Tertiary Students' Application of Web 2.0 for English Language Learning

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ABSTRACT

The purpose of this study is to investigate students' awareness, behavioural intentions and factors that influence the learning of English through the use of Web 2.0 technologies such as Facebook, YouTube, Twitter, Wiki, LiveMocha and Flickr at a local university. This paper aims to extend existing knowledge on Web 2.0 technologies in language learning. The Technology Acceptance Model was referred to in constructing the questionnaire. The study investigated students' uses of and preference for Web 2.0 technologies. Questionnaires were distributed to final-year undergraduates. The results indicate that gender, ethnicity, age, study programme and usage frequency have no significant relationships with the six dimensions discussed in the TAM model.

Keywords: Web 2.0, Technology Acceptance Model, English (TAM), Language Learning

Introduction

English language plays an important role in education, and the Malaysian government has taken many initiatives to create awareness about the importance of English. A survey conducted in a local university that involved 4,000 graduate students indicated that proficiency in English language was the second most important factor that employers consider. Other factors include critical thinking, communication skills, and information and communication technology (ICT) (Singh, 2008). Many universities regard English language as an influential factor in preparing students for their future career. With the advancement of ICT, traditional methods and strategies of teaching and learning languages are being replaced by revolutionized electronic facilities and media. Teaching methodologies, educational programmes and materials go through changes due to innovative educational theories and improvements in technology (Inozu & Ilin, 2007). Malaysia, like many other societies, has attempted to incorporate technology into the educational system. These include launching the Smart School programme and equipping teachers with laptops and LCD projectors in ordinary schools. In addition, the setting up of virtual universities, such as Universiti Tun Abd Razak (UNITAR) in 1998 and the Open University of Malaysia (OUM) in 2000 are proof of the growing interest in the use of technology in the learning processes (Karim & Hashim, 2004).

Today, a set of online tools called Web 2.0 allows millions of users to publish their ideas and collaborate with audiences all over the globe (O'Reilly, 2005). Social networking sites such as Facebook, Friendster, Flickr, Bloggers, YouTube and Myspace provide phenomenal opportunities for people to interact with each other, share and exchange views and ideas. By just a simple click, individuals with Internet access have the ability to log on to various websites and applications. Web 2.0 is one of the most fashionable terms related to the Internet and has replaced Web 1.0 that facilitates only one way video conferencing and the use of e-mails. There is no set definition of Web 2.0 currently, but the nearest definition stated by O'Reilly is that the network works as a platform while spanning all connected devices. Web 2.0 is the platform that continually updates data, gets more people to use the Internet, and consumes and remixes data from multiple sources (O'Reilly, 2005).

The usage of Web 2.0 as a learning tool in education is growing because of its technological characteristics and the advantages it offers. Web 2.0 characteristics, such as shared knowledge, and the fact that it is data driven, user friendly and accessible make it a beneficial learning tool (Rubio, Martin, & Moran, 2007). In addition, Web 2.0 offers speed and flexibility in accessing information which is an advantage for learning (Grosseck, 2007). Anzai (2009) claimed that the usage of Web 2.0 technologies such as wiki became an authentic and engaging experience for students. Students can access resources in English and also have a plethora of opportunities to communicate in English in highly interactive communities of English language learners. He also added that the emergence of the Web 2.0 technologies has provided individuals with a better chance to learn and use English in natural settings. One of the most popular Web 2.0 technologies is Wiki which allows collaboration. Wiki was first created in 1995 by Cunningham for his team to design web pages collaboratively. Each page can store information and can be easily edited and commented upon (Neumann & Hood, 2009). In addition, it is a simple, open, and interactive way to edit and organize web pages.

Furthermore, students are able to access Web 2.0 sites anywhere and anytime. Teachers and students have the chance to interact effectively compared to traditional ways. The response and feedback of teachers towards students are faster in Web 2.0 applications such as Wiki and blogs (Grosseck, 2009). Thus, using Web 2.0 as a tool for learning English can make the learning process more interactive and fun. However, studies of the use of Web 2.0 technologies for second language learners are scarce in spite of its potentiality.

Statement of the Problem

The importance of Web 2.0 as an effective tool in teaching and learning processes in language education has been acknowledged. Web 2.0 tools have made English classes more fun compared to traditional methods. Students' attitudes towards English learning have changed tremendously (Shihab, 2008). However, even though students might be fully aware of using Web 2.0 for learning English, an appropriate learning environment is needed to maintain interaction between students. Web 2.0 features and tools can create a more personal learning environment for language acquisition and immersion where students can interact, debate and practise English. Since using a computer is a necessity at institutes of higher learning, and every student uses the computer for a variety of needs and purposes and applications. In doing so, they are consciously or unconsciously involved in learning English, for example, via reading instructions and commands in English. With this in mind, the current study hopes to answer questions on whether students were able to use the Web 2.0 tools to further improve their English Language competency. The research objectives of this study are as follows:

1. To find out the students' level of awareness of Web 2.0 in learning English.
2. To investigate students' intentions of using Web 2.0 for learning English language.
3. To identify the factors that encourage the use of Web 2.0 for undergraduates to learn English.

Review of Related Studies

The Web 2.0 development makes it possible for information to be created, shared, stored and distributed. Web 2.0 is based on user-generated content where users can collaborate. Of late, many online social networking sites have emerged and thus, personal information, photos and videos can be easily shared. There have been a lot of new features and layouts created by Web 2.0 developers competing to attract online users to use their services. The functions of sharing, creating, transfering, commenting and playing online games are made available for users to choose. Every Web 2.0 technology has its own identity and speciality. Some companies prefer to concentrate on photos, while others on social networks, writing or videos (Ajjana & Hartshorne, 2008).

Furthermore, Web 2.0 reduces costs for learners who want to learn a particular language. The learners can learn at home on their private networked computer. Moreover, Web 2.0 offers ease, speed and flexibility in accessing information. Less time and energy is required for exploring and searching for information. Learners do not have to go to libraries when they can just browse and get the information they want on the Internet. Furthermore, Web 2.0 is user friendly and requires

minimum ICT competence. Moreover, the opportunity for the learners to trace and interact with their old friends and relatives mean that they are can use English whilst linking up with their friends and relatives using Web 2.0 technologies (Grosseck, 2009).

Web 2.0 in Education

Jeffries, Carsten-Stahl and McRobb (2007) stated that, the employment of ICT in the teaching and learning process should not be limited to keeping abreast of technological change. They are of the opinion that educators should instead employ ICT in their pedagogical instruction. In other words, to embrace ICT in the teaching and learning process, educators should be able to link and integrate ICT with their pedagogical practices. Thus, Web 2.0 technologies offer these potentials which can be used by lecturers in their pedagogical practices. Lately, educators have developed innovative ways in teaching that integrate various Web 2.0 technologies in teaching-learning activities. Web 2.0 can be used as educational tools to make learning interesting and fun. Each Web 2.0 technology may indirectly help students in particular ways.

Blogging is one of the most common Web 2.0 technologies that is gaining popularity in improving students' performance in writing in English. The blog lets students experience real writing because the students have to generate ideas on their own based on their experience, values, culture and beliefs. Blogging is used by teachers and lecturers to bring the class together while they write on common topics such as sports and others. It enables teachers to track their students' writing easily because they can observe the latter's writing on blogs. Besides, feedback and comments can be given immediately to students, and the students can also give comments and feedback to their friends. Blogs let lecturers and teachers post new information such as homework and assignments for their students which they can access easily (Grosseck, 2009). As bloggers, students can build a community network to share knowledge and develop language competence.

Photo sharing or slide websites such as *Photobucket* and *Flickr* are websites that generate creativity and writing without pressure. The application provides the opportunity for students to critique and add notes to photos or images used during classes. The photo sharing application also encourages creativity in using photos for presentations that the students captured or collected by their own. As Web 2.0 can be accessed by users all over the world, the posted presentations on the website will have feedback that can help to develop students' competence in English. This activity can be done anywhere, anytime, with anyone in just minutes (Grosseck, 2009).

Video sharing is also considered an application that can help students learn a particular language. Video sharing websites can be used by instructors to give particular topics as assignments where the students have to create their own videos. The topics may include languages, cultures, and current issues in the country which are of interest to the students. One of the most popular websites used in video sharing is *www.youtube.com* where students can create their own videos and upload them on the Internet for global viewers. The motivation for learning the English language can be seen indirectly in this application (Grosseck, 2009).

Social networking sites allow the students to create personal profiles and connections with their family, relatives, schoolmates, teachers, friends and others. Based on a recent research survey by Pew Research Center, 55 % of online Americans aged 12 to 17 years old have their own social networking accounts such as Facebook and Friendster (Lenhart & Madden, 2007). Educators can use social networking sites to communicate with their students and share additional knowledge with their students.

Web 2.0 in English Language Learning

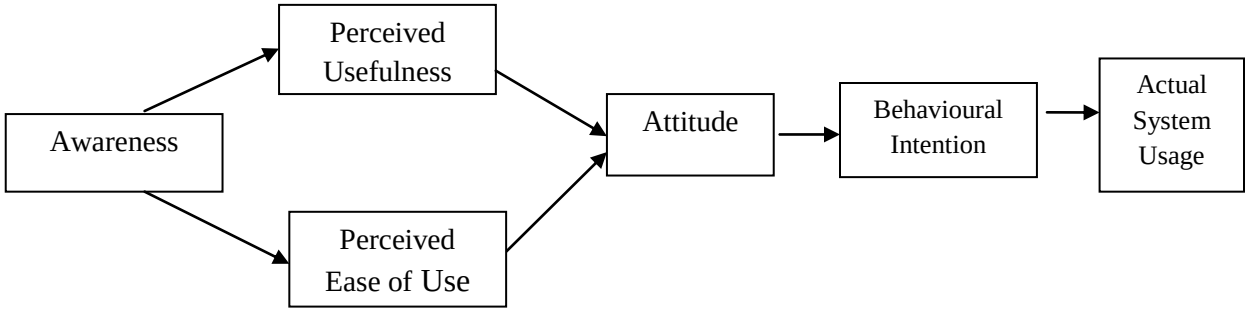
Web 2.0 offers greater academic potential because students do not need special training to use it. Students can have someone to introduce and invite them to join an application. When using Web 2.0, once an instructor introduces the activity, students can continue on their own (Shihab, 2008). The instructors and teachers can monitor their students' progress online. The feedback and comments can be done in just seconds. Furthermore, Web 2.0 applications such as Wikis, Blogs and YouTube allow users to take responsibility of what they write and post. Writing and posting for a public audience can help to improve their English language because the style and content of the contribution require the contributors to look at what they write more critically (Grosseck, 2009). The pressure from writing for a global audience makes users more conscious about what and how they write. Thus, Web 2.0 applications can be considered helpful for learning the English Language because of the authentic environment they offer.

Theoretical Framework

The theoretical framework for this study is the Technology Acceptance Model (TAM). In this model it states that a person has the tendency to form attitudes and intentions when using a particular new technology and there are a number of factors that influence the decisions about how and when to use this technology. These attitudes and intentions may be clouded by apprehensions formed by perceptions, social influences and traditional or habitual behaviours (Davis, Bagozzi & Warshaw, 1989**).** The TAM model has been modified and used for this study. The TAM Model is also widely accepted by information system researchers because it is simple and there is a wealth of recent empirical research supporting its use (e.g. Bagozzi, 2007; Venkatesh & Bala, 2008). Students' intention of using Web 2.0 in learning English is best explored by using this model as shown in Figure 1 and explained in the following diagram.

The TAM model is technology-based and incorporates behavioural intention related to learning English

Figure 1. Modified Technology Acceptance Model (TAM) (Davis, 1989)



Awareness

Awareness is the state or ability to perceive, to feel, or to be conscious of events or objects. At this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something (Davis, 1989). This study measures the extent to which students are aware of using Web 2.0 to help them to learn English.

Perceived Usefulness

Perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance his or her job (Davis, 1989). The perceived usefulness influences a large extent of the user's acceptance of a system and is positively associated with system usage (Venkatesh & Davis, 2000). This study measures the extent to which students believe using Web 2.0 will help them to learn English.

Perceived Ease of Use

Perceived ease of use is defined as the degree to which a person believes that using a particular system would be free from effort. Ease of use is an important determinant of system usage through perceived usefulness (Davis, 1989). This study measures the perceived level of ease of use of Web 2.0 to learn English.

Attitude

Attitude is defined as the degree to which the individual favours a certain idea or object (Ajzen, 1991). The current study measures the attitude of students' using Web 2.0 to learn English.

Behavioural Intention

Behavioural intention refers to motivational factors involved when an individual intends to take a specific action (Ajzen, 1991). This study measures the behavioural intention of students of using Web 2.0 to learn English.

Actual System Usage

Actual system usage is affected by the perceived ease of use and perceived usefulness. This study measures how often the students use the Web 2.0 to learn English.

Methodology

The study uses a descriptive methodology of data collection and analysis. The respondents were asked questions related to their profile, behaviour intentions, awareness, perceived usefulness, perceived ease of use, attitude, actual usage, demographic and lifestyle characteristics in relation to using Web 2.0 for learning English through a survey. A descriptive research study describes in detail the characteristics of a population and this method is appropriate for the study. A survey was chosen because it is simple to administer and the data are reliable (Malhotra, 1996, 197).

Respondents

The targeted population and respondents were selected from among final year students who were from four different degree programmes. Their major discipline was Malay Language, English Language, a foreign language or communication. They were from different ethnicities, ages, geographical areas and genders. The simple random sampling technique was used to select a sample of final year students from the four departments of the faculty. From the prepared list of students, the sample size was determined. All final year students in the mentioned disciplines had an equal chance of being selected in the sample. This technique was used as it had the least bias and offered most generalizability (Malhotra, 1996). The name list of the final year students was requested from the faculty office to identify the specific sample for this study. The term population refers to an aggregate of all elements sharing some common set of characteristics for the purpose of research (Malhotra, 1996). The sampling frame is a representation of the target population which consists of students from each programme. From the prepared list of students requested from the administrator of the faculty, the sample was determined. The criterion for selecting the sample size is based on Table 1. The sample size was determined using the statistical table by Sekaran (2003). Within the faculty, 217 students were selected. Sekaran (2003) states that for a population size of 500, 217 respondents were deemed appropriate. The percentage was calculated for each department and the participants were then chosen randomly

Table 1. Number of students classified by department

Items		Population 100%	Sample 43%
Department	Malay Language	119	61
	English Language	122	51
	Foreign Language	143	52
	Communication	122	52
	Total	506	217

Research Instrument

The research instrument used for this study is a survey questionnaire which provided primary data. Out of 217 distributed questionnaires, 103 were returned. The questions were designed to meet the objectives of the study. The language used in the questionnaire was English. The questionnaire comprised two sections with a total of 26 questions. Section A consisted of eight questions enquiring about the respondents' demographic data such as gender, race, age, programme, hometown, and frequency of use and the students' experience of using Web 2.0. Section B asked questions related to the TAM model in terms of awareness, perceived usefulness, perceived ease of use, attitude, behavioural intention and actual usage. The responses were based on a five-point Likert-type scale from *strongly agree*, *agree* to *strongly disagree*.

Research Procedure

The questionnaires were distributed to respondents in class. Explanations were provided to help respondents who could not understand some questions. Then the questionnaires were collected for data processing.

Data Analysis

Data collected were coded before being entered directly into an Excel spread sheet. The organized data were prepared before being imported into the Software Package for Social Science (SPSS). Data analyses were done using a variety of statistical techniques. Constructs with multiple items were tested for validity and reliability. The goodness and correctness of data entry were examined. Establishing the goodness of data lends credibility to all subsequent analyses and findings (Sekaran, 2003).

Results and discussion

This section presents and discusses the results of data analysis. Descriptive statistics of the demographics of respondents were first provided followed by respondents' preferred Web 2.0 technologies. Further, reliability tests were applied to the multiple-item variables to establish their efficiency and correlation to ensure that multi-collinearity did not exist. A brief summary

and discussion on the respondents' perception towards the usage of Web 2.0 technologies is also presented.

Profile of respondents

A total of 103 completed questionnaires were obtained from the distribution of 217 questionnaires. The respondents were mainly females (74, 71.8%) and only 29 (28.2%) respondents were male. The majority of the respondents were aged 23 to 24 years old as they were final year students.. In terms of study programme, the highest number came from Malay Language with 34 respondents (33%), while Foreign Language had the lowest with only 16 respondents (15.5%). The hometown of the respondents showed that majority of the respondents came from urban areas (65%), with only 35% from rural areas. This shows that most of the respondents were from developed areas associated with higher computer literacy. The questionnaire covered the respondents' usage of Web 2.0 technologies as well, and the majority of the respondents (79.6%) used some form of Web 2.0 every day. The data indicate that 9.7% of the respondents browsed through their web 2.0 applications twice a week. In other words, the students were quite frequent users of the Web 2.0 technologies.

Web 2.0 technologies

The results show that majority of the 88.3 % respondents chose Facebook as their most used Web 2.0 technology (see Table 2). Of late, more people have joined Facebook because of its layout, user-friendly links and entertaining online games. It has become a trend for all age groups to have a Facebook account (Tiffany, Pempek & Calvert, 2009). The second highest registered Web 2.0 technology among the respondents is the video-based Youtube (5.8%). This indicates that students do not focus their usage on only social networking sites but on various types of Web 2.0 technologies. Meanwhile, the least used technology was LiveMocha. This site offers opportunities for users to learn English through social networking and to have fun at the same time. Unfortunately, few users from Asian countries appear to be aware of this website.

Table 2. Top three Web 2.0 technologies used by respondents

	Web 2.0 technologies	**Frequency**	**Percent (%)**
1.	Facebook	91	88.3
2.	YouTube	6	5.8
3.	Friendster	3	2.9

(n = 103)

Reliability statistics on target variables

Cronbach Alpha was used to determine the reliability of the 6 dimensions of TAM where each dimension consists of multi-item variables. The benchmark for Cronbach Alpha is a reliability index of 0.6 or greater (Bonti, 1998). As shown in Table 3, the six dimensions are Awareness,

Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioural Intention and Actual System Usage respectively. The reliability coefficient for the Cronbach's Alpha is 0.873 for awareness, 0.794 for perceived usefulness, 0.724 for perceived ease of use, 0.727 for attitude, 0.626 for behavioural intention and 0.645 for actual system usage. These results indicate a considerable reliability of the survey instrument used in this study.

Table 3. Values of Cronbach's Alpha, mean and standard deviation by each dimension of TAM

	Dimension	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Mean	Std. Dev.
1	Perceived Usefulness	.794	.793	4.2039	.56636
2	Perceived Ease of Use	.724	.722	4.1553	.60646
3	Behavioural Intention	.626	.629	4.0097	.56871
4	Attitude	.727	.727	3.9806	.69987
5	Awareness	.873	.885	3.9126	.91936
6	Actual System Usage	.645	.646	3.8252	.69207

Summary of each dimension of TAM

In this study, the respondents were asked to rate their technology acceptance and usage of Web 2.0 technologies. The questionnaire employs a Likert scale (= *strongly disagree*, 2 = *disagree*, 3 = *maybe* and 5 = *strongly agree)*. The questionnaire was constructed based on the Technology Acceptance Model (TAM) and analysed according to mean scores. The means of the six dimensions were ranked (see Table 3). The highest mean score is *Perceived Usefulness* (4.20). Majority of the students responded that Web 2.0 could help them in learning English. The second highest mean score is *Perceived Ease of Use*. The majority of the respondents found Web 2.0 easy to use in terms of the flexibility of interacting and collaborating with peers and instructors. The results also show that the students found it easy to use Web 2.0 technologies for learning English. The two lowest means were *awareness* and *actual system usage*. Results show that respondents always used Web 2.0 technologies but not always for learning English. They were not aware of the use of Web 2.0 in learning English. Furthermore, the results show that the respondents preferred to use Web 2.0 for other purposes such as for social networking, checking emails, and uploading pictures. In short, the respondents did find Web 2.0 technologies useful and easy to use. However, they were not aware of the potentials Web 2.0 technologies offered for learning English. The learners required more exposure and training to make them aware of Web 2.0 potentials in this aspect.

Response for each item

The entire 103 respondents agreed to all items in terms of Awareness, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioral Intention and Actual System Usage. None of the respondents disagreed with any of the items in each dimension. The mean score for each dimension and items ranged from 4.26 to 3.64. Thus, all the mean scores for each dimension and items were more than 3 as shown in the Appendix.

The items of all dimensions were ranked based on the highest until the lowest mean score. The ranking was done in an ordinal manner which was labelled accordingly (see Appendix). The first dimension of Awareness shows that the top-ranked item is the respondents' awareness of the existence of Web 2.0 technologies with the mean score of 4.00, followed by the item *I am aware of the usage of Web 2.0 technologies* (mean = 3.92), and lastly by the item I *am aware that I can learn English Language using Web 2.0 technologies* (mean = 3.73). This shows that even though the respondents were aware of the existence of Web 2.0 technologies, they were still less aware of the usage of Web 2.0 technologies to learn English.

The second dimension of Perceived Usefulness indicates that the majority of the respondents perceived the usefulness of using Web 2.0 technologies to learn English. The students agreed that the use of Web 2.0 technologies were useful in enhancing their vocabulary and writing in English. The mean score for *Web 2.0 can help students learn English* was ranked first (mean = 4.26), followed by *Web 2.0 technologies is a useful tool for me to practice writing in English* (mean = 4.06). The lowest mean score was the usefulness of the Web 2.0 technologies to the respondents to learn English (mean = 4.02). This suggests that the students foresee the usefulness of Web 2.0 in learning to write in English.

The third dimension of Perceived Ease of Use indicates that the top-ranked item is the use of Web 2.0 as a flexible tool in interacting and collaborating with peers and instructors. This was proven with the mean score 4.06. Surprisingly, the item *learning English through Web 2.0 technologies were easy for the users*, also has the same mean score of 4.06. Meanwhile Web 2.0 technologies functions were easy for the users to use and this was ranked the third (mean = 4.02). This shows that the respondents see the Web 2.0 as an easy tool for them to interact and collaborate with others.

The fourth dimension of attitude shows that all the respondents agreed that the Web 2.0 is a good strategy for learning English. This is supported by the mean score of 3.94 making it the top-ranked item. The second highly ranked item is the *Web 2.0 is useful in students' studies* with a mean of 3.92. Lastly, *the advantages of using Web 2.0 technologies outweigh the disadvantages* ranked third (mean = 3.87). Thus, we can conclude that the respondents perceived Web 2.0 as a good way to learn English.

The fifth dimension of Behavioural Intention shows that the respondents had the intention to use Web 2.0 in the future. The respondents agreed that they would add Web 2.0 application as another medium to learn English (mean = 3.88). This is followed by the second highly ranked item that in which the respondents indicated that they intend to use Web 2.0 technology to learn English (mean = 3.82).

Last but not least, for the Actual System Usage dimension, most of the respondents disagreed compared to the other dimensions. The top-ranked mean score for this dimension was that the students believed that using the Web 2.0 technologies could enhance their English competency (mean = 3.71). Furthermore, the second highly ranked item is that the respondents did not always use Web 2.0 to learn English (mean = 3.62).

Correlation test for independent variables

There are two reasons for doing the correlation test. The first reason is to analyse the relation or association between the regressors used in the study. The second reason is to check the existence of multi-collinearity. This is a part of an effort to ensure the robustness of the findings, which probably would weaken due to the existence of multi-collinearity. The consequence of multi-collinearity is that it will reduce any individual independent variable's predictive power associating with the other independent variables. Highly collinear variable will distort the results substantially or make them quite unstable and thus not generalizable (Bonti, 1998).

Firstly, the analysis on the relation between moderating factors and independent variables were performed. The purpose of this analysis is to explore if there is a relationship between Awareness, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioural Intention and Actual System Usage with gender, ethnic group, age, programme and Web 2.0 technology frequency. The information obtained is to be used in identifying the correct model to investigate the kind of relationship between moderating factors (gender, ethnic group, age, programme and Web 2.0 technology frequency) with independent variables (Awareness, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioural Intention and Actual System Usage). The analysis in the Appendix shows that gender does not correlate significantly with Awareness, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioural Intention and Actual System Usage. The finding shows that the usage of Web 2.0 for learning English was not affected by gender. When age was also considered, the finding shows insignificant correlation with all independent variables and participants' intention to use Web 2.0 technologies to learn English. This insignificant correlation resulted perhaps because the usage of Web 2.0 to learn English is not affected by age. All age groups did not have any relation with it. Furthermore, ethnic group, programme and Web 2.0 also did not have any significant relationship with the independent variables.

Then, a test of association between independent variables (Awareness, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioural Intention and Actual System Usage) and behavioural intention shows a negative significant correlation. In general, the value of positive correlations between the independent variables is around 0.344 to 0.691. Secondly, further analysis was done to check the existence of multi-collinearity. In this study, a cut off r- value of <0.9 between two independent variables signals no multi-colinearity problem exists if both variables are included in the regression model. As shown in Table 4. , the correlation matrix reveals that bivariate correlation for all variables is less than 0.9. Therefore, based on the findings of correlation, there is no significant correlation between the moderating factors of gender, ethnic group, age, department and Web 2.0 technology frequency, with the independent

variables (Awareness, Perceived Usefulness, Perceived Ease of Use, Attitude, Behavioural Intention and Actual System Usage).

Table 4. Correlation analysis between independent variables

Variables	(a11)	(a1)	(a2)	(a3)	(a4)	(a5)	(a6)	(a7)	(a8)	(a9)	(a10)
Behavioural Intention (a11)	1.000										
Actual Usage (a1)	.585**	1.000									
Awareness (a2)	.084^{ns}	.437**	1.000								
Perceived usefulness (a3)	.344*	.148^{ns}	-.091 ^{ns}	1.000							
Perceived Ease of Use (a4)	.554**	.525**	.270**	.535**	1.000						
Attitude (a5)	.639**	.575**	.220*	.541**	.691**	1.000					
Gender (a6)	-.125^{ns}	-.055^{ns}	.071 ^{ns}	.069 ^{ns}	.081 ^{ns}	.084 ^{ns}	1.000				
Ethnic Group (a7)	.076^{ns}	-.104 ^{ns}	-.021 ^{ns}	.064 ^{ns}	-.021 ^{ns}	-.042 ^{ns}	.010 ^{ns}	1.000			
Age (a8)	-109^{ns}	-.160 ^{ns}	-.081 ^{ns}	-.106 ^{ns}	-.069 ^{ns}	-.049 ^{ns}	.208*	-.090 ^{ns}	1.000		
Department (a9)	.116^{ns}	-.157 ^{ns}	-.239	.176 ^{ns}	.134 ^{ns}	-.022 ^{ns}	.160 ^{ns}	.262*	-.025 ^{ns}	1.000	
Web 2.0 technologies, Frequency (a10)	-103^{ns}	-.167 ^{ns}	-.028 ^{ns}	-.237*	-.129 ^{ns}	-.186 ^{ns}	-.045 ^{ns}	.200 ^{ns}	-.159 ^{ns}	.067 ^{ns}	1.000

Note: ^{ns}Not Significance

*Significant at the 0.05 level.

Recommendations and implications

Based on this study, the students were not fully aware of the fact that they could use Web 2.0 to learn English even though they were exposed to Web 2.0 every day. There is still room for improvement in terms of raising consciousness amongst students to use the Web 2.0 to learn English since only a few students were aware of this facility. In addition, Rosen and Nelson (2008) also believe that Web 2.0 tools can promote students' participation and generate knowledge where it creates changes in the learning environment. Generally, many classes are teacher-based, but with Web 2.0 the focus can be on each individual in the network within learning communities. Not only can this strategy encourage students to use technology, but to learn English in more interesting ways. Thus, more research is needed to explore the strategies that can be used to learn English via Web 2.0. Furthermore, a larger sample size from various faculties can provide more reliable and accurate results for similar studies in the future.

Conclusion

The results of the study show that respondents found the Web 2.0 useful and easy to use. However, they were not aware and did not use Web 2.0 to learn English. The results show that moderating factors such as gender, age, ethnic, frequent usage of Web 2.0 technologies and programme do not have any relationship with the six dimensions discussed in the TAM model. Furthermore, there is no significant difference between the behavioural intention of the students and Awareness, Perceived Usefulness, Perceived Ease of Use, Attitude and Actual System Usage. However, the Actual Usage of the Web 2.0 technologies has significant influences in the learning of English. This indicates that the actual system usage is affected by the perceived usefulness and ease discussed in the TAM.

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APPENDIX

Dimension by its item-instruments, frequency, mean, standard deviation, and ranking

		1	2	3	4	5	Mean	Std. Dev.	Rank
	Awareness								
1.	I am aware of the existence of Web 2.0 technologies	**0**	**3**	**24**	**45**	**31**	4.0097	.81041	**1**
2.	I am aware of the usage Web 2.0 technologies	**0**	**12**	**11**	**53**	**27**	3.9223	.91490	**2**
3.	I am aware that I can learn English Language using Web 2.0 technologies	**11**	**2**	**15**	**50**	**25**	3.7379	1.17123	**3**
	Perceived usefulness								
4.	Web 2.0 technologies can help me learn English	**0**	**0**	**12**	**52**	**39**	4.2621	.65621	**1**
5.	Web 2.0 technologies can enhance my vocabulary	**0**	**2**	**15**	**61**	**25**	4.0583	.68349	**3**
6.	Web 2.0 technologies is a useful tool for me to practice writing in English	**0**	**1**	**16**	**61**	**25**	4.0680	.66069	**2**
7.	I find Web 2.0 technologies useful for me to learn English.	**0**	**0**	**23**	**54**	**26**	4.0291	.69249	**4**
	Perceived Ease of Use								
8.	Learning English through Web 2.0 technology is easy for me	**0**	**2**	**18**	**54**	**29**	4.0680	.73113	**2**
9.	It is easy for me to become skilful in using Web 2.0 technologies	**0**	**3**	**23**	**52**	**25**	3.9612	.76597	**4**
10.	Web 2.0 technologies are flexible in interacting and collaborating with peers and instructors	**0**	**0**	**17**	**62**	**24**	4.0680	.63031	**1**
11.	Web 2.0 technologies functions are easy to use	**1**	**0**	**20**	**56**	**26**	4.0291	.73373	**3**
	Attitude								
12.	Web 2.0 technology is useful in my studies	**2**	**0**	**24**	**55**	**22**	3.9223	.78826	**2**
13.	The advantages of using Web 2.0 technologies outweighs the	**1**	**2**	**27**	**52**	**21**	3.8738	.78814	**3**

	disadvantages of not using it								
14.	Web 2.0 technology is a good strategy in learning English	**0**	**1**	**28**	**50**	**24**	3.9417	.73864	**1**
	Behavioural Intention								
15.	I will add Web 2.0 applications as another medium to learn English	**0**	**1**	**23**	**66**	**13**	3.8835	.61518	**1**
16.	I intend to use Web 2.0 technologies to improve my English	**1**	**1**	**26**	**62**	**13**	3.8252	.69207	**2**
	Actual System Usage								
17.	I always use Web 2.0 technologies to learn English	**1**	**3**	**40**	**49**	**10**	3.6214	.74250	**2**
18.	I believe that using Web 2.0 technologies can enhance my English competency	**0**	**1**	**40**	**49**	**13**	3.7184	.69193	**1**