

UNDERSTANDING TEACHERS' AND STUDENTS' USE AND ATTITUDES OF
WEB 2.0 IN ESL CLASSROOMS AT THE AMERICAN UNIVERSITY OF
SHARJAH

A THESIS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Presented to the faculty of the American University of Sharjah
College of Arts and Sciences
in partial fulfillment of
the requirement for the degree

MASTER OF ARTS

by
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B.A. 2007

Sharjah, UAE
May 2010

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American University of Sharjah, 2010

ABSTRACT

In an age of rapid change and massive dependence on the Internet, students nowadays are exposed to the Internet and its applications in many aspects and means. This exposure has led to students developing an expectation of having the Internet almost everywhere and in everything at anytime. Such a dramatic change in students' mentalities, personalities and ways of dealing with information makes the need to fully integrate the Internet in language classroom practices even more demanding.

One way of addressing this need is by effectively implementing Web 2.0 services in language classrooms in a way that best suits the language teacher, best represents the classroom material, and best responds to students' needs and expectations. In an attempt to figure out an answer for such a quest, the purpose of this study was to gain a better understanding of students' and teachers' uses and attitudes of Web 2.0 services so they can be utilized to best serve their English classes. The aim was fulfilled through surveying 13 teachers and 51 students in the Intensive English Program (IEP) at the American University of Sharjah (AUS). The findings of this study showed that students are not familiar with many of the services studied in the study. Although teachers generally know most of the services, they did not use them much, both personally and in their classrooms. Implementing Web 2.0 services in classrooms was limited to a consuming role.

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ACKNOWLEDGEMENTS

I would like to take this opportunity to thank my mentor and thesis advisor Dr. Cindy Gunn. If it wasn't for her dedication, time, knowledge, encouragement, and professionalism, I wouldn't have done anything. Her insightful feedback, especially on paper, and continuous encouragement were the fuel that kept me working. I also thank members of my thesis committee. Their valuable input and comments were very helpful in structuring my thesis and adding to its value.

I also cannot forget to acknowledge my parents' (Dr. Abdul-Rahman Al-Ali and Dr. Rabah Zeino) consistent and everlasting support (and nags!). The environment and support they have been providing me with all along kept me going. I'm also grateful to my MATESOL classmates who were a great blessing, in the process of learning and writing my thesis. Special thanks go to Aida and Afrah for being a step ahead in their thesis writing process, encouraging me to do better and work faster.

DEDICATION

To my family, with love.

CHAPTER ONE

INTRODUCTION

The importance of technology nowadays in day-to-day encounters making it a basic element of daily lives in a modern society like the UAE cannot be overestimated. Its importance plays a significant role in shaping students' expectations of their learning experiences. As a result, a need for better understanding and using technology in classrooms is put forth. With all the development that the web has gone through from its early age, during the last few years, Harrison & 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). In other words, as Rollett, Lux, Strohmaier, Dosinger, & Tochtermann (2007) describe it, Web 2.0 is built on the concept of "users add value" (p. 90). 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 & Xenos mention, the use of 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).

Implementing Web 2.0 in English classes taught to speakers of other languages 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). As a result of this variance, it has become important to look for appropriate ways to integrate these services, without threatening the teacher's comfort or not meeting students' expectations. In an attempt to look for possible ways to effective use of Web 2.0 services in the ESL classrooms, the following research questions will be answered in this study:

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?

Context

Participants in this study were students and teachers from the Intensive English Program (IEP) at the American University of Sharjah. The IEP is a program designed to teach students the needed language skills to pass the TOEFL so the students can matriculate into their chosen majors. It is structured to have five levels of proficiency based on the results of the TOEFL students take when admitted to the university. In the IEP, and the university in general, teachers are expected to utilize technology in their classrooms. The use of technology in classrooms is one of the evaluation aspects for teachers.

Overview of the Chapters

Chapter 2 reviews the literature relevant to the topic of this study. It starts with introducing the Internet status in terms of current generations' usage to properly evaluate the possibility of integrating online tools in ESL classrooms, especially in the UAE. Then, in order to better understand the educational value of Web 2.0 services, the context of e-learning and CALL is discussed thoroughly, including their development, types and purposes. After that, Web 2.0 services are introduced starting from the definition of Web 2.0 and then by exploring each service and how it can positively contribute to the ESL classroom.

Chapter 3 sheds the light on the design of the study and how the data was collected and describes the participants. In chapter 4, results are reported and discussed. Chapter 5 concludes with the implications of the study in terms of ESL/EFL teaching and reports the limitations that were faced in this study. Appendices cover the students' and teachers' surveys and their detailed answers.

CHAPTER TWO

REVIEW OF THE LITERATURE

It has almost become a given fact that today's youth have knowledge of the Internet and many of its services, especially Web 2.0 services (Kennedy et al., 2008; Huijser, 2008; Sendall, Ceccucci, & Peslak, 2008; Jones, 2009). The Internet has affected students' perception of information and its availability. One of the elements that shapes these perceptions is what is now known to be Web 2.0. It is a term coined to refer to the various online applications that allow users to interact with each other, share, and socialize, which in turn creates a user-friendly and social environment. Access to Web 2.0 services is granted all the time and through various ways. These services include widely spread applications like Facebook, Twitter, Flickr, and YouTube.

Before thoroughly describing the use of various Web 2.0 services, this chapter first identifies the status of the Internet among students and teachers, and then discusses e-learning and its types and forms. After that, background theory about Computer Assisted Language Learning (CALL) and reasons for including Web 2.0 services in ESL classrooms are provided.

The Net Generation

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). Not only are they using these technologies from an early age, but "they are [also] crafting on-line lives that seamlessly meld with their off-line world" (Muñoz & Towner, 2009, p. 2). Although there still is a debate about the concept (e.g., Bennett, Maton & Kervin, 2008), it is acknowledged by many researchers (e.g., Huijser, 2008; Jones, 2009; Kápráti, 2009; Keeter, 2006; Selwyn, 2008; Sendall, Ceccucci, & Peslak, 2009). 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" (McCrindle, 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). Reports by a Pew Internet Study in 2009 indicate that digital natives form 30% of Internet users (Jones, 2009). In a more recent study, an analysis investigating different Internet users' age groups was published. The Net Generation is found to be the number one group in terms of Internet usage and time spent on it. The results are reported in Figure 2.

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 (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 population are Internet users.

Change in internet use by age, 2000-2009

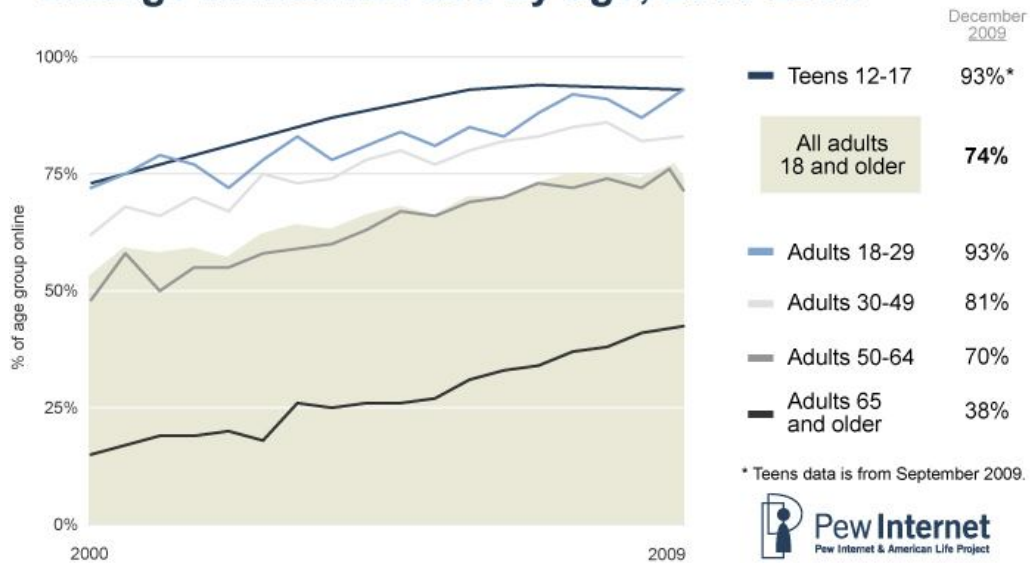


Figure 2 (Change in internet access by age group: 2004-2009, 2010)

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 very recent study, 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, ¶ 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, Pletka (2007), for example, notes that the Net Generation’s expectations of the learning process have also changed. Pletka 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).

E-Learning

Out of the need of achieving relevance to students' daily lives, meeting their expectations and addressing their needs, the concept of utilizing the Internet for educational purposes through e-learning was introduced (Holmes & Gardner, 2006). Because of its early introduction, e-learning as an educational practice went through various stages of development until it has reached what it is nowadays. Olofsson and Lindberg (2006) explain how e-learning started off by serving the purpose of transmission of information, developed to reflect the cognitive theories of learning, and finally "have gone towards a focus on social theories of learning and collaboration" (p. 31).

Despite that fact that e-learning is a term first introduced in 1997, Fee (2009), Holmes and Gardner (2006) and Bowles (2004) mention that there isn't yet an agreement regarding what e-learning specifically is. Various definitions and even spellings have been offered for the term adding to the fog that surrounds the term. For example, Holmes and Gardner (2006) believe that e-learning is an umbrella term that encompasses various skills which they presented in a flower figure, Figure 3. However, for the purpose of this research, Fee's (2009) practical definition of e-learning will be adopted. According to Fee, "E-learning is an approach to learning and development: a collection of learning methods using digital technologies, which enable, distribute and enhance learning" (p. 16).

"Good" E-Learning

Although, as Olofsson and Lindberg (2006) state, educational practices have changed after the introduction of e-learning, e-learning remains to be "about learning, not about technology" (Siemens & Yurkiw, 2003, p. 124). In other words, despite the different educational environment(s) the Internet may offer, teaching and learning theories and practices remain to be of the essence in e-learning environments. Moreover, Pritchard (2007) adds that the mere usage of any form of e-learning in a classroom cannot be maintained effectively without "the creation and maintenance of supportive, exciting and enjoyable learning experiences" (p. 121) that are "critically" dependent on the teacher.

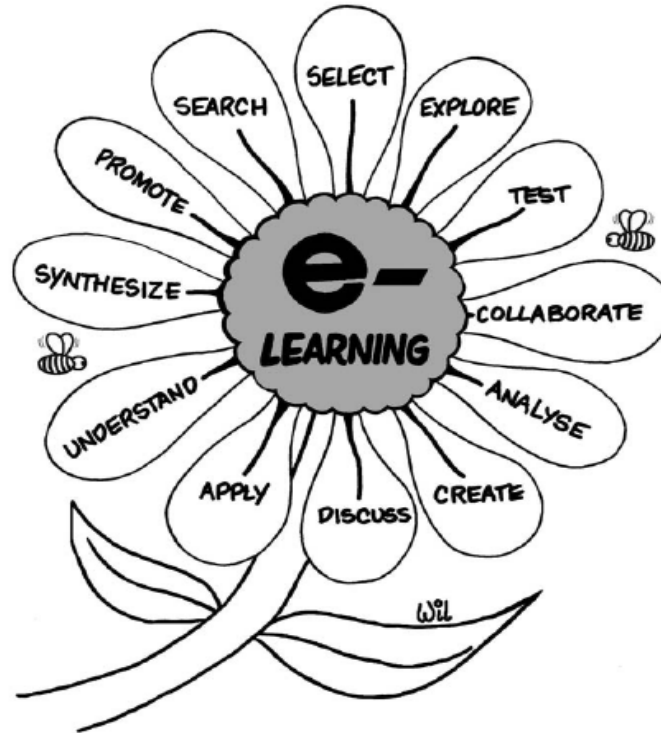


Figure 3: E-Learning Flower (Holmes & Gardner, 2006, p. 3)

This fact about e-learning poses the question: What is a good teaching practice in an e-learning environment? Different educators and researchers who have experienced e-learning propose various learning theories and teaching principles that are vital for a successful e-learning environment. Exploring these theories and understanding can help teachers to better evaluate the e-learning environment they are creating for their students. In order to understand these teaching and learning principles, based on my readings of different resources, I find it helpful to view the e-learning process and its constituents as a square, as displayed in Figure5.

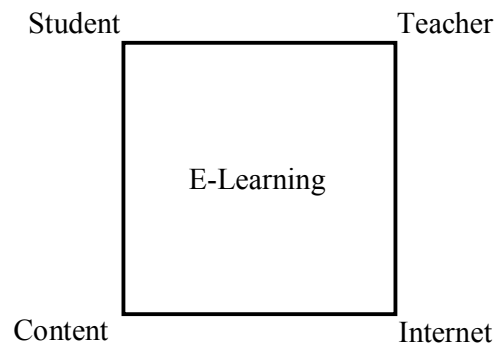


Figure 5: E-Learning Process

Each corner of this square has an equal part of the importance in and influence on the learning process. To help create a good e-learning experience, Guglielmino and Guglielmino (2003) stressed the importance of having students ready for the transition to e-learning. As they note, "If they are not, the attempt to use e-learning may lead to frustration, battered egos, wasted time, incomplete learning, and program failures." (p. 20) They further outline the elements that need to be available in students to assure readiness for e-learning. These elements are, "technical skills" (p. 20) and "readiness for self-directed learning" (p. 21). Piskurich and Piskurich (2003) also add that introducing e-learning in a "traditional classroom" (p. 46) can prove to be helpful in assuring students' readiness for e-learning. Moreover, to be able to provide an effective e-learning environment, it can be helpful to understand the learning process that students go through in such environments. Bach, Haynes and Smith (2006) explain certain stages thought to be those that students go through while being a part of an online activity.

1. Access and motivation – technical support activity here is in setting up equipment and accessing the web. Tutor activity is to welcome and encourage students.
2. Online socialization – technical support activity here is to send and receive messages. Tutor activity is to interact, familiarize and provide bridges between cultural, social and learning environments.
3. Information exchange – technical support activity here is to search for and personalize software. Tutor activity is to facilitate tasks and support use of learning materials.
4. Knowledge construction – technical support activity here is to set up conferencing or discussion groups. Tutor activity is to facilitate this process.
5. Development – technical support task here is to provide links outside of closed conferences while the tutor is supporting and responding to student need. (pp. 111-112)

All these stages require great attention from the teacher to ensure students' learning outcomes. Salmon (2002) also supports that learning model and further develops a

graph that represents the various stages a learner needs to go through in order to have an outcome of the learning process, as represented in Figure 5. In this graph, Salmon outlines the tasks that a teacher needs to perform or manage to facilitate each stage for students. In terms of teaching practices, Finkelstein (2006) reports seven elements that shape good teaching practices in the e-learning dimension. These elements mainly reflect the teacher's ability to maintain communication with students, encourage and facilitate a cooperative environment, treat students as an active agent in the learning process, provide feedback as soon as possible and understand students' different skills and ways of learning. Dawley (2007) also agrees that students' active engagement in the e-learning environment is important as, "in an online format, students are not required to attend class when they are bored" (p. 4).

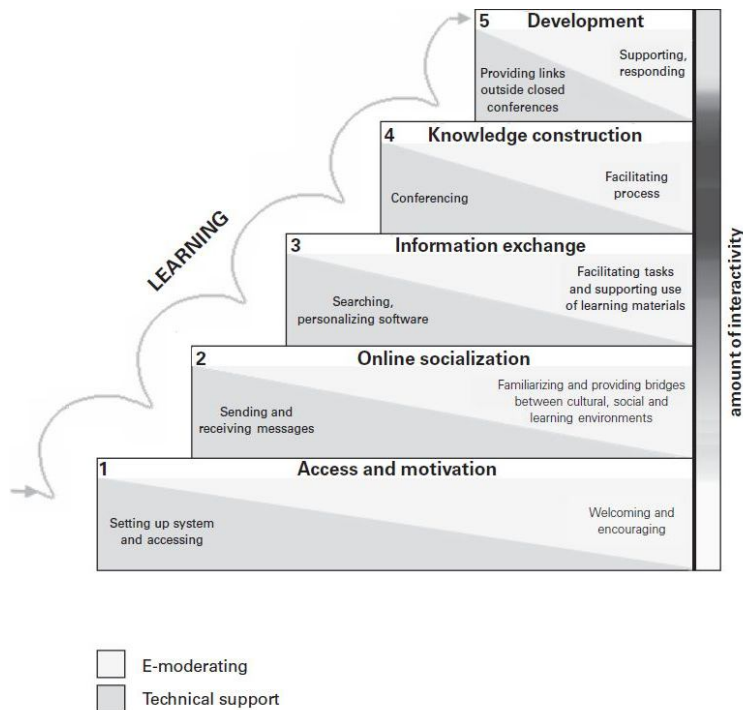


Figure 5: E-Learning Stages and Teacher Tasks (Salmon, 2002)

As for the content of the lesson, although it mainly depends on the type of content taught, Levy's (2006) remark about language e-learning can be of use for the e-learning process in general. Levy reports a framework of e-tasks that students are expected to do should go through. The framework is a collection of three components, "pre-task, the task cycle, and language focus" (p. 10). While the pre-task stage is a kind of warm up for the task, the task cycle is about learners where they are expected

to perform the task, plan on reporting results to their class, and the actual reporting. The language focus element of the cycle, Levy explains, include, “Analysis: Learners discuss how others carried out the task and practice: The teacher practices new language which has cropped up” (p. 10). Being aware of these practices and concepts can assist teachers in creating better e-learning environments.

E-Learning Types

Using the Internet in classrooms doesn't dictate a certain degree of dependence on the Internet, or a certain way of usage (Pritchard, 2007). As Bach, Haynes and Smith (2006) explain, online learning can range from courses that are completely delivered via the Internet to courses that minimally incorporate the Internet in traditional classrooms. E-learning can also vary according to the factor of timeliness. This aspect of variance of e-learning, as Holmes and Gardner (2006) explain, makes e-learning “capable of considerable customization” (p. 103).

Educators and researchers have been developing different ways of categorizing e-learning into different types. For example, since e-learning mainly promotes a sense of learner autonomy and gives the learner “more direct control over the pace and use of self in learning activities” (Bach, Haynes & Smith, 2006, p. 187), Horton and Horton (2003) offer a set of categories based on the degree of learner autonomy in the e-learning environment. They mention five categories of e-learning, “learner-led, facilitated, instructor-led, embedded, and telemontoring and e-coaching” (p. 13). Dawley (2007) also views the e-learning process from the learners’ angle and proposes a similar way of classification, but with different terms and explanations. She explains four student statuses that require different roles for the instructor. “1. Newcomer: Teacher as social negotiator. 2. Cooperator: Teacher as structural engineer. 3. Collaborator: Teacher as facilitator. 4. Initiator/partner: Teacher as community member/challenger” (p. 11). The degree of teacher control lessens from type one to type four in contrast to learner autonomy.

As for classifications in terms of time responsiveness, two steady types are available, synchronous and asynchronous. On the one hand, synchronous e-learning is a type of e-learning that requires all participants to be available at the same time and communicate through some kind of online communication tool, like chat.

Asynchronous e-learning, on the other hand, is not limited by time as participants do not have to be online at the same time, like emails. (Bowles, 2004; Fotos & Browne, 2003; Finkelstein, 2006; Rosen, 2009). Hubbard (2003) also adds the element of medium as a way to produce different types of e-learning. By medium, Hubbard means “text or voice, both audio and audiovideo” (p. 58), creating four different types of e-learning: 1. Text or voice synchronous environment, 2. Text or voice asynchronous environment, 3. Video synchronous environment, and 4. Video asynchronous environment.

It is worthy to note that despite the varied classifications of e-learning, a teacher is advised to “avoid picking a favorite model of e-learning; they all have their place” (Fee, 2009, p. 21). Put differently, each form of e-learning suits certain pedagogical purposes more than others. Skilled teachers will be able to facilitate the right form to serve their objectives (Fee, 2009; Finkelstein, 2006; Dawley, 2007; Levy, 2006). As Dawley (2007) emphasizes, it is important that teachers “understand the strengths and weaknesses of various online learning tools, and how these tools can be used successfully to achieve specific learning objectives, [which provides the teacher with] the ability to become a great online teacher” (p. vii). For example, in terms of synchronous versus asynchronous e-learning, each type of environment has its own features that dictate certain objectives to be served. Asynchronous learning’s value relies mainly on the feature of allowing students or teachers to have access to the material at any time, which in turn can add to the comfort and ease of learning and knowledge acquisition. Because students have the luxury of time, in his study of CALL, Levy (2006) mentions that students will have the ability to “focus on form” (p. 7) rather than being overwhelmed with online cognitive demands. This kind of comfort is suitable, as he explains, for tasks that are designed to “promote a focus on form, either in terms of accuracy or complexity,” (p. 8) while tasks that aim at developing fluency skills and focus on meaning rather than form are better done through synchronous means. However, as Finkelstein (2006) and MacDonald (2008) add, in asynchronous learning “not every learning objective or need can be met in the absence of real-time human interaction” (p. 1). In other words, unlike asynchronous e-learning, synchronous environments provide teachers and students with the advantage of developing skills of using “processing language in real time” (Levy, 2006, p. 7).

MacDonald (2008) also mentions that synchronous learning atmospheres have the ability of “covering a range of objectives and supporting the needs of the individual as well as the group” (p. 92). It is reported that due to the nature of online communication that students usually use in their daily lives, synchronous environments may encourage students to use a less formal variety of language. Although this can be avoided if the teacher sets the rules of communication beforehand, Chapelle (2003) argues that the virtual world requires users to use a special variety of English that has not a clear set of rules to be followed or learned. As a result, she suggests that teacher needs to teach students this variety to prepare them for what they are already a vital part of. She suggests that "teachers' best option might be to show examples and help students to become more aware of the effects of the linguistic choices they might make in these registers" (p. 17).

What is Web 2.0?

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, & 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 study, the term Web 2.0 services will be used to refer to these various web based applications.

Web 2.0 versus Computer Management Systems (CMS)

In order to fully understand Web 2.0, it is important to note the difference between Web 2.0 services and other web-based tools that have been used in education. Course Management Systems (CMS) are computer applications that “are used primarily for online or blended learning, supporting the placement of course materials online, associating students with courses, tracking students’ performance, storing student submissions and mediating communication between the students as well as the instructor” (Watson & Watson, 2007, p. 29); for example, BlackBoard. These systems, as reported by Carmean and Haefner (2003), are mainly not for free and are set for educational purposes only, which “grew larger, slower, more costly, and less responsive in customer support” (p. 10). This marks one of the main differences between CMS and Web 2.0 services. The nature of Web 2.0 services, as reported by Coutinbo and Bottentuit Junior (2008), “hold profound potentials in education because of their open nature, ease of use and support for effective collaboration and communication” (p. 2551). Also, Web 2.0 is “constantly evolving” (Rollett et al., 2007, p. 91) while CMS are usually produced in versions that take a while to be updated and provided again.

Why Should an ESL Teacher Use Web 2.0 Services?

Because Web 2.0 services are not designed to serve the purpose of language learning, only recently did educators start seeing Web 2.0 services as a tool that can be implemented for educational purposes (Rollett, Lux, Strohmaier, Dösinger, & Tochtermann, 2007; Sendall, Ceccucci, & Peslak, 2008; Ullrich et al., 2008; Abbitt, 2009). Although not a lot of that attention was specifically given to language teaching classrooms (Küfi & 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. Chapelle 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 to 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). The element of student centeredness and involvement in the learning process as an active agent helps students relate to the language and its usage more. “[They] increase self-directness and responsibility of students, enable learning beyond classroom, enhance the critical usage of internet resources and allow for cross-class and cross-school learning” (p. 105). 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 has 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 communication has developed its own version of the language 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 have evolved for these services.

Another reason supporting the integration of these services is the notion of authenticity (Bakar & Ismail, 2009). Web 2.0 allows learners to interact with people from outside the classroom allowing them to practice their language in an authentic environment (Bakar & Ismail, 2009). Moreover, Web 2.0 services provide the teacher with the ability to facilitate an environment of language exchange between students and native speakers of the language, which might boost students’ motivation.

In addition, Alexander (2006) points out the role these services play in easing the process of dealing with the class material. This is accomplished through the feature of the archiving function and the ability to have the content “saved, summarized, addressed, copied, quoted, and built into new projects” (Alexander, 2006, p. 33). Such an important feature helps students interact with the material even more actively and easily. Also, the structure of Web 2.0 that is built upon multiple users’ contribution allows learners to “learn to self-regulate their learning process” (Alexander, 2006, p. 707), which as concluded in studies such as Ullrich et al. (2008), happen to be an important component in the learning process. For example, when a student is given the chance to start his/her own learning blog on which assignments and activities are done, the learner becomes more aware and in control of his/her learning process.

Web 2.0 Services and Classroom Techniques

Due to the variety of Web 2.0 services, the scope of research will only cover the main types of Web 2.0 services that have been reported in the literature. In the following subsections, nine Web 2.0 services are introduced. After defining each service, its status and current usage by Internet users, classroom techniques reported in the literature are mentioned.

Blogs

Definition

A term that was coined by Jorn Barger in the late 1990s, a blog is an abbreviated name for a “web log” and refers to an online journal where a blogger writes unlimited posts archived chronologically. It has been used for several purposes since its introduction as a journal-writing tool. Blogs can be created for free by

signing up in one of the blog providers' websites. Bakar and Ismail (2009) report a few types of blogs that are common nowadays among regular users of the Internet. These are journal blogs in which bloggers take blogs as a form of an online journal, "filter-style" (p. 46) blogs in which bloggers post their reflections about "other web content" (p. 46), and blogs that are created by educators for the purpose of facilitating learning but in different formats (p. 47).

Features

Posts, by default, are open to readers' comments welcoming a forum-like online place for people to discuss their thoughts. In these posts, in addition to the actual writing, a blogger has the ability to publish almost all kinds of web content like audios, videos and pictures. Other features that add to blogs' uniqueness include the ability to categorize different posts into main sections identified by the writer, tag (i.e., sorting and archiving posts by keywords identified by the writer), archive (by author, by date, by category, etc.), and syndicate content (Anderson, 2007; Hsu, Wang, & Comac, 2008; Imperatore, 2009). Moreover, as Alexander (2006) points out, an important feature that emphasizes the "social practices" (p. 33) in blogs is hyperlinking other blogs, or what is called *blogrolls*. A blogroll is a list of hyperlinks to other blogs posted.

Educational Usage

Blogs are one of the most commonly used services in Web 2.0 (Godwin-Jones, 2006). A report published in 2007 claimed that in 2006, 70 million blogs had been published of which 120 thousand were created on a daily basis (Good, 2007). Due to its widespread nature, using a blog in a classroom will most probably be comfortable for students of younger generations. Language teachers, as reported in the literature (e.g., Wu, 2005; Alexander, 2006; Cundell, 2008; Bakar & Ismail, 2009; van Compernelle & Abraham, in press), mainly use this tool to develop learners' writing skills. This allows students to develop a sense of authentic writing by actually having real audiences reading their products, whether they are other students in the classroom or visitors from the web if the teacher enables the option. It was also reported that writing in blogs can help learners "develop rhetorical strategies, such as organizing ideas into cogent discourse and supporting claims by citing outside texts" (van Compernelle & Abraham, in press, p. 194). Other kinds of language development

were also witnessed in choice of words, grammar, and reading (van Compernelle & Abraham, in press). Not only did instructors report these positive outcomes, but also, as van Compernelle and Abraham (in press) report, students themselves who have been using blogs in their language classes expressed positive attitudes towards writing in blogs and reading others' blogs (native speakers).

Godwin-Jones (2006) also points out to the importance of blogs as a tool that helps “create a more student-centered learning environment... particularly if students create blogs that they control and whose content they own” (p. 11). Lee (2009) supports that and adds that blogs, when used for writing, allow students to have their own “personal communication space” (Lee, 2009, p. 426) helping them express their thoughts more freely and eloquently. She also adds that utilizing native speakers' blogs for reading purposes helps students become more aware of cultural issues in the language they are learning.

Microblogging

Definition & Features

From blogging, the idea of *microblogging* stemmed. As Java, Song, Finin and Tseng (2007) mention, microblogging is a form of communication from a user to a group of other users, like blogs; however, in microblogging, the scope of writing is limited to 140 characters per update. Microblogging, also, shares with IMs, instant messaging services like MSN Messenger, the concept of immediacy by giving users the luxury of automatically updating their status and/or receiving updates from other users.

A famous service provider for this form of communication is Twitter. Java et al. (2007) explain the kind of services Twitter provides. “Twitter allows a user, A, to ‘follow’ updates from other members who are added as ‘friends.’ An individual who is not a friend of user A but ‘follows’ her updates is known as a ‘follower.’ Thus, friendship can either be reciprocated or one-way” (p. 57). Another term that has been recently adopted by Twitter is *tweet*. Tweets are the updates that a user posts. Although these updates are originally designed to be about the user's status, users of Twitter creatively utilized them for different purposes including “share[ing] ideas and resources, ask[ing] and answer[ing] questions, and collaborate[ing] on problems of practice” (Dunlap & Lowenthal, 2009, p. 46). One last factor that adds to the

uniqueness of Twitter is that it offers the ability to receive these updates through mobile devices, allowing users to be up-to-date around the clock. Twitter, also, has opened the door for developers and programmers to develop web applications that facilitates the use of twitter in various means, for example, TwitterFeed. It is a form of widely-spread applications that serves the purpose of automatically sending excerpts of a blog to a Twitter account allowing its followers to be updated about new information posted on the website or blog.

Educational Usage

Although the concept of microblogging was only very recently introduced, educators started creatively finding ways to implement it in their teaching process. Skiba (2008), for example, mentioned that she found it useful as an “instant messaging [service] to tell students about an important change in plans” (p. 110). Al-Khalifa (2008) also used it in her class for students to receive updates of “classroom announcements and news posted on the course blog” (p. 2) which were facilitated through TwitterFeed. Out of 190 students, 60 voluntarily joined. Her students used their mobile phones to receive these updates, a service that is also offered by Twitter. Most of her students were satisfied and thought it was time saving since they didn’t have to visit the course blog unless they received a tweet update on their mobiles. Dunlap & Lowenthal (2009) conducted a similar study, but with expanded usage. They utilized Twitter to create a twittering community where, for example, students can ask questions and receive immediate answers whether from the teacher or fellow friends, and share interesting websites or content they come across while surfing the web.

Podcasts

Definition & Features

Previously recognized as audio blogs, podcasts are “audio recordings, usually in MP3 format, of talks, interviews and lectures, which can be played either on a desktop computer or on a wide range of handheld MP3 devices” (Anderson, 2007, p. 10). After being first introduced in 2000 (Matthews, 2006), the term podcast was coined in 2005 (Matthews, 2006) as a “blend of the brand name iPod (a type of MP3 or Digital Audio Player) and the word broadcast” (Travis & Joseph, 2008, p. 315). However, accessing podcasts nowadays may be done through various devices and/or

programs making podcasts even easier to access and listen to. Creating podcasts and uploading on the web has become an easy task through accessing websites that offer a service like Podomatic. The ease of access and spread of MP3 devices along with the ease of creating podcasts have contributed to the popularity of podcasts (Ducate & Lomicka, 2009; Rosell-Aguilar, 2007).

Educational Usage

Many studies suggest that this form of service in specific is one of the most effective tools to be used in language classrooms. Anderson (2007) mentions that it has become “increasingly used” in education (p. 10). This is due to the fact that listening classes can depend primarily on podcasts by native speakers posted on the web, or even allow students to practice their speaking skills by recording their own podcasts (Lee, 2009; Viswanathan, 2008). Podcasts can also, as stated by Ormond (2008), “aid pronunciation of words and phrases for foreign languages, and aids visually challenged learners” (p. 223). Imperatore (2009) also suggests that teachers podcast their lessons so students can have easy access to them all the time. Barlow (2008) reports that students had a “positive” attitude towards incorporating a podcast in class as long as it was about “interesting stuff” (p. 47). Frenando (2008) reports another teacher, Alan Lew, whose university students find podcasts accompanied with their written text an effective way for them to understand the material. Hsu et al. (2008) state that podcasting helps teachers to “give individualized oral feedback and create a better assessment tool and format for evaluation” (p. 182). In their study that aimed at testing the use of audioblogging in an EFL classroom, not only did their results show students positive attitudes towards podcasts, but they also concluded that students “had stronger confidence in their use of English” (p. 190). From the teacher’s perspective, they report that it gives instructors an easier way of assessing oral assignments and helps them “monitor students’ learning progress over a period of time” (p. 192). Cundell (2008) also suggests that podcasts may be used in a classroom to give students the chance to produce their assignments by recording a speaking task for example. Additionally, Ducate and Lomicka (2009) suggest using podcasts in language classrooms as a way of reflection. They explain, after students record their podcasts, they can “listen to themselves as they edit their output, and then go back,

listen again, and revise as necessary” (p. 68). This by itself, as they note, is a form of learning because they have the chance to reflect on their language production.

Tags

Definition

Tags are “free-form labels chosen by the user, not selected from a controlled vocabulary” (Godwin-Jones, 2006, p. 9). These labels are chosen based on the content attached to it. They serve the function of classifying information (Anderson, 2007), which in turn helps search engines to reach the content faster and easier (Henzinger, Motwani, & Silverstein, 2002). “Tagging leads to a controlled evolving superimposed structures, which are called *folksonomies*, ... [that] lead to *tag clouds* and *tag networks* and *clusters*, which show dominant tags and interconnections of tags and tag groups” (Rollett et al., 2007, p. 90). This service is now available in many other Web 2.0 services like social bookmarking, blogs and photosharing websites.

Educational Usage

Tags are effective in various ways in classrooms. Godwin-Jones (2006) points out that the process of tagging and choosing a tag implies the need to develop the ability to “extract salient points the author makes, considering how to summarize in keywords what’s important, and placing that text in the context of others” (p. 8). This function can be primarily used in ESL classes that aim at teaching the technique of summarizing, allowing students to see the benefit of this skill in their daily lives. Tags also help create the sense of a community in a classroom, having students build together a *tag cloud*. A tag cloud is a group of tags “arranged into concept maps which allow revisualization of the way one considers one’s work” (Alexander, 2006, p. 35). These tag clouds also, as Alexander mentions, can allow learners learn from each other by being introduced to others’ tags.

Social Bookmarks

Definition

Social bookmarking was first launched by Joshua Schacter on his del.icio.us website (Alexander, 2006). Similar to the concept of adding a website to one’s “favorites” in a browser, a process now known as *to favorite*, social bookmarking allows users to favorite websites online, hence, providing the ability to access these bookmarks at anytime and from anywhere with Internet access. It also has the

“options for users to categorize, rate, and comment on the resources” (Abbitt, 2009, p. 84) whether posted by them or by other users. Websites that offer this kind of service, like Delicious and Digg, are widely spread in most of the websites on the web making the process of bookmarking easier for users (Anderson, 2007; Hsu, Wang, & Comac, 2008; Thompson, 2008). Among these websites are the Online services at the University of Pennsylvania and Harvard University websites allowing “both student and faculty research projects to extend beyond the existing classroom to connect with a larger social network both inside and outside an academic institution” (Abbitt, 2009, p. 85).

Educational Usage

Social bookmarking can be mainly used as an online reading packet for the class providing students with links to online readings that they are required to read for class, whether articles, websites, or even documents to download (Franklin & Harmelen, 2007). Also, because social bookmarks’ service providers offer the ability to see who bookmarked what (Coutinbo & Bottentuit Junior, 2008), students can create a social community amongst each other, through knowing those who share their interests (Consulting & Harmelen, 2007), which will in turn help create a more comfortable learning environment for students in their language class and lower their affective filter. Alexander (2006) also points out the possibility of using this service to aid students in their projects to ease their communication by sharing their findings and resources. Social bookmarking can also be used as a electronic substitute for research references or bibliographies, allowing the sources used by students to be available to the whole classroom. In addition, Abbitt (2009) reports a study he conducted in which he utilized a social bookmarking activity to support his course. The activity was outside the classroom venue and “required students to locate and post links and descriptions of web resources relevant to course topics... [and] to rate the items posted by other users by casting either a positive or negative vote” (p. 86). He also determined the least number of bookmarks expected from each student each week. In his findings, Abbitt reported that students’ visits to bookmarks posted by others were more than required hence increasing students’ exposure to various useful websites.

Social Networking

Definition

Social networks are, as Franklin and Harmelen (2007) point out, “systems that allow people to network together for various purposes” (p. 6). Under these networks fall Facebook, MySpace and other service providers. These networks serve the purpose of grouping people who share similar interests, know each other, or have the same job, etc. The number of users in Facebook, for example, has reached more than 100 million users. Naidoo and Moussly (2009) mention that Facebook “is the most popular website for social networking” (¶ 5) among students in the UAE. Having an account on Facebook allows a user to have a profile, add friends, send and receive private messages, and many other functions (Mitrano, 2008; Blattner & Fiori, 2009).

Educational Usage

Utilizing these networks in ESL classes allows a teacher to create what Harrison and Thomas (2009) describe as “social environments” (p. 114) in which learning can effectively take place. Facebook, for example, offers plenty of applications that can be helpful in the learning/teaching process (The Facebook Classroom, 2008). One of these available applications is called, Courses. Through this application a teacher and his/her class can join it and create a page for their own course; and the teacher can be the manager of that page, adding/editing/deleting information shared on the page. Blattner and Fiori (2009) also state that Facebook possibly makes the relationship between teachers and students, and students and students more positive. In other words, through Facebook, teachers can create a learning community which students can join and interact with and learn from each other (Muñoz & Towner, 2009). Carter, Foulger and Ewbank (2008), for example, mention a teacher who had a positive attitude towards her experience with Facebook. She found it to be helpful in “establish[ing] deeper relationships and understandings of her students because she can communicate with them beyond the four walls of the classroom” (p. 682).

Multimedia Sharing

Definition

Provided through many websites, this service offers the ability of publishing, sharing, searching, rating and/or viewing different forms of multimedia including,

sounds, videos, and pictures (Anderson, 2007; Franklin & Harmelen, 2007). This aspect of Web 2.0 might sound very similar to the concept of multimedia teaching in which a teacher includes in a lesson a video, voice track, or a graphic. However, as noted by Lee, Jor, and Lai (2005), this kind of integration “is often a one-way presentation... [in which] there is usually little interpersonal interaction” (p. 20). On the other hand, the kind of multimedia sharing that is offered by Web 2.0 not only welcomes feedback from the receiver, but also expects it.

Flicker, for example, a website that offers the service of sharing pictures allows users to create accounts. Each user is given the ability to upload pictures, create a profile, and visit and rate other users’ pictures and comment on them. Annotations on pictures themselves are also permissible. YouTube is one of the most famous and “widely used” (Snelson, 2008, p. 215) video sharing sites. Launched in 2005, YouTube offers its users to upload, watch and comment on videos. As YouTube's fact sheet state that “every minute, ten hours of video is uploaded to YouTube” (n.d., ¶ 16).

Educational Usage

The teacher can utilize a Flickr account and utilize the features that are available, as suggested by Franklin & Harmelen (2006), to provide students with “explanations, class discussions, and collaborative comment” (p. 6). Cardine (2008) reports a teacher who utilized videos as an integral part of his classes. The teacher commented on his experience, “They're responding to something more dynamic when they see a video clip. They're more involved and excited with the material” (¶ 14). Also, teachers can browse the website and look for photographs that can be used as a writing or speaking prompt, or to simply activate students’ schemata at the beginning of the lesson. As for videos, Canning-Wilson (2000) advocates using videos in classrooms because “video provides visual stimuli such as the environment and this can lead to and generate prediction, speculation and a chance to activate background schemata when viewing a visual scene reenacted” (¶ 9). She also notes that through the use of videos in language classrooms, teachers can target some students’ visual learning style even better than more traditional ways. Moreover, based on the read/write nature of Web 2.0 services, teachers can have students produce their own

videos as part of their assignments and ask them to post their videos on the classroom's account to be shared with the class.

Wikis

Definition

“A wiki is a group of web pages that allows users to add content, similar to a discussion forum or blog, but also permits others (sometimes completely without restrictions) to edit the content” (Duffy & Burns, 2006, p. 33). It was first created in 1995, as documented by Rollett et al. (2007). A wiki is different from a blog in the sense that it does not organize content according to time of publishing; rather, it organizes it in hierarchal manner. A wiki also, unlike blogs, “has a history function, which allows previous versions to be examined, and a rollback function, which restores previous versions” (Anderson, 2007, p. 8). Godwin-Jones (2003) also points out that while “blogs can be highly personal, wikis are intensely collaborative” (p. 15). Wikipedia is one of the most famous examples of a wiki.

Educational Usage

This kind of service in an ESL classroom can be most effectively used in group work to allow groups of students to edit and manage their homework more easily and freely. West (2009) explains that this kind of service is especially important and effective “for collaborative activities, especially those that are dynamic and nonlinear in construction and will result in a shared product or outcome” (p. 6). For example, Erben, Ban and Castaneda (2008) offer an example of such integration by suggesting using a grammar wiki.

They also argue that the use of wikis in ESL classes can support the concept of Zone of Proximal Development (ZPD) that was introduced by Vygotsky. This is because through using wikis “participants are socially mediated by others in a problem-solving situation... [in which] the problem would be the elaboration of one of more document(s) that informs other about a certain topic” (p. 134). Wikis also allow a teacher to keep track of who wrote what allowing fair distribution of grades among groups, or at least making sure all members are contributing as needed. Boulos, Maramba and Wheeler (2006) also point out that using wikis in a classroom can “allow learners to engage in learning with each other using wikis as a collaborative environment to construct their knowledge or to be part of a virtual community of

practice” (p. 42). Parker and Chao (2007) agree with that and add that wikis are most suitably used as a tool to aid students in their writings as they add to it the sense of collaborative work encourages “writing as a process” (p. 61) rather than just a product.

Syndication

Definition

Widely used through RSS (Really Simple Syndication), syndication has become an important element in web surfing. It provides users with the ability to “easily keep up to date with new and changed content, particularly if one is interested in multiple sources of information on multiple web sites” (Franklin & Harmelen, p. 7, 2007). These updates are automatically received and read through what is called *Feed Readers*. Feed readers were usually only provided through software installed on a computer (Cold, 2006; Andreson, 2007); however, web-based readers have been introduced recently. Google, for example, now offers a service known as *Google Reader* through which a user can access previously chosen feeds’ updates through browsers online, and offline. In fact, Google Reader adds more aspects to feeds and eases the formation of a community of readers through additional services it provides which are displayed under each feed (i.e., blog post, website article, etc.). One of these services is *Like it* through which a user is given the chance to tell other Google Readers that s/he liked a certain article. Other services include tagging, *Share* through which a user may share chosen feeds with others on his/her *Google Shared Items* page.

Educational Usage

Putting in mind that blogs and almost all other Web 2.0 services provide automatic RSS access to content (D’Souza, n.d.), such a service has been used in educational settings to ease follow up of course material for students. Given its integration in almost all Web 2.0 services, any educational usage of previous services can be eased by allowing students to subscribe to RSS links for these services to facilitate the process of being up to date with new class content through alerts that are automatically sent to them.

Concerns about Using Web 2.0

Although using these services or any other computer program in a classroom can enhance teaching and learning in an ESL/ EFL classroom, they bring along concerns that a teacher needs to be aware of in order to successfully utilize them in class. As a part of the computer-related tools used in classrooms, Web 2.0 services' implementation in language classrooms reflect the same concerns that are valid for other computer-related tools. For example, Bancheri (2006) states that, "Inadequate training, the fear of computers, the lack of technical knowledge, as well as issues of teaching loads and intellectual property rights are among the reasons which prevent teachers from using computers as language-learning tools" (p. 31). Hampel and Stickler (2005) argue that, "the skills needed when teaching online are different from those needed in a face-to-face setting" (p. 316). They also identify a skills pyramid that teachers need to acquire in order to successfully utilize online tools, as shown in Figure 6.

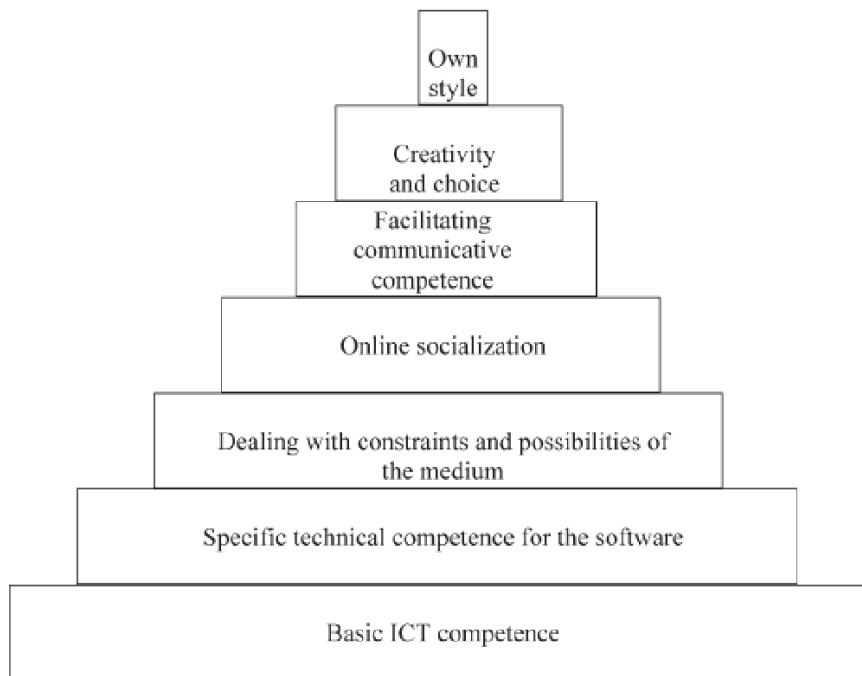


Figure 6: Skills pyramid (Hampel & Stickler, 2005, p. 317).

Compton (2009) adds to Hampel and Stickler's pyramid a more in-depth analysis of required skills for effective integration of technology-related tools. She argues that teachers need to master skills that are not limited to technical ones; there are pedagogy- and evaluation-related skills that teachers need to consider.. All this adds

to the load language teachers add to themselves when utilizing technology in general, and Web 2.0 services in specific.

Another major concern is the actual implementation of these services and how they are integrated in a classroom. As Oradini and Saunders (2008) note, Web 2.0 services “are not by design ‘controlled’ and can therefore be managed and used to the same degree by students as well as staff” (p. 1). This means that the teacher needs to find other ways to maintain control over the flow of the material using these services. Also, in Hsu et al.’s (2008) study, the teacher noted that using podcasts as a teaching tool to develop speaking and listening skills was a source of difficulty in terms of being able to listen to all them and to evaluate 20 students’ podcasts that had no limited time frame. Such a finding adds to an ESL teacher’s responsibility to successfully manage integrating them in class. Saunders and Quirke (2002) also report a similar difficulty on language teachers in their study. “Faculty were faced not only with new demands on their knowledge but also with a clear need for time-demanding ongoing professional development in the use of technology” (p. 136). Abbitt (2009), in his study about social bookmarking, he noticed that students “were most likely to be active in the system on the day of the class session or on the day before class” (p. 97). This points out to the need to effectively choose the right timing to have students perform outside-classroom activities using Web 2.0 services.

Another concern is how to meet students’ expectations. Most students have been using these services in certain ways and have already set their expectations from them. Murday et al. (2008) investigated students’ attitudes towards a web-based language course. Their results concluded that students faced a degree of unfamiliarity in using technological tools for the purpose of studying. However, as they claim, this concern was not alarming as students are “in general well known for their comfort with technology” (p. 133). In addition, expectations based on gender may very much be different. Saunders and Quirke (2002) report that students in two public UAE universities they studied had different expectations based on their gender. Female students expected to use technology for the purpose of producing their best outcome in a group, while boys aimed at using it for the purpose of finding “quick and easy answers... in a predominately individual or preferred-pair work approach” (p. 136). These expectations and the variance they cover might pose even greater difficulties

for teachers in coed educational institutions. Additionally, due to the fact that online environments require their own set of rules and etiquettes, teachers need to develop their own set of rules and expectations that students need to adhere to and follow. In her book about building a community on the web, Kim (2000) states that the absence of physical cues requires the community builder/leader to “find more explicit ways to set the tone for gathering places” (p. 203).

Kern (2006) describes digital technologies as, “cultural products shaped by cultural environments, cannot be culturally neutral, and they have begun to study the cultural particularities of computer-mediated environments” (p. 189). The cultural aspect of Web 2.0 services are more likely to be as described by Kern because it is greatly based on a social aspect and mainly involves users with different cultural preferences and norms. This might form a concern for teachers in the Middle East, especially in universities where culture and tradition of the UAE prevail. Kayser (2002) discusses these cultural issues in her study that investigated the use of technology in the UAE context. She noted that the use of the Internet with its open nature “can unintentionally expose students to culturally inappropriate material” (p. 57).

Technical glitches were another concern reported by Murday et al. (2008). Such glitches made the learning process, as a student reported, “even worse because you’re not in touch with the language, you’re diddling around with this browser that doesn’t work, so you’re really distanced from the language” (2008, p. 134). Also, these services are provided by companies that schools have no authority or control over. For example, the services provided can go down at anytime without any notice from the host. In addition to technical glitches, the type of Internet connection available in the institution might be a source of discomfort if it isn’t as fast or available as needed.

Finally, another concern Dunlap & Lowenthal (2009) noticed was that when students used Twitter, being limited to 140 characters unlike other services, grammar mistakes were made to meet the limit. They also mentioned that the service had the ability to be “time-consuming [and] addictive” (p. 48). In terms of social bookmarking, Abbitt (2009) mentioned “the difficulty of evaluating the impact of the social bookmarking activity on the knowledge and skills related to the course” (p. 88)

in his study. As for wikis, Anderson (2007) mentions that the “level of openness” (p. 8) offered in wikis may cause problems for content published on these wikis as editing may be done by anyone at anytime. However, he does mention that it might be overcome by restricting access to registered users only. Videos also might cause some kind of concern for teachers, as noted by Miller (2009), due to the issue of video quality which might not be as needed for the whole class to watch clearly. Although YouTube now has offered the option of “high quality” viewing of videos, not all videos make use of this function that was introduced only recently. Social networks, as well, have their own problems and concerns as reported in the literature (e.g., Carter, Foulger, & Ewbank, 2008). The concern rising from this is due to the fact that when teachers share their personal profiles with students, they take the risk of sharing personal information with students, more than they want or are expected to. This can be avoided by creating a special profile for educational usage or by utilizing the social networks that are created for educational purposes, like Edmodo. Or, teachers can simply create professional profiles that are separate from their personal ones, or make use of the “limited view” option that Facebook offers. Through this option, the user can add other people as friends but with limited access to certain areas or information on the profile.

Conclusion

This literature review has shed light on the potential that underlies Web 2.0 services’ integration in English language classrooms. Based on the nature of the relationship the current generation (Digital natives) has with the Internet, students’ expectations of their learning experiences are shaped accordingly. These expectations make it important for language teachers to help prepare their students for a better usage of these services through an understanding of the context and its jargon. Not only that, but Web 2.0 services can 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 mentions the importance of the learning environment that these services can create for students. These services, according to him, enable students to “construct, develop, sustain, and participate in global networks that render time and place less and less relevant” (p. 8).

CHAPTER THREE

METHODOLOGY

Design of the study

This study aims at understanding students' and teachers' use and view of Web 2.0 services. In order to address this issue, the following research questions guided this study:

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?

Research Instruments

The tools used to answer the research questions were two surveys, one for students (see Appendix A) and another for teachers (see Appendix B). 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 Web 2.0 services, usage and frequency of usage, level of comfort and knowledge, and degree of acceptability and/or expectations of using these 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 questions, adding a qualitative aspect to the surveys. For the purpose of analysis, the tables and charts provided by SurveyMonkey (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 MATESOL graduates, who are full-time 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.

Data Collection

After the piloting phase, and upon receiving the Institutional Review Board (IRB) approval from AUS, the surveys were made electronically available using SurveyMonkey. The office of Institutional Research at AUS emailed the surveys' links four times to each group; each group was given its correspondent survey link, without threatening their anonymity. It was made clear that participating in the study is optional. Filling out the surveys was done over the span of two semesters. The first notice was sent on December 16, 2009, and surveys were open for two weeks. The surveys were opened again on January 26, 2010 and closed after two weeks. Two reminders were sent before the surveys were closed, one email each time. The total number of participants was 51 students and 13 teachers. Due to the type of questions used in the survey, analysis of the results is both qualitative and quantitative. Quantitative results to answer all three research questions were summed through SurveyMonkey and Microsoft Excel and displayed in tables and charts. Qualitative results from open-ended questions are also discussed, looking for trends and patterns in the responses.

Participants

The population of this study consisted of two groups, students and teachers. Both were in the Intensive English Program (IEP) at the American University of Sharjah. The IEP is a program designed to teach students the needed language skills to pass the TOEFL so the students can matriculate into their chosen majors. It is structured to have five levels of proficiency based on the results of the TOEFL students take when admitted to the university. Out of the 51 students who filled the students' survey forty two 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. 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; five are male teachers, and a teacher who preferred not to disclose any demographic information about him/herself. Ten teachers answered the nationality question. All of them are non-Arab, six Americans,

three Canadians and a British teacher. Also, the age range of the teachers who answered the age question (ten) 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 all teachers who participated in this study fall under the category of digital immigrants, i.e., people born before 1980 as defined by Prensky (2001). Participants' detailed demographics are displayed in Appendix E.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

Before reporting the findings and analyzing the results, it is important to revisit the research questions. The aim of this study is to understand how teachers and students use and view Web 2.0 services, personally and educationally. In order to reach a satisfying answer for this quest, three research questions are asked. The findings in this chapter are classified into three sections; each section answers a research question. The detailed and complete versions of the survey results are available in Appendices C and D. The first question is concerned with students' views and uses of Web 2.0 services. The second question is concerned with teachers' views and uses of Web 2.0 services. Last, the third question investigates the implementation of Web 2.0 services in language classrooms.

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%) spend an average of 0-3 hours, 23 students (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, as shown in Table 1. 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.

Table 1: Students' Knowledge of Web 2.0

How well do you know the following services?					
Answer Options	Don't know it	Heard of it	Familiar with it	Very well	Response Count
Facebook	5.9% (3)	13.7% (7)	21.6% (11)	58.8% (30)	51
Twitter	51.0% (26)	27.5% (14)	17.6% (9)	3.9% (2)	51
YouTube	0.0% (0)	2.0% (1)	15.7% (8)	82.4% (42)	51
Flicker	56.9% (29)	23.5% (12)	9.8% (5)	9.8% (5)	51
Delicious	90.2% (46)	9.8% (5)	0.0% (0)	0.0% (0)	51
RSS	74.5% (38)	17.6% (9)	7.8% (4)	0.0% (0)	51
Podcasts	68.6% (35)	17.6% (9)	13.7% (7)	0.0% (0)	51
Blogs	41.2% (21)	29.4% (15)	25.5% (13)	3.9% (2)	51
Wikis	58.8% (30)	15.7% (8)	15.7% (8)	9.8% (5)	51
<i>answered question</i>					51
<i>skipped question</i>					0

As shown in Table 2, only 5 services were used daily 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 these services in specific do not have an Arabic interface yet; Facebook, YouTube and Wikis are the only services that have 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.”

Table 2: Student’s Usage of Web 2.0

How often do you use the following services?						
Answer Options	Never	Daily	Weekly	Monthly	Yearly	Response Count
Facebook	25.5% (13)	56.9% (29)	13.7% (7)	3.9% (2)	0.0% (0)	51
Twitter	88.2% (45)	2.0% (1)	2.0% (1)	7.8% (4)	0.0% (0)	51
YouTube	2.0% (1)	66.7% (34)	29.4% (15)	2.0% (1)	0.0% (0)	51
Flicker	84.3% (43)	0.0% (0)	0.0% (0)	9.8% (5)	5.9% (3)	51
Delicious	98.0% (50)	0.0% (0)	0.0% (0)	0.0% (0)	2.0% (1)	51
RSS	90.2% (46)	0.0% (0)	0.0% (0)	3.9% (2)	5.9% (3)	51
Podcasts	88.2% (45)	0.0% (0)	5.9% (3)	3.9% (2)	2.0% (1)	51
Blogs	78.4% (40)	2.0% (1)	9.8% (5)	7.8% (4)	2.0% (1)	51
Wikis	70.6% (36)	9.8% (5)	7.8% (4)	9.8% (5)	2.0% (1)	51
answered question						51
skipped question						0

Although 84.3% of the participants knew Arabic as their mother language, only 9.4% of all usage to all 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 respectively. 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, but Facebook and YouTube.

Another finding that these surveys uncovered 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:

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 defenitly will 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 apart 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.

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 of 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, but 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 it 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.

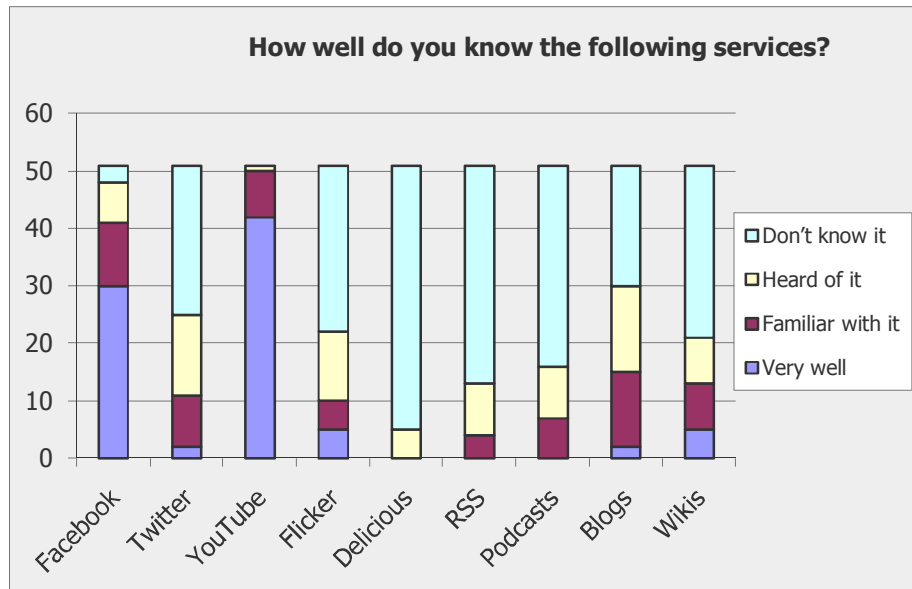


Figure 7: Students' Knowledge of Web 2.0.

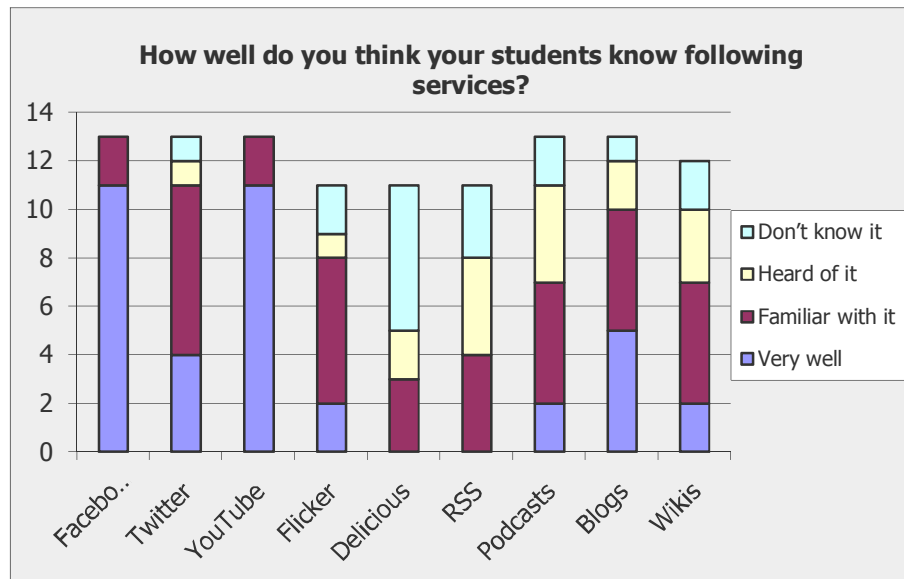


Figure 8: Teachers' Expectations of Students' Knowledge of Web 2.0.

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'.

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 3.

Table 3: 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 for Delicious and RSS, at least two students reported each services 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, male and female, that offered reasons not to integrate these services, two 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 students' getting 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) 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, (am not even sure how its going to be used) students will lose concentration by chatting with friends."

Teachers

As for teacher's teaching practices in their classrooms, as shown in Table 4, none of the teachers 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 question 10 that asked about educational purposes these services have served in their classrooms, reasons included: introducing the lesson, authentic materials, 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 agree or strongly agree 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 4: Teachers’ Usage of Web 2.0

7. 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 4 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.

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,” (¶ 3) and of other services. Teachers, as reported in students’ and teachers’ responses, are mostly 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 mainly 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 the classrooms and not extend it to allow students interact with classroom material outside the class. These findings are supported in the literature. For example, Russle, Bebell, O'Dwyer and O'Connor (2003) 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).

Conclusion

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.

CHAPTER FIVE

CONCLUSIONS AND IMPLICATIONS

Summary of Results

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.

Limitations of the Study

The first limitation is a result of the chosen research medium, having surveys electronic. Although four emails were sent to remind the audiences to participate, a small number (51), compared to the number of people who received emails (161), answered the survey. Reasons for that might be the format of the survey and students not being used to electronic surveys, or the fact that all surveys were in English and not translated into Arabic.

Another limitation is the lack of follow-up interviews with participants. Many questions were raised based on students' and teachers' answers. It would have been helpful if they were asked about for further information about certain issues.

Directions for Further Research

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.

Implications of the Study

Based on the results of this study, teachers are advised not to have high expectations of students' knowledge 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, dedicate at least one lesson to explain the 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 and fun for students.

Although students seem to welcome trying out new services in classrooms, it can be helpful and fruitful for both teachers and students to have an introductory lesson that explains the used service and how it will be beneficial 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 was not able to see how Web 2.0 services could be helpful for educational purposes. Erben, Ban and Castaneda (2008) also point out to the importance of analyzing students' familiarity with the technology used in English classrooms as a way to assure effective integration of 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. First, teachers 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 the classroom and students through these services. Another reason to support the importance of professional training is the idea of students' trust in teachers' ability to successfully integrate these services in the classroom and help students accomplish their learning goals.

Policy makers and directors, based on results in this study, might need to dedicate a part of their training programs and resources to Web 2.0 services. After all, they are free and readily available in different formats and kinds. Training for teachers can help them a lot in better understanding the services and the potential they can offer to their teaching process. This is especially true given that O'Conner and Gatton (2003) stress the importance of teachers' and students' positive attitudes for the success of CALL integration. Hong (2010) also points out to the various advantages of training "pre- and in- service" L2 teachers to use CALL. Hong mentions, "In addition to the enhancement of L2 teachers' confidence and competencies in using CALL technology, research studies indicate that both pre- and in-service L2 teachers' CALL technology education positively affects L2 teachers' attitude toward the use of CALL technology" (p. 57). Cooke-Plagwitz (2005) reports her institutions' attempt to offer teachers' a program that helps them understand and explore the educational use of instructional technology. She mentions that through this program, teachers came out not only aware and confident of using technology in their classrooms, but also "learn[ing] to be increasingly creative in their instructional strategies" (p. 38), a very advance stage in Hampel and Stickler's (2005) pyramid of skills teachers need to acquire, as reported earlier.

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Appendix A: Students' Survey

Q1) On average, how many hours do you spend on the Internet a day?

0-3 hours 3-6 hours 6-10 hours more than 10 hours

Q2) How well do you know the following services?

Don't know it Heard of it Familiar with it Very well

Facebook

Twitter

YouTube

Flicker

Delicious

RSS

Podcasts

Blogs

Wikis

Q3) How often do you use the following services?

Never Daily Weekly Monthly Yearly

Facebook

Twitter

YouTube

Flicker

Delicious

RSS

Podcasts

Blogs

Wikis

Q4) In which language do you most often use the following services?

Mostly English Mostly Arabic Both, equally Neither English or Arabic

Facebook

Twitter

YouTube

Flicker
Delicious
RSS
Podcasts
Blogs

Q5) For what purposes do you use the previously mentioned services? (mention at least 3 purposes)

Q6) How comfortable are you with the following services?

Never used it Uncomfortable Comfortable Very Comfortable

Facebook
Twitter
YouTube
Flicker
Delicious
RSS
Podcasts
Blogs
Wikis

Q7) Which of the following services do you use in your English language classes?

Never Rarely Sometimes Frequently Always

Facebook
Twitter
YouTube
Flicker
Delicious
RSS
Podcasts
Blogs
Wikis

Q8) Which of the following services do you use in your other classes in general?

Never Rarely Sometimes Frequently Always

Facebook

Twitter

YouTube

Flicker

Delicious

RSS

Podcasts

Blogs

Wikis

Q9) How comfortable are you with using these services in your classes for learning purposes?

Uncomfortable Comfortable Very Comfortable

Facebook

Twitter

YouTube

Flicker

Delicious

RSS

Podcasts

Blogs

Wikis

Q10) Why do you think so?

Q11) Do you expect using these services in English classes will be successful?

Strongly Disagree Disagree Neutral Agree Strongly Agree

Q12) Why or why not?

Q13) What do you think are the advantages and disadvantages of Web 2.0 services?

Comments : -----

Age: _____
Nationality: _____
Major: _____
Gender: _____

Appendix B: Teachers' Survey

Q1) On average, how many hours do you spend on the Internet a day?

0-3 hours 3-6 hours 6-10 hours more than 10 hours

Q2) On average, how many hours do you think your students spend on the Internet a day?

0-3 hours 3-6 hours 6-10 hours more than 10 hours

Q3) How well do you know the following services?

Don't know it Heard of it Familiar with it Very well

Facebook

Twitter

YouTube

Flicker

Delicious

RSS

Podcasts

Blogs

Wikis

Q4) How well do you think your students know the following services?

Don't know it Heard of it Familiar with it Very well

Facebook

Twitter

YouTube

Flicker

Delicious

RSS

Podcasts

Blogs

Wikis

Q5) How did you know about the availability of these services?

Own readings Colleagues Students University (FDC) Other _____

Q6) How often do you use the following services in your classrooms?

	Never	Daily	Weekly	Monthly	Daily
Facebook					
Twitter					
YouTube					
Flicker					
Delicious					
RSS					
Podcasts					
Blogs					
Wikis					

Q7) How comfortable are you with the following services in your classrooms?

	Never used it	Uncomfortable	Comfortable	Very Comfortable
Facebook				
Twitter				
YouTube				
Flicker				
Delicious				
RSS				
Podcasts				
Blogs				
Wikis				

Q8) How comfortable do you think your students are with these services in classrooms?

	Never used it	Uncomfortable	Comfortable	Very Comfortable
Facebook				
Twitter				
YouTube				
Flicker				
Delicious				
RSS				
Podcasts				

Blogs

Wikis

Q9) If you use these services, what purposes did they serve?

Q10) Were these services successfully implemented in your classroom?

Strongly Disagree Disagree Neutral Agree Strongly

Agree

Q11) Why or why not?

Q12) What do you think your students' attitude was (or might be) about using these services in your classrooms?

Q13) Were there any concerns you faced in implementing these services in your language classrooms?

Strongly Disagree Disagree Neutral Agree Strongly

Agree

Q14) What were they?

Q15) What do you think are the educational advantages and disadvantages of Web 2.0 services?

Comments : _____

Age: 25 – 30 31-35 35-45 46-53 54 and above

Nationality: _____

Teaching Experience: _____ years

Gender: _____

Appendix C: Students' Answers to Survey ($n=51$)

2. On average, how many hours do you spend on the Internet a day?

Answer Options	Response Percent	Response Count
0-3 hours	41.2%	21
3-6 hours	45.1%	23
6-10 hours	11.8%	6
more than 10 hours	2.0%	1
	<i>answered question</i>	51
	<i>skipped question</i>	0

3. How well do you know the following services?

Answer Options	Don't know it	Heard of it	Familiar with it	Very well	Response Count
Facebook	3	7	11	30	51
Twitter	26	14	9	2	51
YouTube	0	1	8	42	51
Flicker	29	12	5	5	51
Delicious	46	5	0	0	51
RSS	38	9	4	0	51
Podcasts	35	9	7	0	51
Blogs	21	15	13	2	51
Wikis	30	8	8	5	51
				<i>answered question</i>	51
				<i>skipped question</i>	0

4. How often do you use the following services?

Answer Options	Never	Daily	Weekly	Monthly	Yearly	Response Count
Facebook	13	29	7	2	0	51
Twitter	45	1	1	4	0	51
YouTube	1	34	15	1	0	51
Flicker	43	0	0	5	3	51
Delicious	50	0	0	0	1	51

RSS	46	0	0	2	3	51
Podcasts	45	0	3	2	1	51
Blogs	40	1	5	4	1	51
Wikis	36	5	4	5	1	51
						answered question 51
						skipped question 0

5. In which language do you most often use the following services?

Answer Options	Mostly English	Mostly Arabic	Both, equally	Neither English or Arabic	Response Count
Facebook	37	1	7	6	51
Twitter	29	0	3	19	51
YouTube	33	0	16	2	51
Flicker	28	1	4	18	51
Delicious	25	1	4	21	51
RSS	27	0	4	20	51
Podcasts	28	0	4	19	51
Blogs	31	0	4	16	51
Wikis	25	0	9	17	51
					answered question 51
					skipped question 0

6. For what purposes do you use the previously mentioned services? (mention at least 3 purposes)

Response Count	51
answered question	51
skipped question	0

Response Text

1- to communicate with others.

2- research.

3-for fun.

spending my free time

I dont understand it

1. for studying

2. entertainment

3. kill time

1- Watching Videos

2- Learning new things

3- Fun

contact people,

Of communication with my friends outside the State

to deal with some news

To find out new issues in the community

fun

music

video music

by wrong

Firstly, i use the mentioned services to improve listing

second, i use the mentioned services for gaining information

finally, i use the mentioned services as remedy for new news

chat with my frdz

study something special

game

contact friend

get new information from youtube

FACEBOOK-communication with my friends

YOUTUBE-information

1. watching movies

2. communicate with friends

3. wasting time

Watching sitcoms

Best Picks

Wonderful events

I rarely use them.

Communication

it is good to everyone used this services

To know everything about the world and a new

1. For fun

2. Chat with friends

3. Study

Improve my language by meeting a new people from other countries

Enjoy my liesure time

Entertainment

Academic

to be up to date

for songs and communicate with other people

contact with my friend

fun

learn

for video and music, and to stay in touch with my friends.

Communicating with friends and family.

Meeting new people

Just for fun

spend some time

watch some videos

1- to watch comedy parts of films

2- to hear some traditional music

3- to increase my knowledge

having fun, seeking for a topic, and chatting with friends.

to communicate with people and friends especially who are living in other countries.

to post my news.

to share look for friendships.

just for fun

have fun, hang out with friends, watch funny videos

Taking video for presentations..

entertainment

free time

communicating

songs

videos

information(news)

communication with my friends

fun-give some information-talking to my friends

to obtain information about around of myself and fun

Comunication with my friends in Syria,for enjoy and for show what new news
research for something

to communication

Entertainment

Information

Knowledge

Check any updates. New photos, News, and have some fun.

i use facebook to keep in touch with my family and friends

i use youtube to wacth my favorite cutscenes from movies

i use wikipedia for my research and all the information i need

chating

dawloading

know more friend

Friends,Chat,play

- Chat with my friends.
 - Watch several kinds of video.
 - Find some solution for my computer's problems.
-

For entertainment, talk to family or friends and study.

to meet friends i have lost contact with

to chat with my friends

if am bored

Chating with friends

Watching videos

Meeting new friends

- communicating with friends and families
 - to be updated with family, friends, and world news
 - making new friends
-

1-keep in touch with my friends.

2-Share my information,news,feelings...etc. with others.

3-Know what is going around the world by searching on YouTube(For example).

7. How comfortable are you with the following services?

Answer Options	Never used it	Uncomfortable	Comfortable	Very Comfortable	Response Count
Facebook	11	1	21	18	51
Twitter	41	2	4	4	51
YouTube	0	2	20	29	51
Flicker	41	5	3	2	51
Delicious	50	1	0	0	51
RSS	48	1	2	0	51
Podcasts	45	2	3	1	51
Blogs	38	3	10	0	51
Wikis	34	2	10	5	51
				<i>answered question</i>	51
				<i>skipped question</i>	0

8. Which of the following services do you use in your English language classes?

Answer Options	Never	Rarely	Sometimes	Frequently	Always	Response Count	
Facebook	25	3	4	4	6	42	
Twitter	37	1	2	0	2	42	
YouTube	6	7	13	6	10	42	
Flicker	38	1	0	1	2	42	
Delicious	40	0	0	0	2	42	
RSS	40	0	0	0	2	42	
Podcasts	38	0	2	0	2	42	
Blogs	31	7	1	1	2	42	
Wikis	30	3	2	4	3	42	
						<i>answered question</i>	42
						<i>skipped question</i>	9

9. Which of the following services do you use in your other classes in general?

Answer Options	Never	Rarely	Sometimes	Frequently	Always	Response Count
Facebook	29	7	3	1	2	42
Twitter	38	2	1	0	1	42
YouTube	16	8	5	7	6	42
Flicker	39	0	2	0	1	42
Delicious	40	1	0	0	1	42
RSS	41	0	0	0	1	42
Podcasts	40	0	1	0	1	42
Blogs	37	2	2	0	1	42
Wikis	33	3	1	2	3	42
<i>answered question</i>						42
<i>skipped question</i>						9

10. How comfortable are you with using the following services in your classes for learning purposes?

Answer Options	Uncomfortable	Comfortable	Very Comfortable	Response Count
Facebook	17	22	3	42
Twitter	31	11	0	42
YouTube	7	20	15	42
Flicker	30	12	0	42
Delicious	33	9	0	42
RSS	33	9	0	42
Podcasts	31	11	0	42
Blogs	26	16	0	42
Wikis	23	13	6	42
<i>answered question</i>				42
<i>skipped question</i>				9

11. Why do you think so?

Response Count	39
<i>answered question</i>	39
<i>skipped question</i>	12
Response Text	
practicing	
because it is simple	
I think they are only for personal use not learning. Students can open them in their free time not during the classes.	
Dont know	
we actuality 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...	
it will be exiating	
I don't know	
it is easy to use	
internet is good	
the speed of the internet is very well.And also a lot of interesting information	
Here all of which indicate that these methods have pros and cons of the person vs. freedom of choice to do what he wants	
because of the options	
I do no t no	
For Facebook I can share my ideas and questions with my friends.	
Sometimes I use utube for presentations as supporter.	
Because it is easy to find any thing that you need.	
because i like it	
Not always telling the truth!	
nothing	
because there is no special lessons about what you want, so you must spend much time to learn when you simply can use other sources like google and so on.	
i don't think it help us with the classes.	
It helps me in my lessons some times	
we need them somtimes if the teacher wants t show as something	

I am not familiar with all of them..

because i don't know the others

I don't know about the programs so I don't know how they can help

i dont understand your meaning

nothing

I spend the time without learn anything

if it easy to use and find what i need

Because

I have no reason !

i am only in face book

some times only

face book is very nice to meet frdz.....

find my old frdzso im happy and comfortable with face book

dont know never asked myself

Comfortable: because most of people all over the world use it.

Uncomfortable: because until now I didn't hear anyone use that.

because the information.

because we do not need them for our classes

I like it

they are all in english, so it'll defenitly will improve our english

1-Give me the information that I want with minimum effort.

12. Do you expect using these services in English classes will be successful?

Answer Options	Response Percent	Response Count
Strongly Disagree	4.8%	2
Disagree	9.5%	4
Neutral	28.6%	12
Agree	33.3%	14
Strongly Agree	23.8%	10
<i>answered question</i>		42
<i>skipped question</i>		9

14. Why or why not?

Response Count	37
<i>answered question</i>	37
<i>skipped question</i>	14
Response Text	
help to practice	
helps to understand	
If the professor use it properly it could be beneficial for the students.	
Dont know	
we sometimes can get new information from theses sits	
The good thing is that it will be new experience	
the bad thing is the students my do other things when the teacher is not watching them in the class	
because i will get new vocab	
because when we make a pretension we need for some videos which we can easily find from You tube	
nothing	
very useful	
Its helpful	
we can find many information	
Because it supports the language	
It depends on hew students use them.	
Because these websites include some information that help students undstand the lesson better	
no idea	
Have positives and negatives	
nothing	
they dont talk about something special, and in classes we talk about something special.	
i think their purpose is not for learning or for classes using	
i think it makes the classes easier and more fun :D	
because maybe we need to listen to an important information or to watch an event	
Because they have their advantage sides, and they also have disavantage sides..	

it's not important so much in clases

using a video or a picture will help in class

it helps us to learn better

because this is modern way of studying

because we lost all the time specified to learn english

because it help to find new information communicate with other people

TO improve our English language

I just think it may help more

hmmm dont know i never asked myself

Because it will increase our vocabulary.

because i did learn a lot.

because unlike others, facebook is meant for chatting and meeting up with friends.

it's helpful

i dont know

Modern, Easy, Fast, Integrated,.....

14. What do you think are the advantages and disadvantages of Web 2.0 services (i.e., the ones that were mentioned in previous questions)?

Response Count	37
<i>answered question</i>	37
<i>skipped question</i>	12

Response Text

nothing

it may also distract others

The advantages:

1- Knowing new people.

Disadvantages :

1- Wasting time.

Dont know

it sometimes helps us to imgan somethings and to make the lesson more interesting(sometimes)....

I like to see things more than read them (you tube)

Chat with someone in academic English

waste our time

i think, if we use the above service correctly then it is good, and it will have a lot of advantages. if we use them wrongly then it is not good, and it will have a lot of disadvantages.

nothing

YOUTUBE-useful

Advantges: easy

Disadvantges: time

I do not know

Advantage: help students to study together in groups

Disadvantage: waste time on chatting

adv: I think it's nice to meet a new people

disadv: students use these websites for another thing

no idea

Advantages: Learning about new cultures, meeting new people, practicing new languages, and communicating with relatives and friends.

Disadvantages: Incorrect information and illegal groups.

nothing

advantages: give more common information and enjoying yourself

disadvantages: you may sit for hours and losing your time daily

advantages: help people communicate with each other and make more relationships.

the advantage from using web 2.0 services is to make the interacting between teachers and students faster and easier

w have to use them in a useful way

Studernt may use it to interrupt the class..

don't know

I really don't know

wasting time some times

positive

Advantage:communication

Disadvantage:lost the time

there is a lot of advantage of web 2 like make the information easy to use and find and it make the search for something very easy

I don't know

I don't have an answer

i don't no

i don't know... sorry

i can't count either of them..cuz there are many advantages and disadvantage.

the disadvantage is that when maybe facebook is used during class, (am not even sure how its going to be used) students will lose concentration by chatting with friends.

reminding things

time consuming

- keeps you connected with people 24/7

- improves you to use the IT

- improves your english skills

Advantages :

1-Provide users with interactive systems allow their participation in social interaction.

2-Allow users to modify the database through the addition, change or delete information.

3-Mimic the user experience of desktop operating systems by providing them with features and applications similar to personal computer environments.

Appendix D: Teachers' Answers to Survey ($n=13$)

2. On average, how many hours do you spend on the Internet a day?		
Answer Options	Response Percent	Response Count
0-3 hours	61.5%	8
3-6 hours	30.8%	4
6-10 hours	7.7%	1
more than 10 hours	0.0%	0
answered question		13
skipped question		0

3. On average, how many hours do you think your students spend on the Internet a day?		
Answer Options	Response Percent	Response Count
0-3 hours	23.1%	3
3-6 hours	53.8%	7
6-10 hours	23.1%	3
more than 10 hours	0.0%	0
answered question		13
skipped question		0

4. How well do you know the following services?					
Answer Options	Don't know it	Heard of it	Familiar with it	Very well	Response Count
Facebook	0	4	5	4	13
Twitter	2	10	1	0	13
YouTube	0	0	9	4	13
Flicker	4	5	3	1	13
Delicious	11	1	1	0	13
RSS	9	2	2	0	13
Podcasts	1	4	6	2	13
Blogs	1	3	4	5	13
Wikis	1	5	4	3	13
answered question					13
skipped question					0

5. How well do you think your students know following services?					
Answer Options	Don't know it	Heard of it	Familiar with it	Very well	Response Count
Facebook	0	0	2	11	13
Twitter	1	1	7	4	13
YouTube	0	0	2	11	13
Flicker	2	1	6	2	11
Delicious	6	2	3	0	11
RSS	3	4	4	0	11
Podcasts	2	4	5	2	13
Blogs	1	2	5	5	13
Wikis	2	3	5	2	12
<i>answered question</i>					13
<i>skipped question</i>					0

6. How did you know about the availability of these services?		
Answer Options	Response Percent	Response Count
Own readings	38.5%	5
Colleagues	7.7%	1
Students	0.0%	0
School administration	0.0%	0
Other (please specify)	53.8%	7
<i>answered question</i>		13
<i>skipped question</i>		0
Other (please specify)	friends	
	encounter on the internet/news	
	Depends on which service - different for each	
	my daughter	
	Browsing the web	
	I don't participate in any of them	
	Friends	

7. How often do you use the following services in your classrooms?						
Answer Options	Never	Daily	Weekly	Monthly	Yearly	Response Count
Facebook	10	0	2	1	0	13
Twitter	13	0	0	0	0	13
YouTube	2	3	1	4	3	13
Flicker	12	0	0	1	0	13
Delicious	13	0	0	0	0	13
RSS	11	0	0	1	1	13
Podcasts	6	0	2	4	1	13
Blogs	7	0	2	3	1	13
Wikis	9	0	1	1	2	13
<i>answered question</i>						13
<i>skipped question</i>						0

8. How comfortable are you with the following services in your classrooms?					
Answer Options	Never used it	Uncomfortable	Comfortable	Very Comfortable	Response Count
Facebook	7	1	1	3	12
Twitter	11	0	1	0	12
YouTube	2	0	6	4	12
Flicker	10	1	1	0	12
Delicious	11	1	0	0	12
RSS	8	1	3	0	12
Podcasts	6	0	3	2	11
Blogs	6	0	2	4	12
Wikis	7	0	3	2	12
<i>answered question</i>					12
<i>skipped question</i>					1

9. How comfortable do you think your students are using the following services in your class?				
Answer Options	Uncomfortable	Comfortable	Very Comfortable	Response Count
Facebook	1	1	8	10
Twitter	2	2	6	10
YouTube	1	0	9	10
Flicker	3	4	2	9
Delicious	4	5	0	9
RSS	3	5	1	9
Podcasts	1	3	5	9
Blogs	1	4	5	10
Wikis	2	4	3	9
<i>answered question</i>				10
<i>skipped question</i>				3

10. If you used any of these services in your classrooms, what purposes did they serve?	
Answer Options	Response Count
	9
<i>answered question</i>	9
<i>skipped question</i>	4
Response Text	
I have used youtube to introduce topics in reading classes.	
I use Youtube to show a selected video	
Podcasts and Youtube in L/S class for authentic content. Blogs in writing class for idea sharing. You tube also in writing to supply ideas/prompts for writing.	
Illustrate / introduce reading theme	
Blogs are used to practice reading and writing. Podcasts are used to practice listening and note-taking. Youtube is used to practice listening or start a discussion on a topic for a writing class.	
I use videos I find on YouTube as writing prompts	
Introduced a topic for discussion, reading or writing	
Demonstrative purposes. Inter-communication. Real audience.	
I use youtube to enhance my lesson by showing clips of whatever subject I am going over. I also used Wikis and on-line dictionaries a lot	

11. Were these services successfully implemented in your classroom?		
Answer Options	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree	0.0%	0
Neutral	0.0%	0
Agree	44.4%	4
Strongly Agree	55.6%	5
<i>answered question</i>		9
<i>skipped question</i>		4

12. Why or why not?	
Answer Options	Response Count
	9
<i>answered question</i>	9
<i>skipped question</i>	4
Response Text	
Served as providing/awaking background knowledge	
It is a strong visual aid	
The students like something "real" and tend to pay more attention.	
visual presentation of written material	
Students like using technology. Some students learn better and produce more using technology and multimedia.	
I download the videos from YouTube and show them on RealPlayer. That way, I know the content and I pick the highest quality.	
Students like a change of activity & like technology	
Students were patient with problems and we worked through it as a class.	
The instructor needs to show the value of the internet use.	
The students like you tube because it gives them a video that complements the lesson and makes it come alive for them.	

13. What do you think your students' attitude was (or might be) about using these services in your classrooms?	
Answer Options	Response Count
	9
<i>answered question</i>	9
<i>skipped question</i>	4
Response Text	
I think they enjoyed it for the most part.	
As they use Youtube all the time themselves, they were content with it.	
Positive	
positive	
Most really enjoy it, but there are a few students who are not accustomed to technology and for those it was sometimes frustrating or challenging.	
They love the videos. I'm sure they wish I would bring in more.	
They like it	
They like it.	
I think they love all kinds of technology. They would love it.	

14. Were there any concerns you faced in implementing these services in your language classrooms?		
Answer Options	Response Percent	Response Count
Strongly Disagree	0.0%	0
Disagree	22.2%	2
Neutral	33.3%	3
Agree	33.3%	3
Strongly Agree	11.1%	1
Not applicable (you didn't use them)	0.0%	0
<i>answered question</i>		9
<i>skipped question</i>		4

15.What were they?	
Answer Options	Response Count
	4
<i>answered question</i>	4
<i>skipped question</i>	9
Response Text	
level of language used and sound quality	
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.	
I wouldn't use a video that I had not previewed carefully.	
Problems with the laptop at time and its connection to the overhead projector, as well as other technical problems.	

16. What do you think are the educational advantages and disadvantages of Web 2.0 services (i.e., the ones mentioned in previous questions)?	
Answer Options	Response Count
	9
<i>answered question</i>	9
<i>skipped question</i>	4
Response Text	
They provide info in another medium but one must be very careful when choosing appropriate content. Also, I feel that something must be "done" with what is viewed.	
I think they can be a useful tool to enhance learning.	
Supply authentic material. Students are familiar and interested in these services.	
motivation	
different stimuli	
Quite honestly, I don't even know what Web 2.0 is, so all of my responses have been specifically directed towards the services that you have mentioned. In regards to the the advantages of such services, as I have already mentioned, students like using technology. Some students learn better and produce more using technology and multimedia. It appeals to a wider range of learning styles. Regarding	

disadvantages, there are a few students who are not accustomed to technology and for those it was sometimes frustrating or challenging. Also, there are sometimes problems with the technology which can waste class time and impede learning.

By adding video and sound, students get much more context that they can then respond to.

Lots of interesting things to discover & learn

They are comfortable with the services and it doesn't seem like work to them.

Web 2.0. Sorry what is that?

Appendix E: Participants' Demographics
Students (N=51)

Nationality							
Emarati	15	Egyptian	3	Chinese	1	Nigerian	1
Palestinian	8	Syrian	3	Indian	1	Lebanese	1
Jordanian	4	Afghani	3	Azerbaijani	1	Omani	1
Iranian	3	Saudi	3	Yemeni	1	Iraqi	1
							Total: 51

Gender	
Female	23
Male	28
Total	51

Mother Tongue	
Arabic	42
Farsi	4
Nupe	1
Malayalam	1
Farsi	1
Chinese	1
Pashto	1
Russian	1
Total	51

Age	
17	5
18	32
19	10
20	2
22	1
23	1
Total	51

Teachers (N=13)

Gender	
Female	7
Male	5
Total	12

Teaching Experience	
Less than 10	2
10-20	9
More than 20	1
Total	12

Age	
30-39	4
40-49	5
50	1
Total	10

Nationality	
American	6
Canadian	3
British	1
Total	10

VITA

Sebah Al-Ali earned her BA in English Language Fall 2007 from the American University of Sharjah. Being a digital native herself, Sebah's interest in implementing technology in language classrooms cannot be overestimated. This is why she looks forward to earning a PhD in instructional technology in the future.