Integrating Web 2.0 Technologies in Learning: Using Facebook Group and BYKI in English Language Courses

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Abstract: *This study investigated the integrating of Web 2.0 technology tools in English language class to test the potential of developing learners' English language skills and to evaluate their perspectives towards this integration. The study targeted two groups of learners enrolled in an English language service course at a local Palestinian university. Sixty four learners participated in the study and they were divided into two groups: a control group (37 learners), which received traditional teaching practices, and an experimental group (27 learners), which was exposed to two Web 2.0 tools: a Facebook group and Before You Know It (BYKI) vocabulary tool. The study used the following instruments: pre- and post-tests for both groups and pre- and post-questionnaires and semi-structured interviews for the experimental group. The results showed no statistically significant differences between the achievements of the learners in the experimental group and the control group in the pre- and post-placement tests. However, the results of the questionnaires, which were only given to the experimental group, have shown statistically significant differences between the responses of the learners in the pre- and the post-questionnaires. The learners expressed high satisfaction with the technology tools used, indicating that they learned faster and enjoyed learning with the Web 2.0 tools. This paper closes with implications for the use of technology for in-service and university English teachers.*

Keywords: Facebook Groups, BYKI, CALL instructional technology, learners' perspectives

1. Introduction

Millions of people now communicate through Web 2.0 technology tools and use them for teaching and learning, receiving feedback, evaluating various genre, and utilizing them as ranking instruments (Warschauer & Grimes 2007). Moreover, some language scholars have claimed that Web 2.0 represents the most current state of Computer Assisted Language Learning (CALL) (Walker, Hewer and Davies 2008). In this study, a control and an experimental group were given a pre- and post-tests in an English language service course. Learners' final grades in that course in both groups were also measured. The experimental group, on the other hand, was exposed to Web 2.0 tools, namely, a Facebook group and a language-learning software, Before You Know It (BYKI), tool. The Facebook group was used by the learners to communicate and collaborate on a group project they worked on during the semester. The project involved conducting research in the learners' field of study, uploading a video of themselves presenting their topic, and leading a discussion on their Facebook

group about their projects. As for BYKI tool, the researcher developed vocabulary lessons stemmed from the themes in the textbook. BYKI also allowed the learners to study the vocabulary items, practice them, and test themselves orally and in writing.

The study used the following instruments: Pre- and post-questionnaires, semi-structured interviews as well as pre- and post-tests. Moreover, the study addressed three issues: (1) it explored the use of Web 2.0 technology tools to test if such tools have any positive effects on the achievement of English language learners; (2) it investigated the learners' perspectives about the integration of Web 2.0 tools in learning English language; and (3) it tried to see any statistically significant differences between the responses of the learners in the pre- and post-tests and questionnaires.

The results of the study showed positive and eye opening results in regards to the learners' attitudes, but no differences in the learners' achievements of both groups in the pre- and post-tests have been shown.

2. Literature review

Today we cannot imagine our lives without Web 2.0 technologies, even though only years ago few people could imagine its relevance to everyday life and, much less, to academic life (McBride 2009). Tens of thousands of educators have begun to experiment with the tools offered by Web 2.0 and the field of second language (L2) education is no exception to this trend. The potential impact of Web 2.0 technologies on language learning and teaching is indeed revolutionary (Sturm, Kennell, McBride and Kelly 2009).

Web 2.0 was first introduced in 2005 by O'Reilly (2005). Web 2.0 stands for not just a new version of existing Web technology, but also a representation of actual "changes in the communicative uses of the underlying Web platform" (Warschauer and Grimes 2007:2). Tu, Blocher and Ntoruru (2008:336) define Web 2.0 as "a Web technology that aims to enhance creativity, information sharing and collaboration among users". Similarly, Zhang (2009) claims that Web 2.0 is a rather loose concept that currently describes a set of rapidly developing technologies. Millions of people now use Web 2.0 technology to interact, collaborate, network, and entertain through blogs, wikis, social networking tools, and multiplayer games. Many of these people enjoy the excitement of immediate self-publishing and feel inspired by their lively interactions online (Wang and Vasquez 2012).

Since the end of the last century, second language learning/acquisition (SLA) research has been experiencing a paradigm shift. It is moving from a cognitive orientation to a social orientation, from classroom contexts to naturalistic settings, from an acquisition metaphor to a participation metaphor, and from Second/foreign language (L2) learning to L2 use (Firth and Wagner 1997; Block 2003 and Johnson 2004). Interestingly, this paradigm shift in SLA research seems to be in alignment with many of the fundamental attributes of Web 2.0 technology (such as ease of participation, communication, information sharing, and collaboration). It has been claimed that the application of Web 2.0

technology in many L2 learning contexts has transformed pedagogy, curriculum design, the conception of language learning, and even the research in this field (Warschauer and Grimes 2007; Sykes, Oskoz and Thorne 2008 and Sturm et al. 2009). One of the Web 2.0 technologies nowadays is Social Networking Sites (SNSs). SNSs are increasingly used to communicate and to maintain relationships with people around the globe, and their usage has certainly led to incidental language gains for L2 users. Language instructors are just beginning to utilize SNS to manage their courses or to have students practice language skills (Prichard 2013).

Facebook is a large SNS that boasts more than 1.11 billion members (statisticbrain.com) and it is one of the fastest-growing and best-known sites on the Internet today (nytimes.com). Zuckerberg established Facebook in 2004 targeting high school and university student. Facebook is now very famous and is used globally by millions of people of all ages (Tufekci 2008; Blattner and Fiori 2009). Two years later, Stutzman (2006) suggested that university students are still the largest users of Facebook. He reported that ninety percent of undergraduates and twenty-two percent of graduates surveyed use this SN website. Given the variety and types of applications that are embedded into its platform, Facebook is far more sophisticated than many of its SN communities' counterparts, both social (MySpace3, Friendster4, etc.) and academic (Blackboard, Angel, WebCT, etc.). Facebook is a powerful learning tool that is not only built off of the synchronous and asynchronous technologies that has transformed learning, but has also extended the reach of those communicative tools (Plattner et al. 2009).

BYKI language-learning software, on the other hand, is a powerful and personalized language-learning system, designed to advance learning through increasing the learner's vocabulary knowledge by using flashcard interface. This program gives the learners a large amount of vocabulary that they can apply in using language in the classroom (Jones 2010). Unfortunately, and after detailed research in the literature, no studies have been found on the effect of using BYKI in learning, in general, or in L2 learning, in particular.

3. The Study
3.1 Background
English II is a service course offered by the LC at PPU for freshmen and sophomore students. It mainly focuses on developing reading skills in addition to the other language skills; writing, speaking, and listening skills. The grading system for this course is divided into three major tests counting for 80% of the total grade, a quiz/assignment out of 10% and class participation out of 10%. The tests mainly use the format of multiple-choice questions. In the Spring semester of 2015, the LC decided to make changes in the way the course is offered and added a project that counted for 20% of the total grade. The researcher implemented this project in the study on the experimental group in hand. The project required learners to work in groups. They were asked to research for 2 articles in their major, summarize them, conduct a supplementary

study related to the topic such as conducting interviews or making diagnostic surveys, create a five-minute video presenting the articles and the study, uploading the video to a Facebook group created for this purpose, and leading a discussion on the Facebook group. The Facebook group was also used for generating discussions on topics discussed in class so learners can express their opinions in writing by posting, commenting, and replying to others' comments. The researcher also developed vocabulary lessons and activities using BYKI program. The vocabulary items were taken from the reading passages in their textbook. The control group, on the other hand, had to do a project and a video, but without the use of Facebook group or BYKI program.

By integrating technology in the teaching and learning of the experimental group, the researcher mainly aimed at developing the four language skills. As for the reading skills, the learners had to read instructions, posts, comments, personal messages, and articles posted by their peers. As for the listening and the speaking skills, the learners had to create a video where they report their articles and their supplementary study and they had to watch the videos uploaded by their peers on the Facebook group. They were also exposed to listening and speaking in BYKI lessons where they listened to the pronunciation of the vocabulary items and practiced speaking these items to ensure correct pronunciation. The writing skills were developed through the writing of posts, commenting on their colleagues' posts and comments, and through writing personal messages to their teacher and colleagues.

With this setting, this study was conducted to achieve three goals: (1) compare the results of the learners in the pre- and post-tests and the English II final grades for the control and the experimental groups; (2) investigate the views of the experimental group learners' in regards to the use of Facebook group and BYKI program in this course by using questionnaires and interviews; and (3) test if there were any statistically significant differences in the responses of the learners before and after the course.

3.2 Research questions
The study aimed at answering the following research questions:
1. Are there any statistically significant differences between the results of the learners in the control group compared to the experimental group in the pre- and the post-tests and the English II final grades?
2. What are the learners' views about the use of technology tools in learning/teaching English?
3. Are there any statistically significant differences between the learne rs' responses in the pre- and the post-questionnaires?

4.   Methodology
4.1 Participants
The participants of this study were 64; 37 in the control group and 27 in the experimental group. The participants were enrolled undergraduate students in English II service course offered by the LC at PPU.

4.2 Instruments
Three kinds of instruments were used to collect data:

4.2.1 Pre –and post –tests and the final grades of learners in English II:
Both groups were given a pre-placement test at the beginning of the semester and a post-placement test at the end of the semester. The placement test is an entrance test given to newly enrolled students at the university. It consisted of three multiple-choice sections: vocabulary, grammar, and two reading comprehensions. Learners' final grades in the English II were also taken as a variable in investigating the potential change in the learners' English language achievements.

4.2.2 Questionnaires
Two questionnaires were developed for the experimental group. The pre-questionnaire consisted of questions about the learners' background followed by closed questions and asked questions about the learners' expectations regarding the following sections: (1) learners' satisfaction with the integration of technology in the course, (2) the use of technology in learning English, (3) difficulties with using technology, (4) the benefits of using Facebook groups to learn English, (5) the benefits of using BYKI to learn English, (6) Facebook Groups and Byki tools compared to other technology tools, (7) meeting learners' learning needs, and (8) recommending these tools to others.

The post-questionnaire consisted of closed questions that asked about the learners' experiences of the same items in the pre-questionnaire, but focused on the students' experiences with more detailed questions about the use of Facebook group and BYKI program.

4.2.3 Semi –structured interviews
Ten-minute, semi-structured, face-to-face interviews were conducted with 10 learners of the experimental group who volunteered to be interviewd. Learners were asked to share their experiences about the use of technology in learning English and what they liked and disliked about it.

4.3   Data analysis procedures
The data was analyzed using descriptive and inferential statistical analyses. The descriptive analysis provided some details about how students view, practice, and integrate/learn English using technology in their classroom, while the

inferential analysis helped in making predictions about teaching, learning, and the degree to which technology should be integrated in teaching English. This was done by analyzing the data of the participants and by comparing the differences between the results of the pre- and the post-questionnaires.

5.   Results and discussions
5.1 Pre –and post placement tests
Both groups were given the university placement test prior to the experiment and at the end of the semester. The grades of the learners in both tests for the control and the experimental groups have shown no statistically significant differences. The grades for the control group were higher in both the pre- and the post-tests; 53.3% for the pre-test and 48.1% for the post, compared with the experimental group; 51.9% for the pre-test and 43.8% for the post-test.One can notice, howerver, that the grades of the learners were generally lower in the post-tests for both groups. An explanation for the decrease in their grades can be due to the fact that both groups took the post test right after their final exam in the English II class and they felt that they have finished the requirements of the course and that they were not in the mood to take another test. Also, during that period, the learners were very busy preparing for their other final exams. Unfortunately, the researcher was not able to arrange for the post-test to be taken prior to that time due to the preoccupation of the computer labs in the last two weeks of the semester for practical exams. The results also showed that learners in both groups spent the average of 30% less time in taking the post-test exam compared to the pre-test they have taken at the beginning of the semester. Figure 1 below shows the results:

Figure 1: Results of learners' grades in the pre- and the post-placement tests.
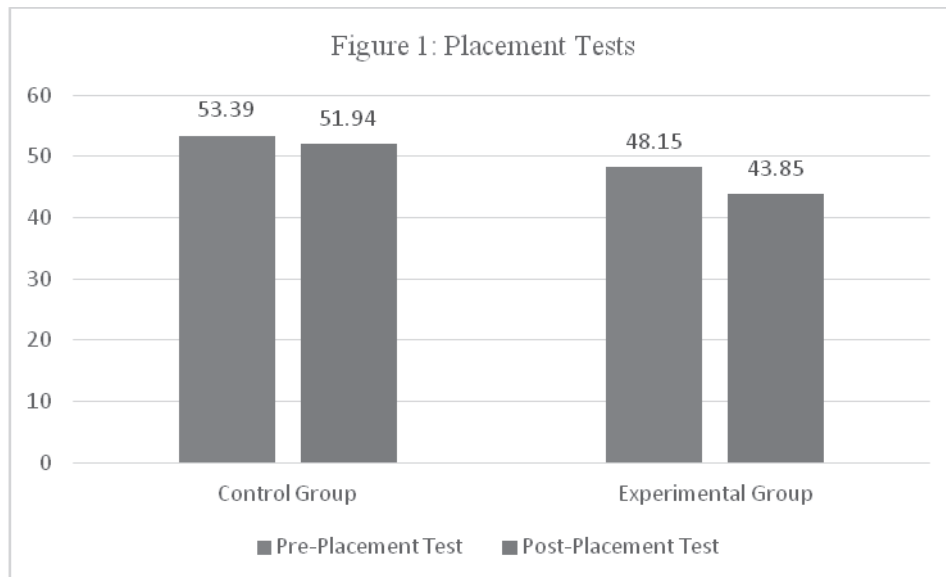
5.2 English II final grades
The control group received an average of 77.6%, while the experimental group received an average of 79.7%. When comparing the grades of the learners in both groups in the English II course, the experimental group surpassed the control group with 2.7%. This is a minor indicator that the experimental group did better than the control group, but one can not elicit that this is due to the use of technology with the learners in the experimental group. In fact, the assignment that involved the use of technology in this class, which was the Facebook group and the BYKI tool project, counted only for 20% of the total grade. The rest of the grade counted for the content exams -80%. With a limited percentage of the total grade for the use of technology -20%, it would be hard to spot a significant difference in the final grade in favor of the experiemental group.

Figure 2: Comparison between the grades of the learners in both groups in English II course.

Figure 2: English II results
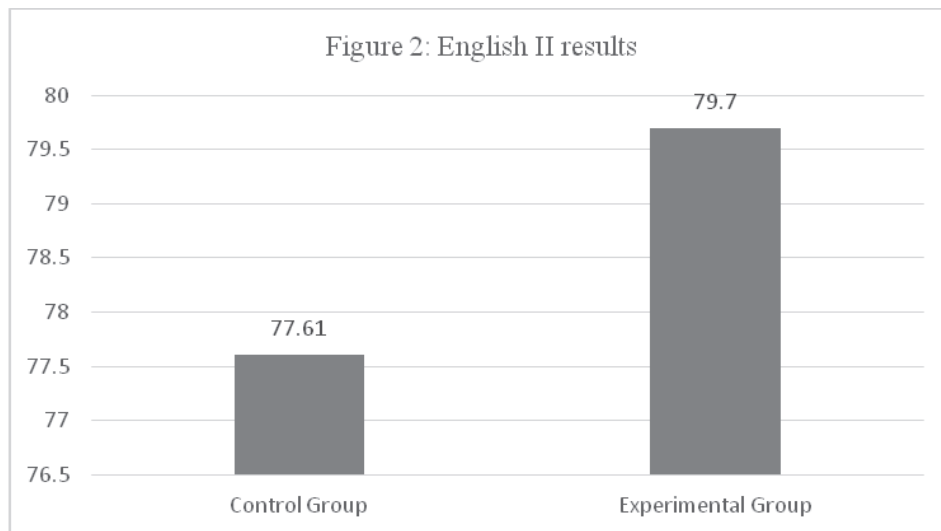
Looking at both the results of the placement tests and the final grades of the learners in the English II course, the experimental group have done a better job in bridging the gap between their low grade in the pre- and the –post tests on one side and their final grades in the the English II course. Again, this jump is minor and can't be generalized.

5.3 Pre –and post –questionnaires
This section reports on the responses of the learners in both the pre- and the post-questionnaires. The questions in the pre-questionnaire came in the format of what the learners expect in regards to the integration of technology in their

English II course. In the post-questionnaire, the questions came in the format of the learners' opinions based on their experience in this course. The questions in both questionnaires tackled the following 8 sections: (1) learners' satisfaction with the integration of technology in the course, (2) the use of technology in learning English, (3) difficulties with using technology, (4) the benefits of using Facebook groups to learn English, (5) the benefits of using BYKI to learn English, (6) Facebook groups and BYKI tools compared to other tools, (7) meeting the learners' learning needs, and (8) recommending these tools to others. To respond to the questions of this part of the questionnaire, the learners were given five choices using Lickert scale: (1) 'strongly agree', (2) 'agree', (3) 'neutral', (4) 'disagree', and (5) 'strongly disagree'.

5.3.1 Learners' satisfaction

In the pre-questionnaire, the learners were presented with a question about how satisfied they think they would be with the technology tools planned to be used in this course. The same question was asked in the post-questionnaire asking if they were satisfied with the tools used in the course. As indicated in Figure 3 below, the results show that in the pre-questionnaire, the learners mainly agreed with the statement (70%-agree), but were more satisfied (70%-strongly agree) when asked the same question in the post-questionnaire.

Figure 3: Results of learners' responses about their satisfaction with technology tools used in English II course in the pre- and the post-questionnaires.

|	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
Pre	7%	70%	4%	19%	0%
Post	70%	26%	0%	4%	0%
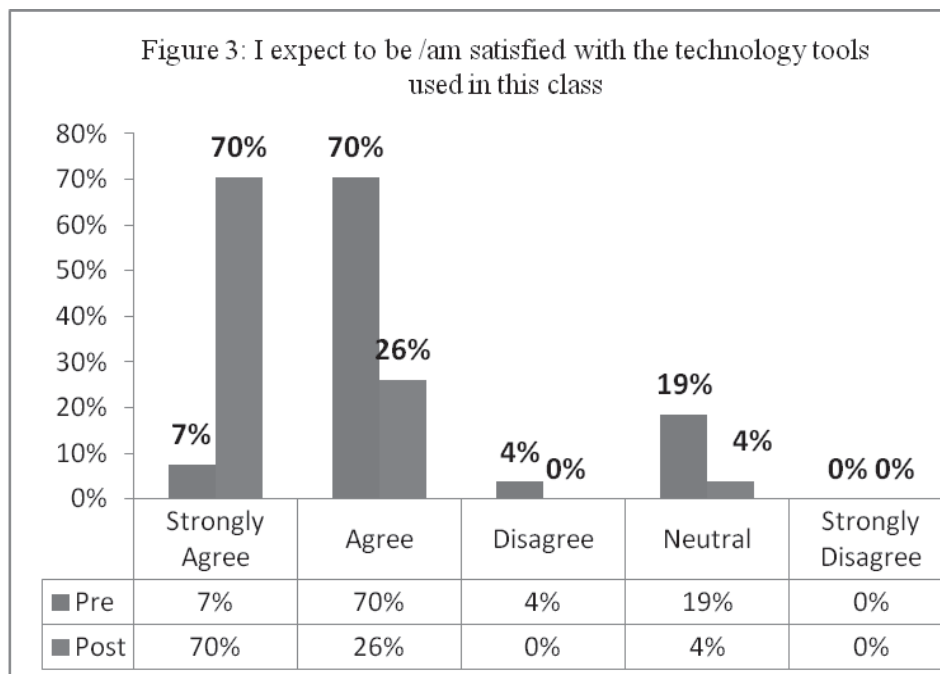
A comparison between the responses in this section has shown statistically significant difference between the responses of the learners in the pre- and the post-questionnaire.

Figure 4 below shows a Mosaic Plot which was generated using the R Language. When conducting ANOVA for non-categorical data it is usually helpful to include an arithmetic mean and standard deviation for the observed measurements to reflect the calculated p-value. For categorical data, the observations are non-numerical data and a p-value is calculated based on responses. To give a representation similar to the arithmetic mean and the standard deviation a Mosaic Plot can be used (Tamimi 2014**)**. In the plot, 'A' stands for 'Agree', 'D' stands for 'Disagree, 'N' stands for 'Neutral', 'SA' stands for 'Strongly Agree', and 'SD' stands for 'Strongy Disagree.'

Figure 4: Mosaic Plot including the P-Value of the question about whether the learners expect to be /were satisfied with the technology tools used in this class

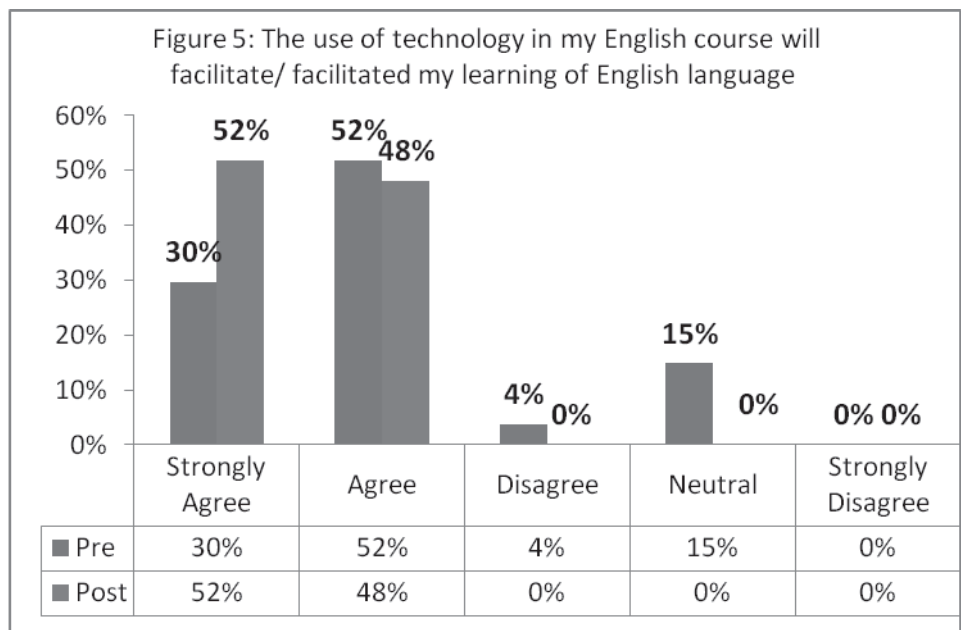### 5.3.2 Technology and learning English
The learners were presented with two questions in this section. The first question asked the learners if they expect/the use of technology in the English course to facilitate/has facilitated their learning of English language.

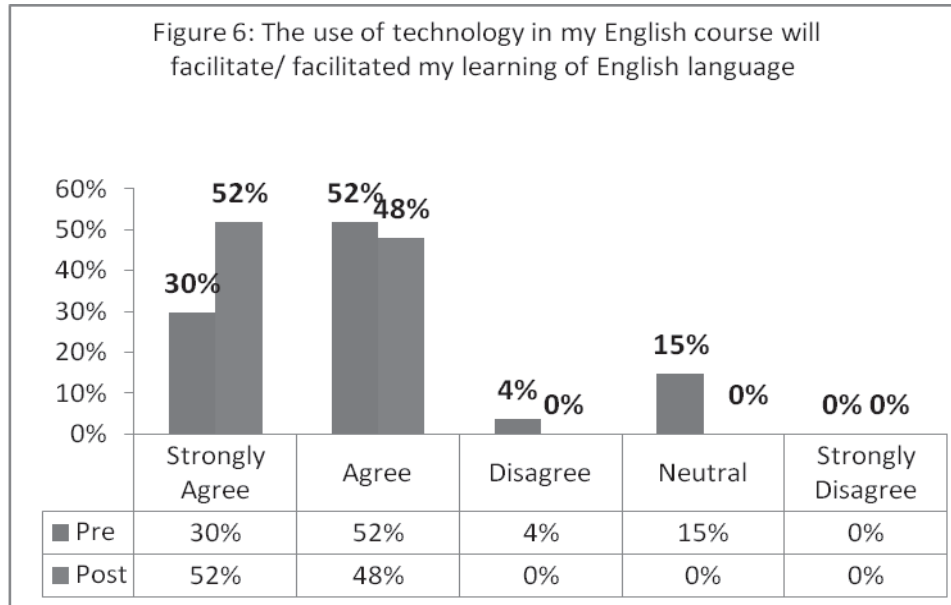Figure 4: Mosaic Plot about Satisfaction
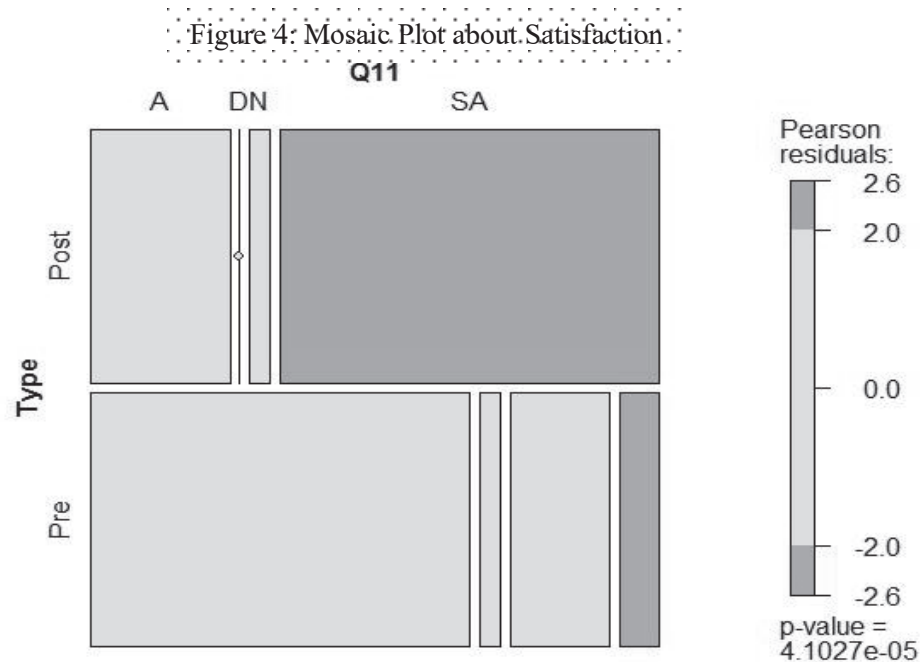
The results show that 82% of the learners in the pre-questionnaire and 100% of the learners in the post-questionnaire responded with either 'agree' or 'strongly agree'. This strong belief in the role of technology in learning English is manifested clearly in the responses of the learners. A total agreement among the learners in the post-questionnaire is a good sign that technology tools could be helpful to learners in their endeavors to master English language. The responses of the learners to this question in both questionnaires has not shown any statistically significant difference. Figure 5 below shows the comparison between the responses of the learners in the pre- and the post-questionnaire.

Figure 5: Results of learners' responses about whether the use of technology has facilitated their learning of English language or not. in the pre- and the post-questionnaires.

Figure 5: The use of technology in my English course will facilitate/ facilitated my learning of English language

|	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
■ Pre	30%	52%	4%	15%	0%
■ Post	52%	48%	0%	0%	0%

In the second question, the learners were asked if they expect/the assignments and the learning activities in these tools will help/have helped them understand English language. The majority of learners (91%) responded with either 'agree' or 'strongly agree' in the pre-questionnaire, while 100% of the learners responded with either 'strongly agree' or 'agree'. Figure 6 below shows the responses of the learners in both questionnaires.

Figure 6: Results of learners' responses about the assignments and the learning activiteis in the technology used and their role in understanding English language.

Figure 6: The use of technology in my English course will facilitate/ facilitated my learning of English language

	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
■ Pre	30%	52%	4%	15%	0%
■ Post	52%	48%	0%	0%	0%

     The responses in this question have shown a statistically significant difference between the responses of the learners in the pre-questionnaire compared to the post-questionnaire. It seems that the variation in the assignments and the learning activities that included the project, searching for articles, the video, the Facebook group assignments and activiteis, and the BYKI lessons have all helped the learners learn better. The results are shown in the Mosaic Plot below:
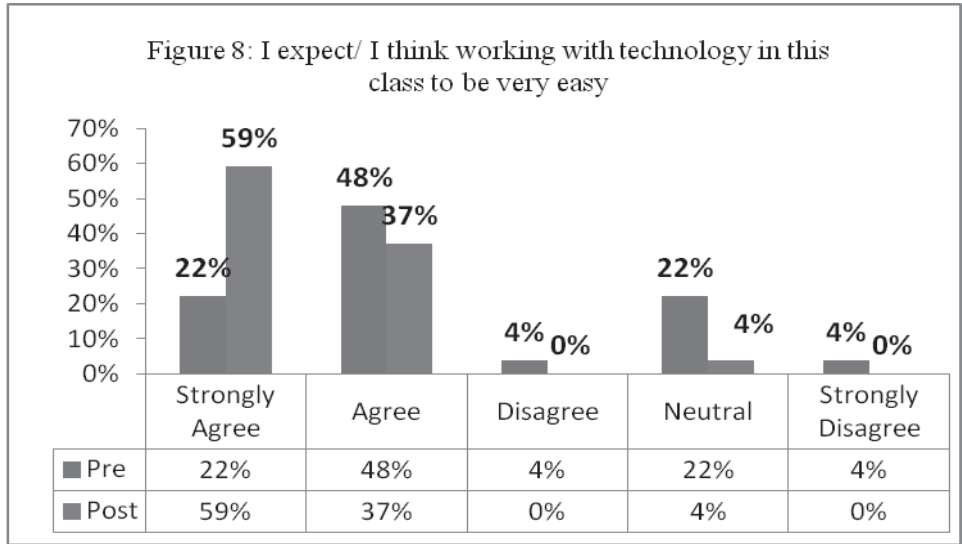
Figure 7: Mosaic Plot including the P-Value of the question about the assignments and the learning activiteis in the technology used and their role in understanding English language.

Figure 7: Mosaic Plot about Assignments and Learning Activities
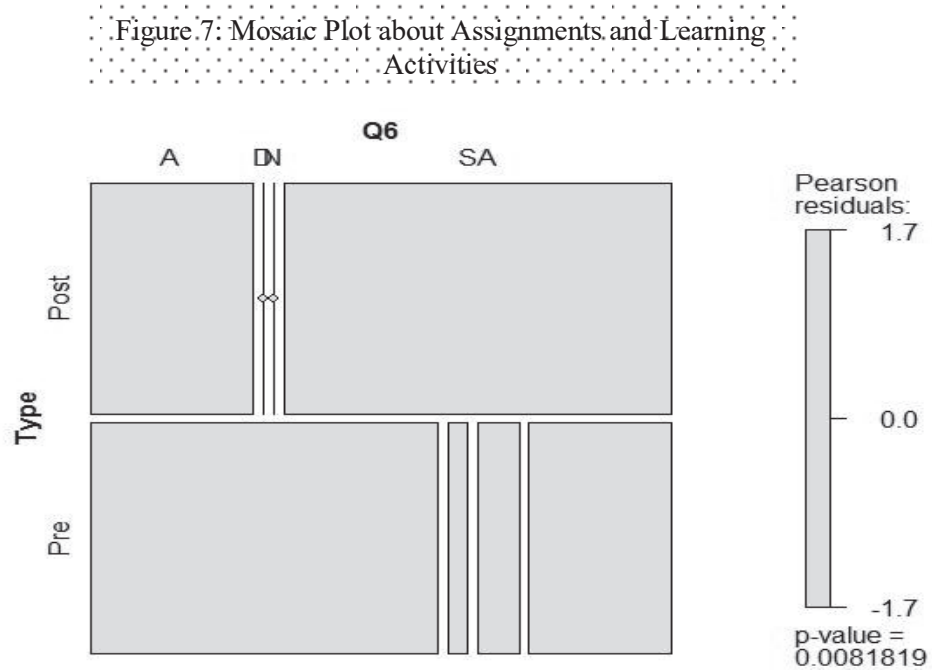

5.3.3 Difficulties with technologies

In this section, the question asked if the learnrs expect working/working with technology in this class to be/was very easy. Seventy percent of the learners responded with either 'agree' or 'strongly agree', while 22% responded with 'neutral' in the pre-questionnaire. In the post-questionnaire, the responses positively changed with 96% of the learners responding with either 'agree' or 'strongly agree'. Figure 8 below shows the results of the responses on the question about difficulties with technologies.

Figure 8: Results of learners' responses about working with technology in the English II class.

Figure 8: I expect/ I think working with technology in this class to be very easy

	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
Pre	22%	48%	4%	22%	4%
Post	59%	37%	0%	4%	0%

This section has also shown statistically significant difference between the responses of the learners in the pre-questionnaire compared to the post-questionnaire. The Mosaic Plot in Figure 9 below shows the difference a long with the p-value.
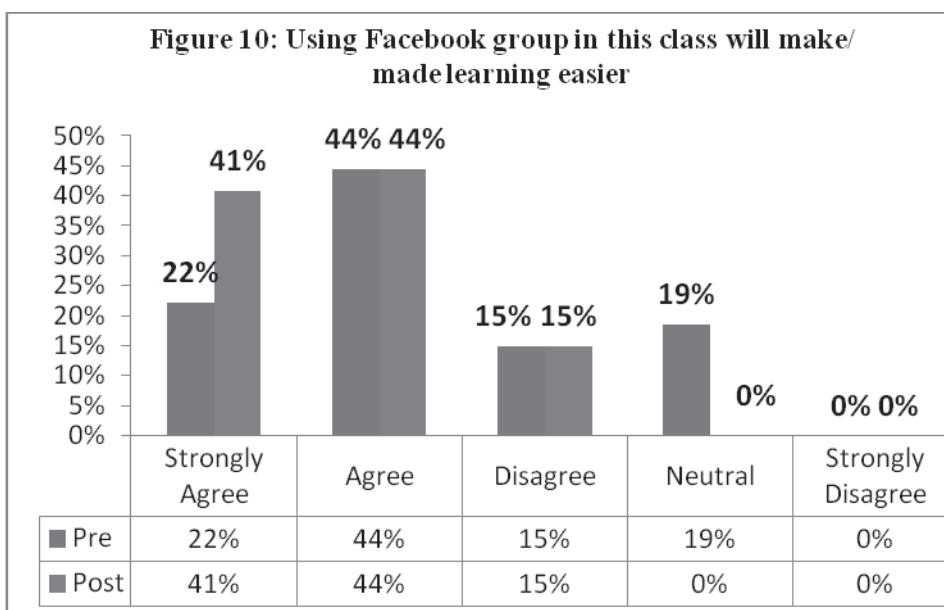
Figure 9: Mosaic Plot including the P-Value of the question about working with technology in the English II course.

Figure 9: Mosaic Plot about Working with Technology
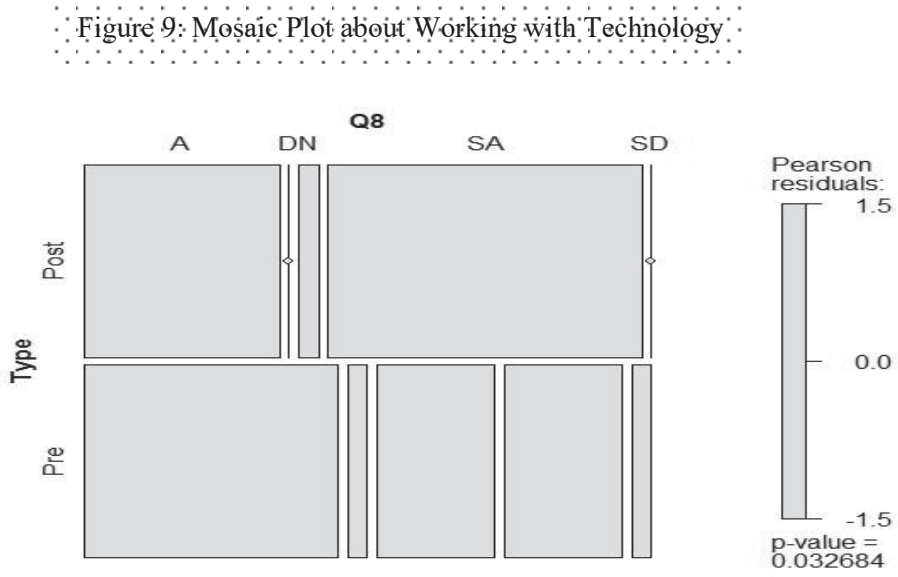
5.3.4 Facebook groups and learning English

When the learners were asked if using the Facebook group in this class will make/has made learning easier, 66% of the learners in the pre-questionnaire either 'agreed' or 'strongly agreed'. The rest of the responses scattered between 'neutral', (19%), and 'disagree', (15%). As for the post-questionnaire, 85% of the responses of the learners on the same questions 'agree' or 'strongly agree'. This shows that the learners believe in the use of Facebook groups to learn English. Their level of satisfaction of the Facebook group has rapidly increased after the completion of the course. Figure 10 below shows the results.

Figure 10: Results of learners' responses about the use of Facebook group in the English II class.

Figure 10: Using Facebook group in this class will make/ made learning easier

	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
■ Pre	22%	44%	15%	19%	0%
■ Post	41%	44%	15%	0%	0%

5.3.5 BYKI and learning English

When asked if using BYKI tool in this class will make/has made learning easier, 85% of the learners responded with either 'agree' or 'strongly agree' in the pre-questionnaire. However, 81% of the learners responded with 'strongly agree' that BYKI tool made their learning easier and 15% responded with 'agree'. As figure 11 shows, the majority of the learners enjoyed working with BYKI program. This section has shown statistically significant difference between the responses of the learners prior to the course compared to the responses at the end of the semester. Figure 12 Mosaic Plot below shows the results.

Figure 11: Results of learners' responses about the use of BYKI in the English II class.

Figure 11: Using BYKI tool in this class will make/made learning easier

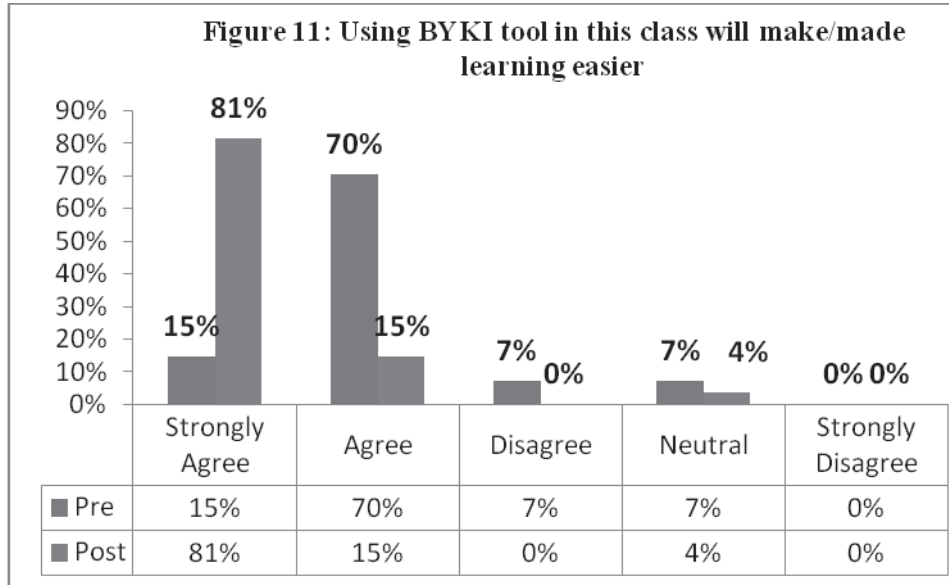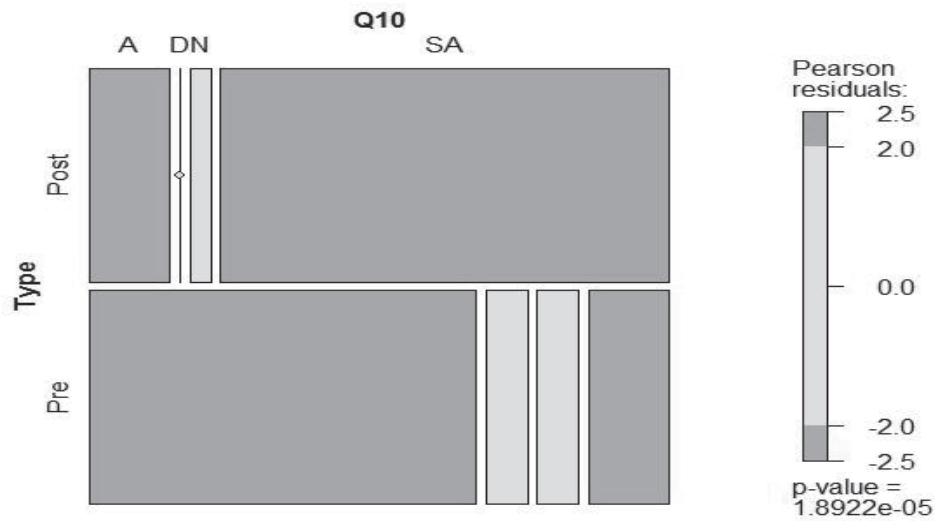|	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
■ Pre	15%	70%	7%	7%	0%
■ Post	81%	15%	0%	4%	0%

Figure 12: Mosaic Plot including the P-Value of the question about the ease of using BYKI tool in the English II course.

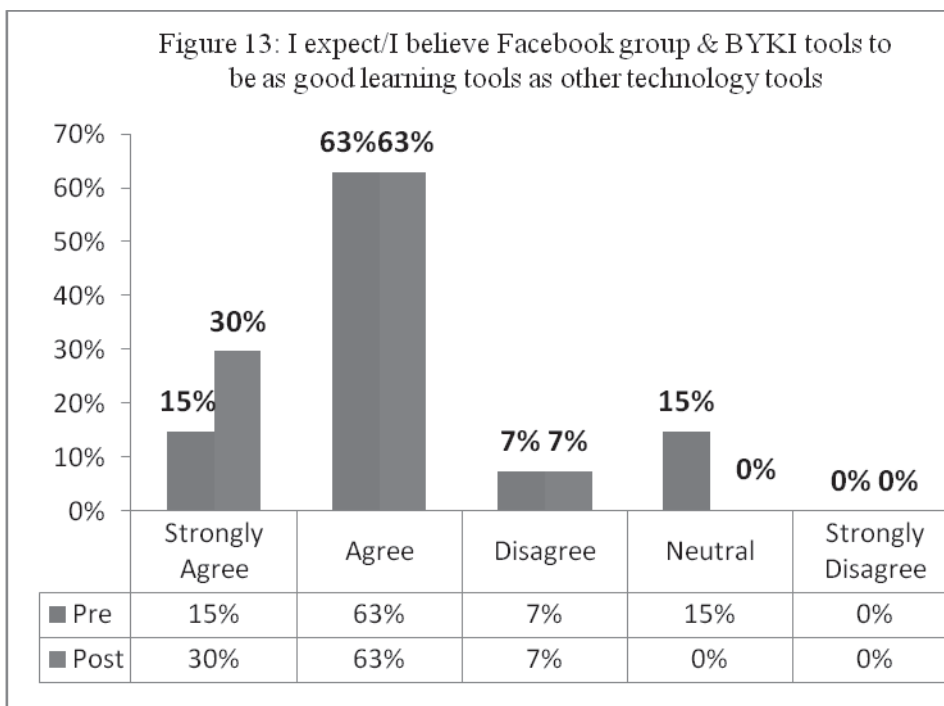Figure 12: Mosaic Plot about Ease of Using BYKI

5.3.6 Facebook and BYKI compared to other tools

In this section, the learners were asked two questions. The first question asked if they expect the Facebook group and BYKI program to be as good learning tools as other technology tools. Sixty three percent of the learners responded with 'agree' and 15% with 'strongly agree' in the pre-questionnaire. The responses in the post-questionnaire were even more positive; 63% of the learners responded with 'agree' and 30% with 'strongly agree'. This adds up to 93% of the learners who indicated that Facebook group and BYKI program are as good learning tools as other tools. This question didn't show any statistically significant difference between the responses of the learners in the pre- and the post-questionnaire. Figure 13 below shows the comparison:

Figure 13: Results of learners' responses about comparing Facebook group and BYKI program with other technology tools.

Figure 13: I expect/I believe Facebook group & BYKI tools to be as good learning tools as other technology tools

	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
Pre	15%	63%	7%	15%	0%
Post	30%	63%	7%	0%	0%

The learners were also asked if they expect that using technology in class will be better than not using any tools. Thirty three percent responded with 'agree', 44% responded with 'strongly agree', while the rest of the responses were scattered between 'disagree' or 'neutral' in the pre-questionnaire. As for the post-questionnaire, the responses went up; the majority of the responses were either 'agree' or 'strongly agree'. Figure 14 below shows the responses in both questionnaires. The question has also shown statistically significant differences between the responses of the learners in the pre-questionnaire compared to the post-questionnaire (Figure 15 below).

Figure 14: Results of learners' responses about using technology in this course compared to not using it.

Figure 14: I expect that using technology in class will be better than not using any tools

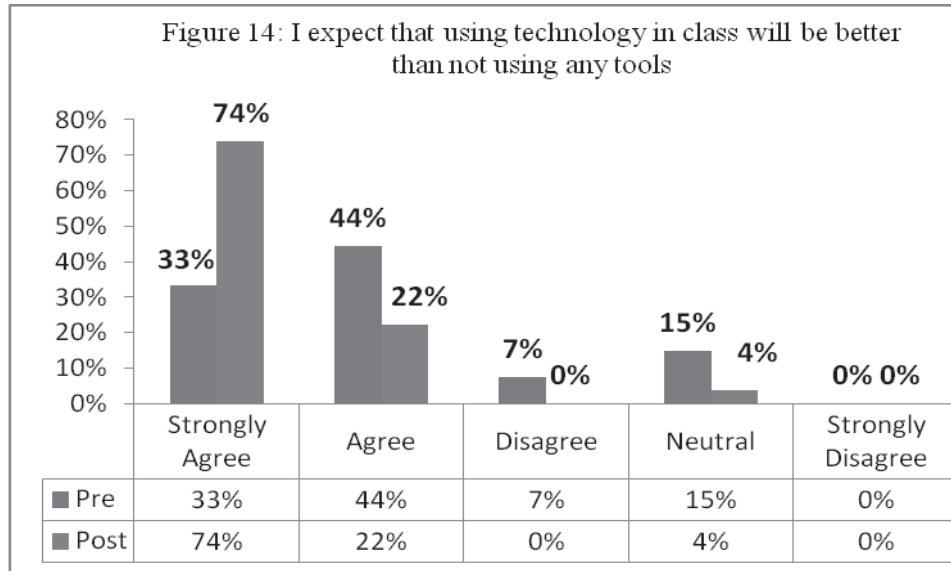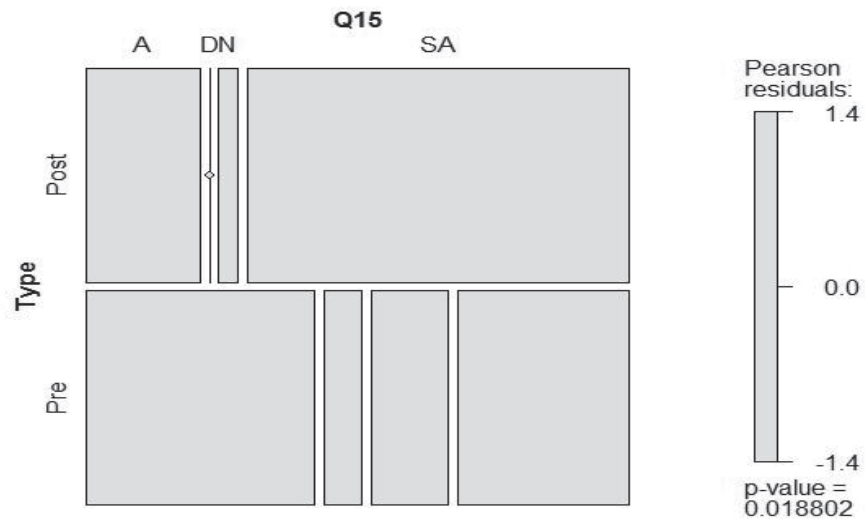|	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
Pre	33%	44%	7%	15%	0%
Post	74%	22%	0%	4%	0%

Figure 15: Mosaic Plot including the P-Value of the question about using technology in this class compared to not using it.
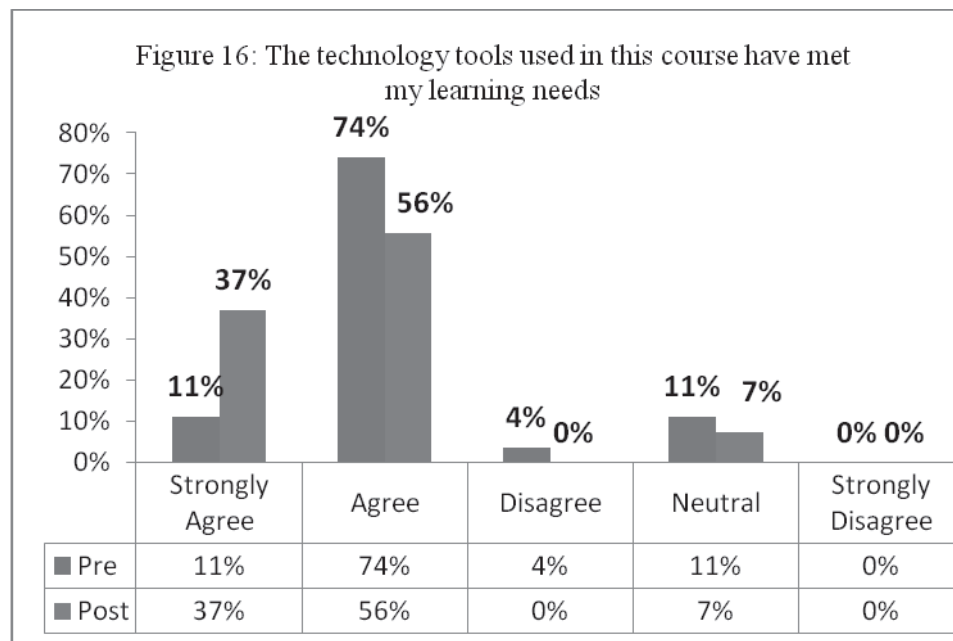
Figure 15: Mosaic Plot about Using Technology Compared to not Using it.

5.3.7 Meeting learning needs

When asked if they expect the technology tools used in their class to meet their learning needs, 85% of the learners in the pre-questionnaire responded with either 'agree' or 'strongly agree'. In the post-questionnaire, 93% of the learners responded with either 'stronglry agree' or 'agree'. Expecting to meet the learning needs in the pre-questionnaire, and meeting the learning needs of the learners in the post-questionnaire signify that using the technology tools was crucial and needed in this stage of the learners' language development. Figure 16 below illustrates the responses of both questionnaires.
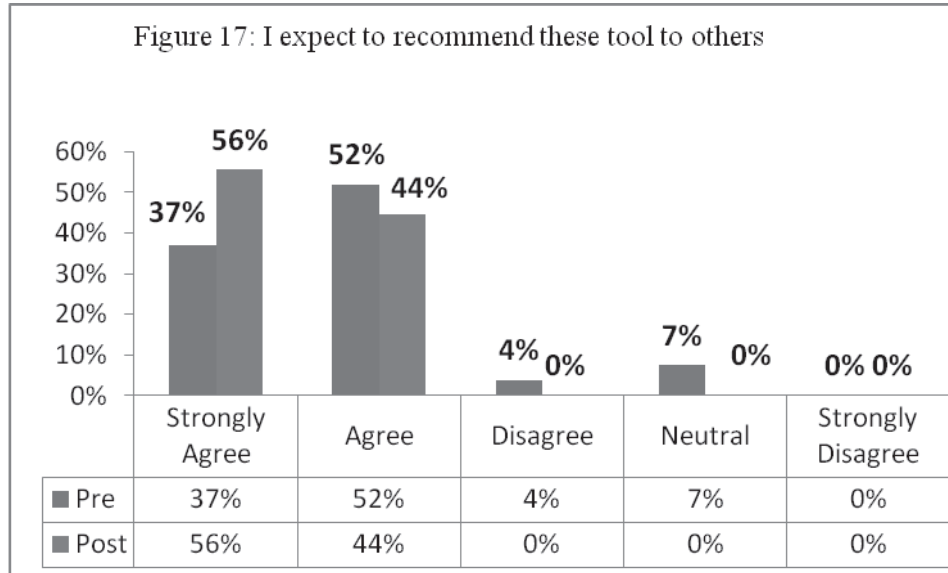
Figure 16: Results of learners' responses about whether the technology tools used in this course have/have not met the learners' needs.

Figure 16: The technology tools used in this course have met my learning needs

	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
Pre	11%	74%	4%	11%	0%
Post	37%	56%	0%	7%	0%

5.3.8 Recommendation to others

In the last section of the questionnaires, the learners were asked if they expect to recommend these tools to others. The majority of the learners in the pre-questionnaire said that they expect to recommend the tools used in the course to others. On the other hand, all of the learners in the post-questionnaire indicated that they will recommend the tools used in the course to others. Figure 17 illustrates the responses.

Figure 17: Results of learners' responses about if they would recommend these tools to others.

Figure 17: I expect to recommend these tool to others

	Strongly Agree	Agree	Disagree	Neutral	Strongly Disagree
Pre	37%	52%	4%	7%	0%
Post	56%	44%	0%	0%	0%

The responses of the learners in the pre- and the post-questionnaires show that there is a general acceptance to the use of technology in the course and that such tools can be helpful in learning and understanding English and achieving the learners' goals. In the pre-questionnarie, the learners anticipated that they will be happy and satisfied with the suggested tools. In the post-questionnaire, most of the the responses were very encouraging and reflected a genuine satisfaction with the tools used. The results have confirmed the positiveness of the learners' attitudes towards integrating technology in their learning and taking advantage of the variety of tools out there.

5.4 Semi –structured interviews
Ten learners from the experimental group volunteered to be interviewed for 10 minutes each. The interviewees were asked to share their experiences about the use of technology in their English course. They were also asked to share the things that they liked and disliked in this setting. Here is a summary of some of the issues that they addressed in their responses:

When asked in the interview about their experience in using technology in this class, learners showed positive remarks indicating that they benefited from the course and that they liked the idea of using Facebook group and connecting the content of the themes of the textbook with activities and discussions in the Facebook group. Many of the learners said that using BYKI was a great tool to learn vocabulary without putting a lot of effort and that they enjoyed listening to the pronunciation of the vocabulary items and being able to practice them through activities and games. Other learners complimented the idea of doing a

project using the Facebook group saying that developing the video for the project as a group, positng it on the Facebook group, and receiving comments and questions from their colleagues have given them self-confidence and trust in their abilities. Some of the learners highlighted the non-traditional way of approaching learning English. They said that this approach made them like English more and learn it faster.

In discussing the things that they disliked in the course, in general, and in using technology, in particular, some of them pointed out that although technology is great, internet is not always accessible to all students and that some students live in remote areas where they can't keep in touch with the Facebook group all the time. Learners also said that using technology in this course took too much time of their busy schedule, especially that they are preoccupied with other courses, other projects, and lab reports.

6. Conclusion and limitations

The study managed to answer the study questions addressed at the beginning of this paper. The first question asked: Are there any statistically significant differences between the results of the learners in the control group compared to the experimental group in the pre- and the post-tests and the English II final grades? The answer is no. The study didn't succeed in finding statistically significant differences between the results of both groups. The many reasons addressed earlier have prevented this kind of difference to emerge. This does not mean that the course did not provide new information to the learners; it means that the post-test should have taken place at a different timing that fits the learners' schedule–among other reasons.

The second question asked: What are the learners' views about the use of technology tools in learning and teaching English? The views were very positive right from the beginning of the semester. The learners were potentially ready to learn new things and be part of this unique experience. In the interviews with some of the learners at the end of the semester, they expressed their gratitude and happiness to be part of this experience. They indicated that they had learned new strategies and techniques that they expect transfer to their other courses. They pointed out that many of the life skills such as team-work, work under pressure and determination were great gains they possessed after working in the group project. The Facebook group continued to receive comments and posts even after the course was completed.

The third question asked: Are there any statistically significant differences between the learners' responses in the pre- and the post-questionnaires? The answer is also yes. Although the learners' perspectives were postitive right from the beginning, their responses in the post-questionnaire were worth noting. Many of the responses of the learners in the post-questionnaire have shown statistically significant differences showing their positive attitude and satisfaction with the tools used.

This study aimed at investigating the potential benefits of using technology in learning English at the university level through using a variety of

instruments with the learners. The results of the post-test did not help in accomplishing the first goal of the study in finding a statistically significant difference between the responses, and, therefore, a significant progress in the performance of the learners as a result of using Web 2.0 tools in their course. Many limitations have prevented this progress to happen. The post-test was given to the students in an inconvenient environment and during the time of final exams. The placement test itself did not really test the four English language skills that the study aimed at developing in the first place. This might have been a main challenge to achieve the goal of this part of the study. However, the study has tried to investigate the points of views of the learners concerning the integration of technology in their course. This part of the study has succeeded in, first, pointing out the learners' affect towards the integration of technology in their course, and, second, finding statistically significant differences between the learners' responses in the pre-questionnaire compared to learners' responses in the post-questionnaire. The responses of the learners in the pre-questionnaire have shown that the learners were happy and were ready to live the experience of using technology in their class. After using these tools in the course, the learners' responses in the post-questionnaire, however, have shown that the learners became more engaged, highly satisfied, and felt that learning English became easier and more fun. The outcome of the learners' responses has provided a wide range of agreement among the learners indicating that the technology used in the English II course is something they feel comforatble with and would recommend it to other learners. As can be seen in Figure 3 above, the view about the Facebook group has progressed towards more understanding to the importance of using the Facebook group in the course. The same trend is clear in the responses about the BYKI tool. The learners strongly believed that BYKI system was very helpful and that it has made a noticeable shift in the responses of the learners in the post-questionnaire compared to the pre-questionnaire. For these reasons, the percentage of learners who were strongly satisfied with the use of the technology tools in the pre-questionnaire has more than doubled in the post-questionnaire.

The results of this study can be considered as fundamental milestones for raising the awareness of L2 learning stakeholders and for establishing the culture of utilizing easily-accessed technology tools. This would ease the adoption and the adaptation to the many Web 2.0 tools available for educational purposes. This would, also, encourage researches in this field to conduct studies that can prove the effectiveness, or the uneffectiveness, of integrating Web 2.0 tools to improve the learners' level and achievement in English.

7.   Implication for in –service and university teachers

This study has tried to highlight the existance and the importance of technology in our teaching and learning process. Integrating technology in the classroom is a hard work. It requires designing the course, developing the material, assigning appropriate activities, arranging administrative and technical issues, collaborating with many parties inside and outside campus, evaluating the

learners' level of computer proficienty, training teachers and learners on each tool introduced, providing contingency plans for emergencies, providing computer lab for the learners to use and to receive training on such tools, providing fast internet access, and most importantly, preparing the students' communities for the new technologies so they can accept it and 'live' with it. Moreover, the ability to use a new tool in the classroom can be tricky and frustrating. Teachers tend to stay in their comfort zone claiming that they survived that long without technology for years, so why bother. Learners, on the other hand, are good at using Facebook and listening to music for entertainment purposes. But when it comes to learning, they tend to face challenges in using basic technology tools for learning L2. Although technology is an essential part of the learners' lives, they, most of the time, are not able to use technology in effective and effecient way in CALL (McBride 2009).

It is important to note here that the utilization of technology in teaching and learning does not substitute the work or the role of the teacher. Technology is a tool and not a target. Overusing technology and being obssessed with the new trends in technology can lead to disastrous results. In integrating technology in language learning, the stakeholders, mainly the teachers, the learners and the decision-makers, can decide what technology to use, when to use it, and for what purposes. A simple activity with the learners can bring about fruitful learning that might not be accomplished by using the many technology tools available out there.

On the other hand, Web 2.0 technology tools are leading many aspects of our lives and our educational systems. Therefore, we as teachers should be prepared to survive in the realm of technology with the least losses possible. We as teachers should take advantage of such opportunities to advance and progress in our teaching career. We need to catch up with the new development and chances that are open for us so we are not left behind.

Technology is here to stay and the use of Web 2.0 tools in teaching and learning langauges is inevitable. Although the results of the post-placement test have not shown any progress in the achievement of the learners, the learners in the course have indicated through the questionnaires and the interviews that they are satisfied and happy with the experience and that it has made a positive shift in their learning of English. Using the Facebook group, BYKI, and the project to develop the group videos have all facilted the learning of English and have encouraged all of the learners to say that they will recommend the tools to others.

8. Directions for further research

Further research can address similar topics investigated in the study so results can be compared and more implications can be drawn. Other future research can investigate in-depth the same tools, but in different settings and/or using other Web 2.0 tools. Further research can investigate the potential benefits of integrating technology in the L2 classroom by measuring learners' English language proficiency before and after the study.

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