The Use of Web 2.0 Technology Tools and beyond in Enhancing Task Based Language Learning: A Case Study.

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ABSTRACT

The study investigated the experience of 15 undergraduate students' use of Web 2.0 tools and other relevant tools in completing their task for English language learning. The task involved students to work in small groups and carried out their task as an English language teacher. Students were given the task to prepare a grammar lesson by using Web 2.0 tools and other relevant tools. The data collection involved interviews and reflections. The emerging themes were analysed based on Braun and Clarke (2006) thematic analysis. The themes were categorized into positive and negative experiences. The findings indicated that students have utilised various type of Web 2.0 tools. In addition, students have used Web 2.0 as well as augmented reality to complete the given task. The study provides understanding to instructors that an effective learning environment needs to strike a balance between relevant technology tools and appropriate pedagogical practices to enhance student learning experience and to equip them with the twenty-first-century skills.

KEYWORDS: Web 2.0 tools, task-based language learning, teaching English grammar, language learning ESL

Introduction

The benefits of embedding Web 2.0 tools in teaching of English language have been advocated by researchers and practitioners (Gonzalez & St Louis, 2008; Hartshorne & Ajjan, 2009; Soomro, Zai & Jafri, 2015). In Malaysia, a number of local researchers have documented the use of Web 2.0 tools in educational context. For example, Annamalai (2017); Ahmad Rusli and Mat Daud (2010) and Mohamed Nordin and Klobas (2010). More research is needed to understand the affordances of Web 2.0 tools and to create appropriate pedagogical practices. Currently, there is little evidence on studies related to Web 2.0 tools and English grammar teaching in the Malaysian higher education. In this study, the researcher presents a case study in which the researcher reports on task-based language learning with the use of Web 2.0 tools and provide an example that can be emulated by lecturers across disciplines and institutions.

The study was conducted for three reasons. The teaching approach based on textbook and teacher-centred approach is unlikely to meet the demand of the 21st century learning. According to Rhodes and Pufahl (2010), one size fits all text book does not promise content that will meet the demand of the techno-savvy students and their future. With the power of ICT tools and the Internet, digital natives can do even more. Teaching and learning activities in the current era are no longer confined to area or space located around the classroom and schools, but reaches out and envelopes the world in the virtual platform.

Second, Web 2.0 tools provide a natural stimulus for collaborative learning by increasing opportunities for online interactions (Annamalai, 2017; Hartshorne & Ajjan, 2009; Peeters, 2018). Despite their popularities, some serious concern on how effectively to integrate such tools in the classroom become a pertinent issue in number of studies and conferences (Chapelle, 2001; Wang & Camilla, 2012; Roy, 2014). In fact, Chapelle (2001) highlighted that the sociocultural benefits are limited if its applications are not based on appropriate pedagogical practices. Wang and Vasquez (2012) highlighted that more investigations need to take place to explore how specific features of Web 2.0 can be utilised in teaching and learning activities. Furthermore, the evolving nature of technologies should be acknowledged and there is a need to constantly unpack the potential of the ICT tools in a well-designed learning objective.

Third, the challenges in acquiring English language skills in the Malaysian context can be explained by a number of factors including the lack of motivation, restricted environment to speak in English and large classrooms (Normazidah, Koo & Hazita, 2012). Besides, the teaching and learning activities in Malaysia are predominantly teacher-centred and product approach (Annamalai, 2016). Educators hardly give students the flexibility to learn grammar and experiment the language and develop the sense of independent learning (Kaur, 2015). Thus, the tension between the teacher-centred and learner-centred requires investigation. It appears that educators are very often comfortable with the status quo tend to cling to the familiar approach and continue to teach in time-honoured ways. Those who view themselves as progressive tend to adopt constructivist approaches and neglect well established approaches (Pegrum, 2009). Similarly, a number of researchers documented that teaching of grammar in English classes are dominated by grammar translation approach and focused on preparing students for entrance exams (Song & Kim, 2017; Yook, 2010). The position adopted by this study is with the view that balance is required in any kind of teaching and learning activities. How does the lecturer effectively be a guide at the side for learners to acquire grammar? In this study, the researcher seeks to answer the questions by investigating the experience of students.

Using Web 2.0 as tools for task-based learning with ESL learners is a possible approach which has not been investigated in the Malaysian setting. This study investigates the experience of a group of ESL learners in a higher institution in Malaysia when they are given the flexibility to experiment the English grammar rules with Web 2.0 tools. The study concentrates on a task-based learning, group interaction, feedback, comments, collaboration and the use of Web 2.0 tools. This study would benefit practitioners, curriculum planners, teacher trainers, pre-service and in-service teachers.

Research Questions

The research questions that guide this study are:

1. What are the Web 2.0 tools utilised by the students to complete their task?
2. What are the students' experiences upon completion of their grammar task using the Web 2.0 tools?

Literature Review

The following section offers a scholarly literature review on task-based learning, Web 2.0 and heutagogical approach to give a view of the existing literature and accomplishment of this body of research.

Task-Based Language Learning (TBLL)

Task-based learning has become one of the leading pedagogical approaches and has received increasing attention from practitioners and educators (Ziegler, 2016) There are a number of studies that have supported task-based learning (Albino, 2017; Andon & Eckerth, 2009; Aubrey, 2017; Carless, 2004). Task based learning is a student-centred approach and subset of communicative approach where students need to use authentic target language in order to complete the task assigned to them (Ellis, 2003). The task is very often situations that they might confront in the real world (Norris, 2009). Students learn how to ask questions, negotiate meaning, interact and work within groups. Within this group work, they are able to observe different approaches to problem solving as well as to learn how others think and make decisions (Gonzalez-Lloret & Nielson, 2015). In a task-based learning approach learners will perform a task without any kind of constraints in the way the language is used. In other words, language forms are not determined in advance. As soon as students decide to apply the language they will be able to operate rapidly and efficiently in real time. Candlin (1987) have suggested six components in implementing task-based learning effectively: a) goal refers to the general aim for the task; b) input represents verbal or non-verbal materials that learners can manipulate; c) setting refers to the environment in which the task is performed; d) activities involve the things participants will be doing in a given setting and e) roles for teacher and learners are closely related to the successful implementation of the task and f) feedback concerns the task evaluation. The six components are considered in this study.

Research on task-based learning has focused on a number of English language skills. For example, Rohani (2011) employed task-based learning to develop English oral communication skill and found improvement on speaking skills compared to listening skills. Similarly, Albino (2017) used picture description task to improve students' speaking fluency and presented findings that students improved their speaking fluency by increasing the speed of their speech, grammatical accuracy and developing interactional activities. Buriro and Hayat (2010) introduced task-based learning where students are to role play certain task assigned to them. According to Buriro and Hayat (2010), students maximise the use of target language and gain speaking fluency. They concluded that task-based learning serves as a spring board for language teachers' future development. Baharun, Sidek, Idrus & Saad (2016) discussed on how task-based learning was utilised to encourage interaction, argumentative negotiations and collaboration in English. In another study, Ruso (2007) determined that students held a reasonably positive attitude in the task-based activity. Students were motivated to complete the task given to them and found improvement in their language performance. The study made clear that students do not like the teacher-centred approach that does not allow them to express in their target language. The studies reviewed above contribute to the increasing evident of the potential of task-based language learning. Putting grammar into task-based learning means fleshing out the meaning and the function of forms and presenting them in a package to which learners can relate. Thus, more research is needed to facilitate task-based language learning and technology.

In the light of the expanding research on task-based learning and technology in educational context, this study aims to provide a current state of art on how technology enhances

students' task-based language learning. The necessity of integrating Web 2.0 in learning activities has been stressed by a number of researchers (Collins & Hide, 2010; Parmaxi & Zaphiris, 2017). The integration of technology can assist students to communicate effectively and eventually construct knowledge. Therefore, this study intends to investigate on how students experience the task-based language learning mediated by Web 2.0 on learning English grammar. This study is distinct from other task-based language learning as learners need to present accurate grammar in their presentation. Therefore, although task-based learning does not give priority to grammatical structures (Negueruela & Lantolf, 2006), their task as an English language teacher who teaches grammatical aspects indirectly forces them to me cautious of their language that is used to communicate while presenting their work. To the researcher's knowledge, there was no real attempt or any literature related to teaching of grammar in the Malaysian setting which encourages students to understand grammar based on task-based language learning and Web 2.0 tools. The purpose of this study is not to measure effectiveness or to measure higher order thinking but to explore how task-based learning and technology can promote students to understand English grammar effectively.

Web 2.0 Tools/Technologies in ELT

According to García-Martín and García-Sánchez (2013), Web 2.0 can be categorised into two groups: social and emotional applications and instrumental applications. The former focuses on nurturing personal relationship via creation of profiles and are usually spontaneous in use while the latter are extensively used in education and require extra skills to utilise effectively. Examples of social and emotional applications are Facebook, You Tube, Twitter and Flickr. Examples of instrumental applications are Blogs, Wikis and Google Docs.

Web 2.0 applications, such as blogs, social media and wikis, can provide platforms which are actively facilitated by instructors, allow motivating and engaging learning opportunities that foster effective lifelong learning (Amzaourou & Oubaha, 2018). Specifically, Parmaxi and Zaphiris (2017) suggested a number of ways in which Web 2.0 can be capitalised for more effective language learning with proper theoretical and pedagogical alignment. Likewise, Hung and Huang (2015) argued that blogs can be used to enhance English speaking performance. Other studies have demonstrated the educational affordances of blogs foster knowledge construction, facilitate language learning and enhance social networking (Vurdien Micceli, Viscocnik & Kennedy, 2010). Godwin-Jones (2003) found language learners can use blogs to show the progress overtime and have the opportunity to write to the global audiences. In addition to blogs, existing literature have shown that the use of Facebook is a worthwhile avenue to enhance students writing skills in English language learning (Annamalai & Tan 2016). In fact, a number of studies have reported that Facebook not only improve learners' writing but facilitate interaction and collaboration to construct knowledge (Annamalai, 2017; Maranto & Barton, 2010; Shih, 2011). Some researchers believe that WhatsApp can play a crucial role in helping learners to consolidate learning and knowledge concretization (Annamalai, 2018). A quantitative study was conducted by Appiah (2016). Appiah (2016) reported the use of WhatsApp allows content sharing and overcome boredom. Andujar Vaca and Cruz Martinez (2017) claimed that WhatsApp was used as a platform to measure learners' degree of oral development. Another Web 2.0 tool which is often researched to support learning is wikis. Li and Zhu (2013) described wikis mediated collaborative writing project. They reported that the pattern of interactions influences the learners' perceived learning experiences. The study demonstrated that the mutually

supporting group has shown most learning opportunities. Focusing on collaborative writing in Spanish, Lee (2013) found that wikis afforded writing processes that permit collaboration and scaffolding at different stages.

To date, Web 2.0 authors a number of tools that facilitate effective language learning (Castaneda & Cho, 2012; Dippold, 2009). Despite all the benefits associated with the use of Web 2.0 tools in language learning, Parmaxi and Zaphiris (2017) found that the feasibility of these tools in various settings and culture remains unclear. In fact, they asserted that more studies are needed to effectively incorporate tools of Web 2.0 in language learning. What is even more worth noting is their suggestion for future research to focus on less researched Web 2.0 tools for learning. Similarly, Wang and Camilla (2012) put forward the idea that more research is necessary to understand how Web 2.0 can be effectively integrated in language learning. Hence, there is a need to bridge the gap by conducting a study.

Heutagogical Approach

Hase and Kenyon (2000) found that education has been a strong pedagogical relation between the instructors and learners. According to Carpenter and Green (2017), pedagogy may not be an effective framework to understand learning. For this reason, Hase and Kenyon (2000) developed heutagogy approach. The approach is believed to be aligned with 21st century learning that develops skills and ability pertinent to communities and workplace. Hase and Kenyon (2007, p.112) explain that from a heutagogical perspective, a learner is conceptualised "as the major agent in their own learning which occurs as a result of personal experiences" and can be viewed as self-directed learning. In self-determined learning it is pertinent for learners to acquire competencies and capabilities. Competency is related to the learners' ability to acquire skills and capability is viewed as learners' competency to make appropriate in different settings. Hase (2009) claimed that learning takes place when learners are ready. Also, Carpenter and Green (2017) found that heutagogy stresses on development of skills, creativity, self-efficacy and metacognition and not solely on knowledge acquisition.

Canning (2010) designed a pedagogy-andragogy-heutagogy (PAH) continuum which is illustrated in Figure 1. It illustrates the role of the learner, teacher role, autonomy and cognitive development. Pedagogy is viewed as an approach for children to understand content. Andragogy is viewed as an appropriate avenue for helping the learner build an understanding of how to negotiate their way through the learning process. As a result, the learner develops learning how to learn skills or metacognitive skills (Hase & Kenyon, 2000). The formal and informal features of heutagogy is basically build from theories and framework such as constructivism, humanism and double loop learning. Given its emphasis on independent and autonomous learning, heutagogy would offer an appropriate lens to investigate how students experience the task-based learning mediated by Web 2.0.

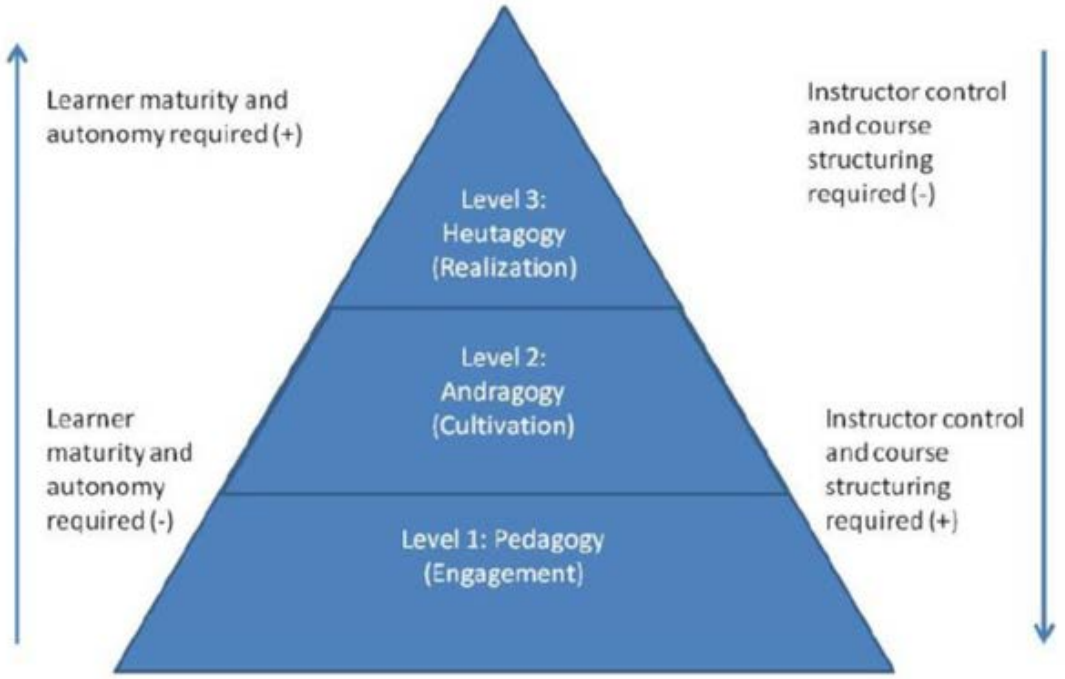

Figure 1: Pedagogy, Andragoy and Heutagogy continuum (Canning 2010, p. 63)

Methodology

This study is an interpretive case study that is analysed through a qualitative research method. The participants of this study were 15 Malaysian undergraduate students from a public university located in northern region of Malaysia. They were majoring in Science and Mathematics. English Language II course was a compulsory course for the program. The duration of the course is 15 weeks. Purposive sampling was employed in this study and the participants belong to the low and intermediate levels. Mixed abilities of students from the low and intermediate levels were considered in this study in order for them to contribute ideas and be involved in the discussion. Participants in this study were familiar with the use of social networking sites and technology tools. A simple test was conducted to put them into groups. The test consists of 40 objective questions on grammar and error analysis. As the participants in this study were involved in blended learning approach, the participants met the lecturer in the traditional classroom for three times and other meetings were conducted via webex. Moodle was used for e-lectures, forum and online interactions. Participants were briefed on the nature of the research and consent forms were given to them. They were given the freedom to withdraw from the research at any point of the research process.

Research Procedure

The study includes several modes of teaching and learning: a classroom discussion, forms in the virtual environment, students centred classroom activities, students' presentations, feedback and comments. The lecturer instructed the students to complete their task as English language teachers utilizing Web 2.0 tools to prepare their presentations to the class. The 15 students were divided into five groups. Each group consisted of three students from different

level of English ability (one low achievement and two high achievement students). A small group of students were formed to avoid social loafing and to carry out their task effectively (Keyton & Beck, 2008; Lam, 2015). The students present their work in groups. When the presentation ends, the class needs to comment and question the work presented. The task given to them typically consists of the following steps:

1. Week 1. Students attended the traditional classroom lecture on parts of speech and English grammar. Students were instructed to carry out their task as an English language teacher planning their lessons with Web 2.0 and other relevant technology tools. Their task is to present their content to the class and further prepare exercises related to the topic which they have taught. Students were given a simple explanation of the tools available and were also given the freedom to explore any other current tools that can be used for English language learning.
2. Week 2. To ensure reading is done on matters related to grammar, students need to share their materials during the class discussion. Students need to report to the lecturer on the tools that will be employed in their presentation. This method helps the group members to clear their doubts, misconceptions and to ensure that the students are on the right track.
3. Week 3-4. Problems related to English grammar which cannot be solved were guided by the lecturer. This helped students to make necessary changes to their content.
4. Week 5- 8. Students need to attend webex session which is part of the blended learning approach.
5. Week 9- 12. All group members need to present their work in the classroom. The students received, feedback from the lecturer and peers. The lecturer emphasised the need for comments as a part of their assessment for course work. The lecturer further reinforced their knowledge by conducting lessons on different aspects of grammar.
6. Week 13-15. Semi-structured interviews were conducted with the 15 participants and reflections were collected.

Data Collection

Focus group interview was conducted and each interview lasted for 30-40 minutes. All interviews were recorded and transcribed. Data were also collected from reflective journal. Students were instructed to write their reflective journal weekly to identify their role they played in their groups, task they contributed and other experience in completing the task assigned to them. The reflective journals were collected on the 15th week after the interviews. The researcher read the interview transcript and the reflective journal. The four criteria for qualitative research by Lincoln and Cuba (1985): confirmability, credibility, dependability and credibility were considered in analysing the qualitative data. Credibility was achieved via data triangulation and prolonged engagement (15 weeks), transferability was achieved with description of setting and participants, dependability was achieved with research triangulation and confirmability via audit trail, critical reflexive analysis, and member checking. Braun and Clarke (2006) thematic analysis were considered to analyse the emerging themes from the interview and reflective journal. Two coders were trained to categorize the sentences.

Findings

The following section discusses the technology tools utilised by the students and emerging themes from the interviews and reflective journal.

Tools utilized in completing their task

In this study, the students utilized Kahoot, Powtoon, Animaker and Explee in their presentation and explain the rules to the class. Quizzes, grammar notes and cloze test were designed by the students to carry out their task as an English language teacher. The students were given the flexibility to discover any other tools that are available. According to Le (1999) research can be considered as an excursion and the entire meaning of the study can only be achieved when the excursion ends. There are no promises or assurances that the excursion will follow what was planned at the initial stage. In this study, there were groups who actually went beyond using the Web 2.0 tools and examined the used of augmented reality (AR) 2.0 such as Blippar, Layar and Zappar. Augmented reality has provided a new way of learning to become more interesting apprehensible. Augmented reality illustrates the extra digital information and make complex information easier to understand. It is based on 3D models and you can set rotation, transparency and colour scheme. In this study, students used visualized topics from print materials and turning materials into interactive tools.

Collective contribution in reconstruction of grammar rules

The task-based learning provided students more opportunities to think and design their teaching activities. They were focused on the teaching materials related to grammar, creating the text for class presentation and understanding the grammatical rules correctly so that they will not have problems during their class presentation. Participants highlighted that:

> SA2: group members were able to explain the difference between ‘either or an neither nor
> SA5: search for grammar notes on books and Internet. I have learnt of different types of conjunction…correlative and subordinate”.

Participants confessed that it is a valuable and energizing experience. They explained that they have more chances to learn when they are given the opportunity to interact and collaborate with group members. Group members respected each other’s’ ideas and adapted the ideas to complete their task given. The participants indicated shared cognition and co-working attitudes. The following statements were the typical comments from them:

> SA6: I have learnt a lot on grammar.
> SA7: understanding grammar rules before constructing the quizzes
> SA7: I have learned a lot of tense with my team and I know how to recognize what type of tenses to be used
> S10: construct own sentences based on the grammatical rules

The findings from the reflective journal seems to emphasize the benefits of interaction and collaboration. Participants assert that group work allows them to discuss ideas and deepen their understanding of grammatical rules. For example:

> SA14: We find that there are still some mistakes in our information, so we search for more details to overcome the mistakes

SA15: I learn future tense from my group members. She taught me (group member) that for future tense we need to write the specific time. For example, I will go to school tomorrow.

Effective Web 2.0 tools for grammar learning

Students appreciated the Web 2.0 tools emphasizing that they allow effective presentation and interaction. Web 2.0 tools were viewed as tools to increase learning and discussion. Some of the tools sparked discussion. They stated that:

SA2: Interactive. Kahoot all participants were concentrating. Powtoon is an application that uses the concept of animated video. It is a very interesting and interactive application
SA4: Powtoon is interesting. Powerpoint presentation students are bored
SA6: It is different from traditional learning, prefer animation, not boring and more interesting. New way of learning

Participants noted that the tools were interesting and able to arouse the interest of the class. These tools include kinaesthetic, visual and musical features which allow participants to design interactive presentations. In this manner, learning activities were conversational rather than one-way interaction. This was exemplified in their reflective entries as follows.

SA7: The content of the video is easy to understand because that are build up an image to understand concepts, is presented with animated video which can be opened anywhere and anytime.
SA8: The video shows few diversity of characters, backgrounds, templates make the video more interesting to watch. In addition, they put their voice as background to help in explain instead just showing few words and formulas in their video.
SA7…use Kahoot as their assessment and that make our competitive classroom
S14: Kahoot was designed for social learning, with learners gathered around a common screen. The Kahoot trivia game is very good idea because it's providing platform which aims to be fun to learn.

Psychological Difficulties

With regard to challenges, students confessed that the interactions were constrained when the commonality among group members is absent. At times, group members had different needs and preferences which led to difficulties in reaching consensus. Their dissatisfactions are illustrated in the following section.

SA 1: never sleep… arguments with group members
SA2: can't decide on the topic and tools… keep changing

The findings from the reflective journal highlighted that students were not able to follow their friends' presentation. For example,

SA13: I cannot catch up for certain slide. Next, their explanation of definition for certain tenses is quite difficult to understand for those who are weak in English like me.

The major difficulty faced by students is the disappointment to connect to the Internet. They task heavily depend on Internet and led to disappointment and frustration. They expressed that:

> SA11: the hostel's public network has brought in many inconveniences such as the intermittently network has affect the time of completion… Influences our group members' emotion like irritable to complete the work.
>
> SA11: It caused many controversies because we need to overcome the problem in short time and everyone is from a different background, so we can't determine who idea is wrong or right.

Lack of presentation skills

As the task given to them involves speaking skills, students were not confident and prepared to present their task. The peers expressed their dissatisfactions and gave some suggestions to overcome their weaknesses. They commented that:

> SA7: not well prepared. Last minute job, messy, not able to handle…
>
> S14: presentation was fast, you see and it is over. Too many slides

The participants expressed their dissatisfaction during their friends' presentation in their reflective entries too. The limited knowledge in presentation and designing effective slides caused concerns and struggles for the participants who is part of the audience. The participants stated:

> SA8: …some improvement needed in their presentation …when there is no Internet connection such as video that can be downloaded
>
> SA8: the presentation can be improved by not having too many words when already have image to help the content. The presenter can increase in communicate with audience to help audience focus on them
>
> SA9: Video is tool long makes it bored after a long time. They did not give the answer for the question with the hope that audience can find it themselves. One of the improvement that can be done is do not make video too long and also provide answer for the quiz or link to check the answer
>
> S14: I feel a bit disappointed about their presentation skills. Their poor attitude has affected my satisfaction…the way they try to explain was unclear and not serious. I hope next time they can put away their playing attitude to do well in their presentation

Technology Difficulties

Although development of technology tools has opened up unlimited possibilities for students to engage with learning sources, at times problems and issues arise.

> SA2: at night the Internet is not okay…you can't go into the apps and it restarts again
>
> SA5: Internet connection is slow and break down

Issues of access still persist although it has been a problem addressed in most studies. Network overloaded and not able to handle the amount of activities were highlighted by the participants. They expressed in their reflective entries by stating:

SA13: ...when I want to scan the code, I realised that I was sitting far away from the screen…I had problem scanning the code…I need to scan the code for each and every time I access…I can say that I cannot access to their lesson if I have no code in my hand So I can't study every time and everywhere when I need the lesson to study.

SA13: When the wifi connection is very slow, it will affect the speed and quality of learning.

SA14: The hostel public network has bring in many inconveniences such as the intermittently network has affect the time of completion

Discussion

The study was designed to explore the use of Web 2.0 tools and task based learning in teaching grammar with the Malaysian ESL students. A wide range of Web 2.0 tools was utilized by the students demonstrating a number of strengths and weaknesses. The students explored their potential in employing various Web 2.0 tools to support the task given to them. The most commonly investigated Web 2.0 tools in previous studies are blogs, Facebook and wikis. However, this study has exposed other less researched tools such as Kahoot, Thinglink, Powtoon and Animaker. The study points to the fact that Web 2.0 with appropriate pedagogical practices can open new dimension in language teaching and learning activities. Web 2.0 tools should be integrated in the pedagogical repertoire to frame the use of Web 2.0 effectively. Students have thoroughly explored the affordances of these tools before it was used in their presentation. Obviously, when students are given the opportunity to discover and experiment they seem to be well versed with the available tools and able to optimize the use of Web 2.0 features. Students in the current era are easily able to navigate and realise the affordances of Web 2.0 tools. The findings of the study are consistent with Parmaxi and Zaphiris (2017) who urged research to focus on less researched Web 2.0 tools. Ito et al. (2008, p.2) has pointed out that students' participation in this techno-savvy environment "suggest new ways of thinking about the role of education." The researcher found additional information on the use of tools beyond Web 2.0 tools. Interestingly, the study found the use of augmented reality such as Blippar, Layar and Zappar. Augmented reality helps digital modelling and simulations that will help students to understand subject matter much effectively.

The findings from the interview and reflective journal highlight the ability of students to understand the grammatical rules and explain to the class. The original content production and presentation seems to be a productive and effective attempt to acquire knowledge related to grammar. Also, preparing certain exercises during the class presentation further enhances their grammar knowledge. Thus, this proposed study will allow students to better understand English grammar rules and interface their use when they carry out their task as an English teacher. The study provides an overview of how educators can unpack the potential of these technologies without much hassle with the students being the active learners in the 21st century learning. Moreover, the task-based learning has evoked thinking beyond face value of information as they tried to do their best in presenting their work, critically analysing their friends' comments and made clear doubts put forward by their friends. This is in line with several studies that indicated the task-based learning has a positive outcome when it is designed with appropriate pedagogical practices (Albino, 2017; Baharun, Sidek, Idrus & Saad, 2016; Buriro & Hayat, 2010; Rohani, 2011). The current task-based learning mediated by technology is significant for various reasons:

1. It allows for a comprehensive understanding of grammatical rules, organising the ideas and design the presentation.
2. The task allowed them to skim, scan and read materials in English
3. Students produce their own presentations and materials with proper exercises and more importantly they have to present their materials of what they understand before they are able disseminate the knowledge to the class.

The study argues that the task-based learning mediated by technology has engaged the learners in critical thinking as students are expected to analyse the ideas, and create exercises via Web 2.0 technology intelligently to convey the accurate idea and knowledge. In this way it helps them to explore and discover a diversity of perspective. It obviously encourages intellectual agility. This motivated them to attend classes with purpose and be prepared when they are attending lectures. If implemented effectively, the whole study can actually get all the students to work together in the all the four language skills: listening, speaking reading and writing. All the students and lecturer were completely involved in the learning atmosphere. The shared materials or compilation of the presentation and notes has resulted a broader view of course content. Also, the use of augmented learning indicates the evolving nature of technology tools. Students are showing their interest in augmented reality and thus integrating augmented reality in teaching and learning activities which will create fun and excitement for students.

Alongside the advantages mentioned above, incorporating Web 2.0 into teaching and learning activities also present certain challenges. It is pertinent to educators interested in Web 2.0 tools teaching to explore the challenges in order to prepare for successful and effective lessons. Teachers can guide students on presentation skills which indirectly enhances their speaking skills. Psychological difficulties and break down need to be addressed by instructors being involved actively and keep track of learners' progress. Educators should not limit their role only on giving instruction and direction. They should be able to look at the social and cognitive presences. Garrison, Anderson and Archer et al. (2001) have suggested Community of inquiry (CoI) model as a guide for students who are involved in the online learning environment. Staying connected with the students in the online environment will be able to assist the students when they are in trouble.

Pedagogical Implications

Based on the findings, ESL lecturers and practitioners are recommended to make judicious use of Web 2.0 tools when planning the task-based learning activity. Using technology and appropriate teaching approach can bring a more holistic picture of students' grammar development. Integrating task-based learning and Web 2.0 tools simultaneously in learning activities can bring more dynamics to the development of the English language skills. Gray, Annabell & Kennedy (2010) highlighted that one of the reasons for the limited use of Web 2.0 is the lack of example on how academic can draw on. Furthermore, students are venturing into augmented reality and it is wise for educators to consider augmented reality in their teaching and learning practices. It is hoped that this study will be a guide for lecturers and practitioners. First, curriculum of school and higher institution should include training that considers Web 2.0 and task-based learning for English language learners. Additionally, teachers must be well-versed in task-based learning activities to involve students in task-based learning. In other words, they need to strike a balance between the use of technology and the appropriate pedagogical practices.

As noted earlier, teacher centred approach is still dominant in Malaysian educational settings producing students who are lack in personal independent learning, critical thinking and analytical skills. Theories that relate to active learning and heutagogy stress on freedom of choice and responsibilities for the educational process should be stressed in teacher training colleges. Educators' role should be stressed as a consultant with a minimal degree of interference. This will eventually lead to tremendous transformation of students who are very much dependent on lecturers to disseminate knowledge. Finally, the higher institution climate should be well equipped with technical support and Internet. The efficient use of technology in higher education demands the fore-mentioned steps to be considered. By doing so, instructors will be able to use technology tools effectively and confidently in their teaching practices.
There are signals that students are interested in augmented reality. Therefore, integrating augmented reality in their pedagogical practices will motivate, engage and eventually lead to effective learning outcomes. Also, integrating multiple technologies opens up new direction for learners and educators. The findings become relevant to teacher education, professional development and policy makers.

Conclusion and Limitation of the Study

This small-scale study was conducted to understand and untangle the experiences of students for English language learning by integrating Web 2.0 tools and task-based learning. Although the data is limited and insufficient to generalise, the study can be a useful avenue for future studies. The study needs a longitudinal study of Web 2.0 that considered the use of these tools over extended period of time. It is also necessary to consider other types of learning such as project-based learning and problem-based learning. Future studies can also consider augmented reality and ways in which it can be utilised for language learning.

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