices and learning theories"

(p. 437). First, teachers might implement these services in a narrow way in their classrooms, for example to introduce writing prompts. In professional training, teachers can understand the potential that these services offer to their classrooms allowing teachers to integrate them more effectively and fruitfully. Second, teachers can benefit from professional training in terms of developing their own comfort zone around technology in general, and Web 2.0 services in specific. This will help reduce the stress of using services that can be sometimes unpredictable and increase the amount of control they have over their classrooms and students through these services. Another reason to support the importance of professional training is the idea of students' trust in teachers' ability to easily integrate these services in the classroom and to successfully help students accomplish their learning goals.

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