

Learning English as a Second Language through Social Media: Saudi Arabian Tertiary Context

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Abstract

This paper aims to identify the role of social media in learning English as a second language among Saudi Arabian students. Four year students majoring B A in English at Al Ardh college of Science and Arts for girls in Jazan University were identified as the participants of this study. The instrument of this study is a comprehensive questionnaire, which is constructed in order to explore the students' perceptions and attitudes on using social media for English language learning. It is found that majority of the participants use social media to enhance their communication skills. Moreover, the result revealed that collaborative learning that are embedded in a social media may help improve learning activities which in turn leads to the success of learning English as a second language. Apart from that, some of the problems encountered when using social media and combined group work in the learning and teaching of English as a second language at Tertiary level are also highlighted. Most importantly, the students agreed that social media has by and large affected in their English language learning skills.

Keywords: Social Media, Learning English Second Language, Saudi female

1. Introduction

Studies concerning social media and its use have become evident in area of education which may lead to a significant change in how we structure learning circles in the future. Social media has made it possible for a more flexible language learning experience, in which students are given more control and guidance. This process is known as constructivism.

The 21st century marked by its information and communication technologies, in which digital practices have become a global culture and the society are moving towards becoming information society. Hence, those who do not embrace the technology will be left behind and perhaps will be terribly relegated. Technology has inevitable as it has become the most useful tool in almost every aspect of humans being's daily life. Technology is regarded as the first revolution, and thus has significant influence on education in general and teaching and learning language in particular.

The usage of digital devices like the internet and some internet applications are the new model of learning in the 21st century digital world. Moreover, the internet play a vital role in all type of technological developments which allow the public to quickly contact, evaluate, share and transfer either data or knowledge. (Krashen, 1983) fundamental concept of second language acquisition highlighted the difference between language gaining and language learning. He further pointed out that in second language learning discovered competence and acquired ability developed in very different ways in which language learning takes place through the recognized study pattern, rules, and conventions. On the other hand, language acquisition expands entirely. Furthermore, he coined the term, understandable input which means second language learners acquire language by their contact with the language that is both coherent and significant to them. It is noteworthy that a psycholinguistic approach to second language acquisition is confined to the critical role of social interaction only.

For instance, (Krashen, 1983) theory aims at highlighting the pivotal role played by input, interaction, and output on second language learning. Contribution in the original language is deemed essential and input that is understandable, which to some extent are away beyond the proficiency level of the students may offers direct information about the language, which in turn help to demonstrate the appropriate forms expressed in the language. Having such a background, the researcher believes that the above mentioned approaches provide reasonable and suitable basis for identifying the new role of social media as a tools in language learning. For instance, the EFL Saudi learners able to understand the linguistic appearances of the input from person they interact, are able they can replicate their language structure and take note of their faults, and use their computer-enhanced communication opportunity to enhance and expand their fluency (Lomicka, 2008). This new tools may help in enhancing the learning of second language and even more significantly, as a tools to improve the entire teaching and learning process. It has been reported that the learning communities have progressed from the regular classroom to computer-generated education environment in which the learners come together in a virtual atmosphere to interchange notions, resolve difficulties, explore substitutes, and produce new senses along with a connected journey. The new digital technology natives bring new challenges to the teaching and learning environment. Thinking

along this line the researcher deems that social media has become the most comprehensive tool that allows digital connect to interrelate with each other as providers to a particular site.

2. The Statement of the Problem

A considerable amount of relevant studies to date have empirically shown that the use of social media facilitated student's language learning. For instance, the study which was carried out by (Kaplan & Haenlein, 2010) showed that in Saudi Arabia, incorporating technology into second language learning classrooms is not something new. It is also noteworthy that, educators and language teachers around the globe have paid close attention to the utility of technology in language education settings. Despite its popularity and incorporation into second language learning environments as a vital means of providing learning opportunities for the learners beyond the boundaries of the classrooms, social media has yet to take the center stage of the reported findings of empirical investigations. Also, despite Social media's popularity and potential for personal interaction, its significant role has not been widely looked into at the tertiary levels. Therefore, studies such as the present one may need to examine how social media is used or can be potentially used in second language learning environments particularly at tertiary level contexts. Many colleges in the context of Saudi Arabia use social media and individuals in various institutions spend an enormous amount of time online, but the extent to which students and instructors use social networks for educational purposes is relatively unknown. The findings of the present study may offer new insights on the prominence of using social media in the context of a second language learning contexts in relation to how social media impact on the second language learning outside of the regular classroom settings.

3. Research Questions

To meet the foregoing stated objectives the following research questions are raised

1. What are the benefits of using social media as a tool in learning English as a second language for the undergraduate of Al Ardh College?
2. Do using social media facilitate English language learning for the undergraduate of Al Ardh College?

4. Research Objectives

1. Explore the benefits of using of social media in learning English as a second language among undergraduate students.
- 2 Explore the potential benefits and threats of using social media in learning English as a Second language among students of Al Aradh College.

5. Hypotheses of the Study

1. There are benefits of using social media as a tool in learning English as a second language among the undergraduate of Al Aradh College.
2. Using social media facilitates the learning of English as a Second language among the undergraduate students of Al Aadh College.

6. Significance of the Study

The current study is deemed important for textbook designers' and English teachers this may provide some insight for them to pay attention on the usage of social media in teaching English as a second language. Extensive research has been carried out on the importance of using of social media for the learning of English as a second language. However, functional studies which pay attention to the impact of using social media for the learning of English as a second language in the Arab nations are relatively small. Ultimately, the findings of this study and suggestions for future study may help people those using social media to understand the problem and be aware of the difficulties.

7. Limitations of the study

The study conducted at Al Ardah College of Arts Jazan University during 1438 the academic year. It should be noted that the number of participants in this study is relatively small. Hence, future study of this kind may to overcome the limitation of this study since there are other students from the same college and same results cannot be obtained elsewhere in Saudi Arabia fittingly it needs for further studies.

8. Literature Review

Linking formal education to social media may be considered new in the area of learning English as a second language. Social media comprises Web2.0 e-learning resources that put emphasis on active participation, connectivity, collaboration and sharing of knowledge and ideas among its users. Social networking sites such as YouTube, Facebook, video stream, cooperative conversation and Google Apps. Generally, social media allows students to pick up and share various study resources according to their learning style. The efficacious and attractive nature of social media may motivate learners to devote more time which in turn enable them concentrate on their educational activities owing to the cooperative, constructivist and genuine learning chance these social media has to offers. Most significantly, learners make use of the social media for purpose of learning English as a second language. The current study aim at measuring, and exploring the potential, functions that the social media may provide the language learners. Finally, the purpose of the review of literature on this paper is to evaluate the roles that social media play in the learning English as a second language.

8.1 Technology

(Gumport & Chun, 1999) posited that technology plays a significant role in the learning process and outcomes in higher education settings. It does not only provide access to the information we use, but also influences the product and by extension the process of learning. Moreover, (Alm, 2006) stated that various technology have been employed in the area of education. One of the systems is Web 2.0 which was developed after the existence of Web 1.0., which commonly contains web pages, text, pictures, audio, photos, video, authentic materials, discussion forums, chats, emails and music. Web 2.0 on the other hand consists of live materials, podcast, video cast, Flickr, wikis, blogs, online discussion boards, and social networking. Also, the technology can provide platforms that can be used in learning

atmospheres in which its applications may provide new channels for learners to receive informative and constructive feedback.

8.2 Social Media

It is noteworthy that the notion social media and social networking are being used alternately. Social media refers to the social software in the form of websites and other online groups such as social networking and micro blogging which are created by a sizable group of folks (known as users) to share conversations, personal messages, ideas, information or to grow social and professional contacts.

8.2.1 Types of Social Media and Social Networks Sites

There are various kinds of social media which may be used in several ways. It should be noted that things around us can be used if we know how to use them. For instance, most people have smartphones, but they barely use all the application available in it. Sometimes they are not appropriately directed and at times they don't have the chance or time to spend on learning new things. However, this is not the case for English learners, because software and applications available on smartphone may assist English learners to connect with others. The types of social media and social network sites can be classified as:

8.2.1.1 Language of the Gadgets

Gadgets, such as mobile phones, desktops and, notebooks offer their users the option for the language which they prefer to use. Such choices definitely benefit all users in many ways but interestingly, new users may significantly benefit from such options. As it has been reported in a number of studies many individuals in various language learning settings have improved their second language learning by opting for English as their preferred language of their gadgets (Kaplan & Haenlein, 2010).

8.2.1.2 Movies

Watching movies is also a beneficial activity for the learners, as many of the learners resort to it for entertainment purposes. Now, films and TV shows are an integral part of almost everyone's life; an ordinary person spends a minimum of two hours watching TV programs. Considering the potential of TVs in helping improve language learning, it can be argued that TV time can be used for learning new words on a daily basis which may help language learning process more entertaining and enjoyable unlike the formal ways in classrooms. Another benefit of using film as a language learning tool is that it provides an authentic source of learning involving native speakers with different pronunciation. The difference between the learning of language through reading books and the one through communication can be differentiated by means of the condition that learners also have some vested interest in watching movies not only for enjoyment but also for learning the new things shared in those movies. Movies also provide learners with the knowledge of correct pronunciations, which is rather difficult to acquire from the books which are used by teachers inside the classrooms. The films mostly model 'real' situations outside of the classroom, particularly interactive language or the language of real-life conversations. Film and TV

shows expose the natural expressions and the natural flow of speech which happen in various genres of conversation, which are particularly beneficial for ESL students who are not living environment in an English-speaking environment. Learners who are in such a situation may rely on television and films as they can offer the learners with this real-life language input. The film also can be employed as a source for follow-up jobs such as debates, discussions on role plays social issue, rebuilding a conversation (Kaplan & Haenlein, 2010).

8.2.1.3 Blogs

Web blogs are also reportedly one of the forms of social media. Millions of people have created their own blogs and use them to write things which range from news and their perceptions on some specific issues. They invite the readers to reply by adding or posting comments on their blogs. Blogs discourse a broad range of topics and they reportedly assist in improving the reading speed, vocabularies and promote proper use of grammar and enhanced reading comprehension of language learners. Blogs can be employed in various ways for different purposes. For example beginners by means of referring to a particular language blog learn new ideas on how people use blogs to interact with each other. It also helps to learn new vocabularies in the different modern context of a particular time. The language of blogs is not intended for the sophisticated readers, as some scholars claim that it is simple and easy and blogs are a source of talking to an ordinary reader (Kaplan & Haenlein, 2010).

8.2.1.4 Twitter

(Murthy, 2011) pointed out that microblogging and social networking facility that users like the most is the small messages of 140. This little arrangement is the sole way of communication that has inspired the minds of the users, which in turn, has become a fascinating method for learners to keep in touch with each other as well as with the teacher.

8.2.1.5 Facebook

(Blattner & Fiori, 2009) stated that Facebook is the primary social network that takes pride in its more than billions followers and it is one of the fastest growing and well known sites on the Internet. (McLoughlin & Lee, 2008) reported that Facebook has various tasks of communications, material sharing, modification and collaborative construction. However, the main reason for learners to use Facebook was to touch with friends.

8.3 Previous Related Studies

Studies in various contexts to date have uncovered various issues in among social media communities. For instance, (Mills, 2011) carried out a study that focused on the nature of students' participation, knowledge acquisition, and relationship development among social media communities. Facebook was used as a collaborating tool on which students could share resources that may help improved the various topics discussed in classrooms. He also observed that students referred to course content, developed identities through the improvement of interpersonal, presentational, and interpretative modes of communication, engaged in meaningful learning experiences, and contextualized interactions among these social communities. (Chen, 2013) carried out a study which aimed to explore the ways of

social media being used to invest in new features which may lead to the socialization among fictional communities. From an ecological perspective, their study showed how a learner exhausted avenues to establish their identities and their results suggested that social media were used as a way to socialize and invest identity in the context of graduate studies and to interact with broader communities and networks. Moreover, he looked into two bilingual writers and how they planned and built identities in literary practices on social media. The results of the study revealed that writers accepted many plans, subjected positions and even re-appropriated symbolic resources afforded by the social media as they aligned themselves with intended collective and particular identities at both local and global levels.

(Klimanova & Dembovskaya, 2013) provided an analysis of comparable social media communities, i.e., Kontakte, in the context of Russian classrooms. Online activities, phenomenological debates and discussions with native-speaking students focused on identity construction by means of the interactions. This study showed that even at its beginning stages, research on social media indicated a beneficial impact of using such media on the second language learning practices. The following section examines the most practical issues which are related to developing and incorporating social media based tasks and activities in relation to second language learning. (Gonzalez, 2012) being among the recent studies proposed that the digital generation of students learn inversely in comparison with their predecessors, and they are reliant on the online sources for accessing information and interacting with the others. Social media applications are helpful in educational settings, and more studies are required to be carried out to assess if language learning practices on social media result in improvement which are desirable for “pedagogy 2.0”.

(Gonzalez, 2012) said that the social media technology as web-based and mobile applications allow people and establishments to create, engage, and share ideas or existing content in the form of communications in digital surroundings. Moreover (Cecilia, 2012) claim that social media are the online societies in which individuals act together and with each other. Social media users can establish a profile for themselves, edit and comment on each other's posts and share information with others within the community. The difference between social media and social networking sites lies in the scope of these terms. In this regard, social media is a broader term, whereas social networking sites are just one specific sub-category of social media. Social networking sites are applications that allow operators to link by making private information profiles, communicating classmates, and conveyance e-mails and instant messages among themselves. (Benson & Avery, 2009) stated that Social networks include Perfsport, Facebook, Bebo, MySpace, Orkut, Hi5, Google+, and Tagged . They are unique web-based services that may allow people to construct a public or semi-public profile within bounded systems and articulate a roster of other operators with whom they share links. (Shih, 2011) pointed out that the advantages of social media in learning and improving the second language can be characterized as unique and entertaining atmosphere, Facebook has been reported in some studies to lessen students' stress levels and enhancing learners' engagement and interactions. The study showed the influence of social media on learners at the University of Taiwan and the learners were found to enjoy interacting among their peers in English and felt comfortable expressing their opinions and sharing their thoughts. Students reported that

Facebook was informal. Thus, students may experience less pressure and more confidence when using Facebook to state their views on most of the topics. (Yunus, 2012) studied the students' perceptions on the effectiveness of social media on teaching and improving second language learning skills in Malaysia. They integrated social networking services in the second language classrooms to enhanced online classroom interaction between students and teachers, which has promoted interaction in English learning environment. Moreover, (White, 2009) reported that social media helped to improve the students' motivation and academic writing in Japan. Moreover, it is also believed that the online discussion provided students with the opportunity to interact with their instructors and peers, which in turn may lessen the students' stress. (Zaidieh, 2012) studied the challenges and opportunities with regards to the use of social media in education in Malaysia. He reported similar findings in which students felt comfortable and had less pressure with the time they had to answer questions because they did not have to respond to questions immediately as in the classroom setting. The second advantage of Facebook in an ELL environment is that using Facebook helps enhance students' critical thinking. Existing research shows that Facebook plays a significant role in promoting students' creative thinking skills (Yunus, 2012). Students' activities may create and cultivate their brainstorming ability as well as thinking skills. Finally, the literature review indicates that social media has been a place for the learning of second language via different social media applications. It is remarkable that there is an insufficiency of educational materials and equipment as well as language labs in the Jazan University; the undergraduate's may expand the social media platform for the exchange of educational materials. The students may use these materials to supplement their English language knowledge and therefore, may be able to deal with their equivalents positively in the global world.

9. Research Procedures

The research procedures involved the identification of research problems which comprises asking pertinent questions (i.e., the research questions) to be in line with the objectives of the study. The literature review assist the researcher to clarify the research problems, improve the methodology employed and, contextualized the findings. Research designate strategy employed by the researcher in carrying out the study in a systematic manner as well as aiding in the proper planning of the instrument for data gathering. Analyzing the data involves several procedures that are linked to one another. The data were processed in parallel with the inspection of data, and finally, the findings and discussion are produced.

9.1 Data Collections

One instrument i.e., a questionnaire was used in this study. The questionnaire was used in identifying the new role of modern social media in learning English as a second language in Saudi.

9.2 Data Analysis

A quantitative method was used in collecting the data: a questionnaire was administered in order to identify the new role of Modern Social Media in Learning English as a Second language in Saudi. The number of respondents involved in this study was 80, and their

identity was kept confidential. Apart from that, the researcher believe that the respondent's' demography and, gender, have no impact on the analysis of this study.

9.3 Responses to the Questionnaire

A questionnaire was administered in order to find out about the potential new role of social media in learning English as a second language in Saudi Arabia. The respondents answered the questions listed below:

9.3.1 How often do You Use the Internet?

Figure 9.3.1 shows the frequency of answer to the first question: How often do you use the internet? Ninety-two percent of the participants use the internet every day and six percent of the participants use the internet a few times in a week. Only one percent of the participants used the internet a few times once in a while. Similarly, one percent of the participants stated that sometimes they used the internet.

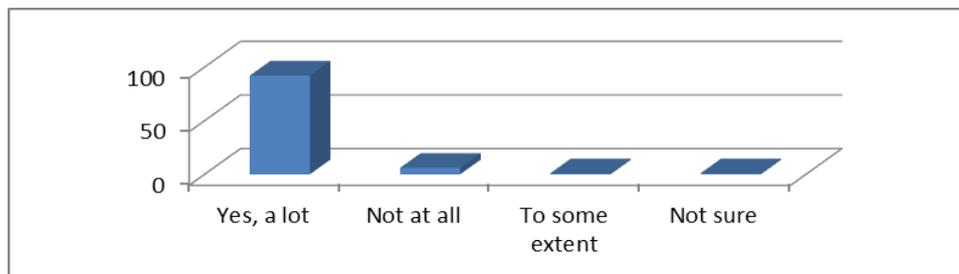


Figure 9.3.1

9.3.2 Do the social media websites made you more interactive and confident in communicating with others in English?

Figure 9.3.2 shows the frequency of answer to the question: Do the social media websites made you more interactive and confident in communicating with others in English? Eighteen percent of the participants answered yes to this question, which indicates that the social media websites made them become more interactive and confident in communicating with others in English. Four percent of the participants disagree that the social media websites made them more interactive and confident in communicating with others in English while seventy-eight percent of the participants said agree with this statement to some extent.

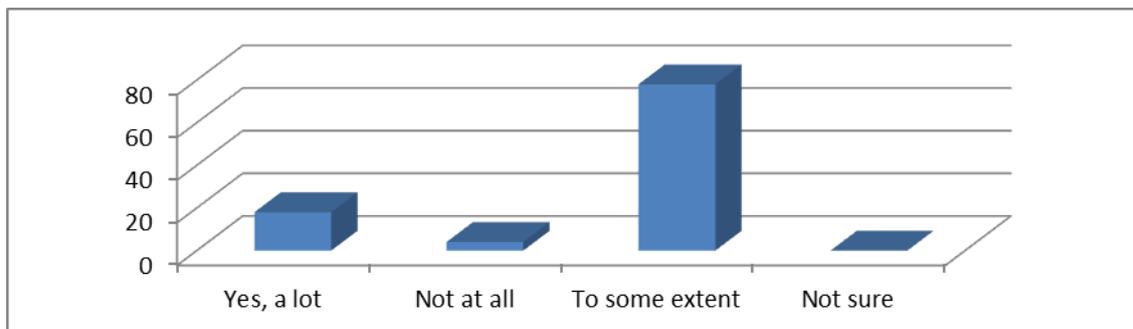


Figure 9.3.2

9.3.3 Do the social media serve the purpose of its creation in the field of language learning?

Figure 9.3.3 shows the frequency of answer to the question: Do the social media serve the purpose of its creation in the field of language learning? Eighty-two percent of the participants agree that the social media serve the purpose of its creation in the field of language learning. On the other hand, sixteen percent of the participants disagree to some extent that the social media serve the purpose of its creation in the field of language learning.

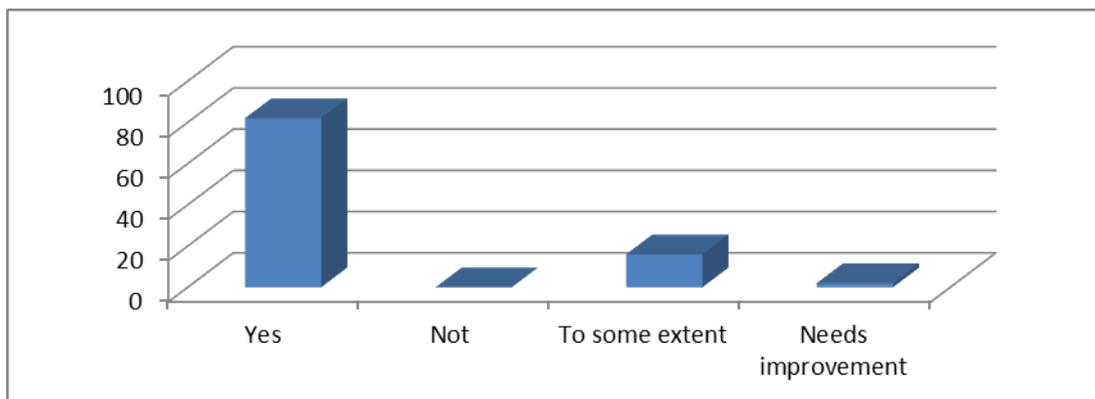


Figure 9.3.3

9.3.4 Do the social media sites offer you enough opportunities as a student to promote yourself and your activities in learning a second language?

Figure 9.3.4 shows the frequency of answer to the question: Do the social media sites offer you enough opportunities as a student to promote yourself and your activities in learning a second language? Ninety-one percent of the participants agree that the social media sites offer them enough opportunities as a student to promote themselves and their activities in learning a second language. Eight percent of the participants disagree to some extent.

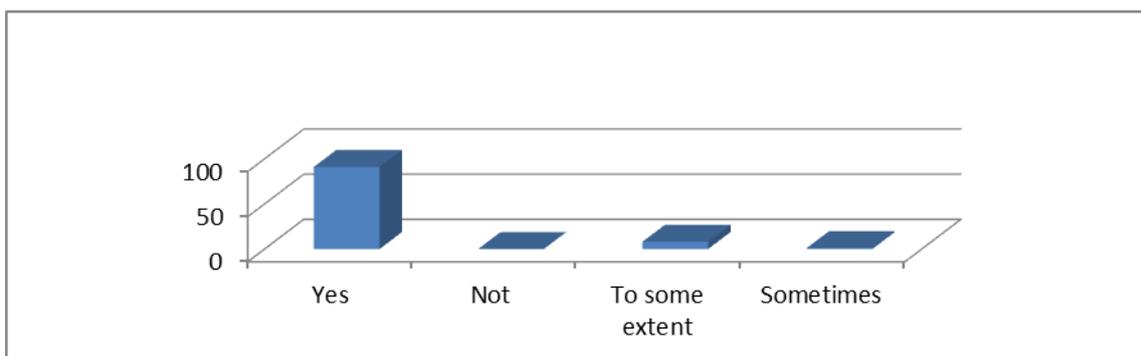


Figure 9.3.4

9.3.5 Do you feel that your native-speaking English social media partners ‘language affected your practice of English positively?

Figure 9.3.5 shows the frequency of answer to the question: Do you feel that your native-speaking English social media partners ‘language affected your practice of English positively? Ninety-five percent of the participants agree with the statement, while five

percent of the participants disagree to some extent.

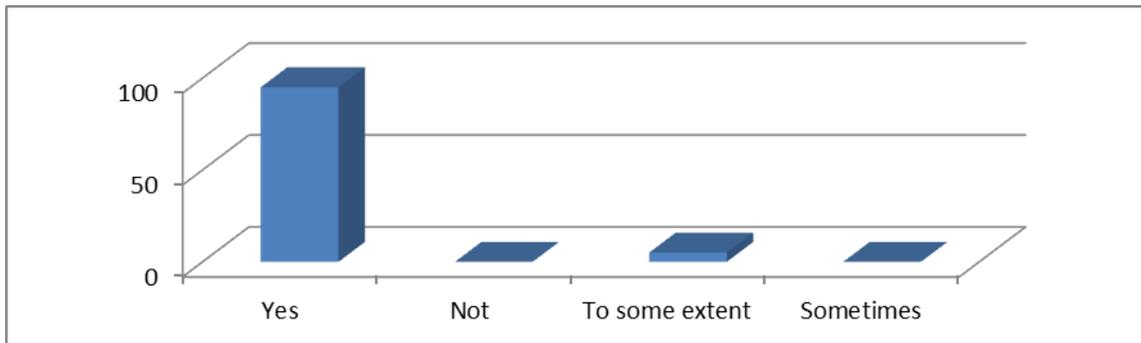


Figure 9.3.5

9.3.6 Do you believe that using an online instant messaging like Facebook or WhatsApp with native speakers helped you practice English language?

Figure 9.3.6 shows the frequency of answer to the question: Do you believe that using online instant messaging applications like Facebook or WhatsApp with a native speakers help you practice the English language? Ninety-nine percent of the participants agree that using online instant messaging applications like Facebook or WhatsApp with native speakers helped them practice the English language. Only two percent of the participants disagree to some extent.

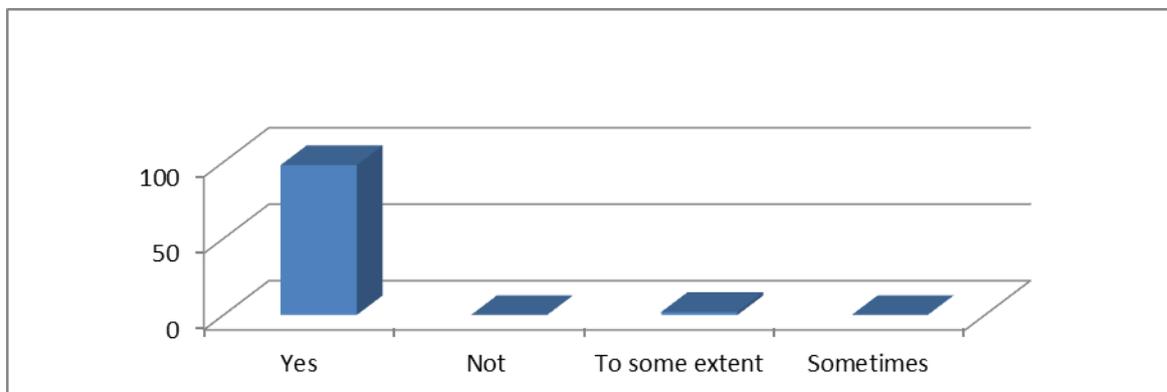


Figure 9.3.6

9.3.7 Do you think social media assist English language learning in online learning environment?

Figure 9.3.7 shows the frequency of answer to the question: Do you think social media assist English language learning in online learning environment? Twenty-eight percent of the participants agree that social media is helpful in learning English in online learning environment. However, only two percent of the participants disagree with the statement. Sixty-nine percent disagree to some extent and only one percent disagrees with the statement.

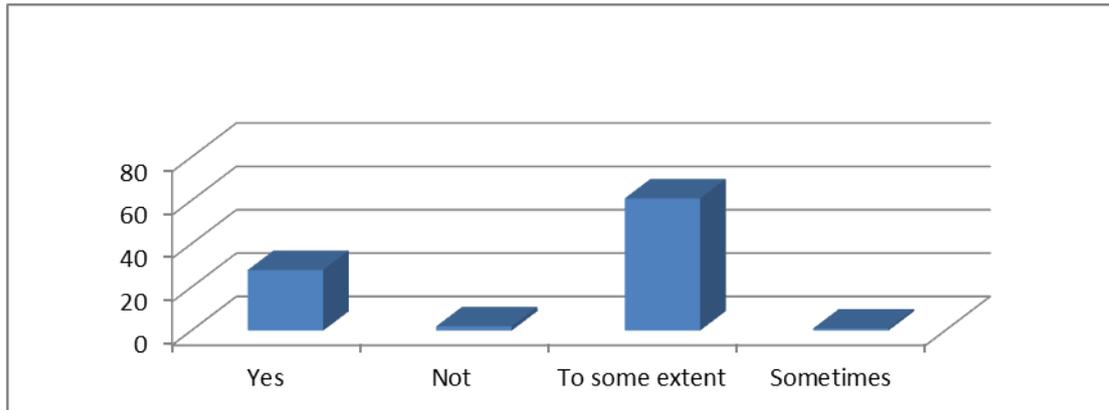


Figure 9.3.7

9.3.8 Do you think social media motivates you to communicate in English?

Figure 9.3.8 shows the frequency of answer to the question: Do you think the social media has a negative impact on your four language skill? Twelve percent of the participants agree that the social media has a negative impact on their four language skill. Fifty-nine percent of the participants' disagree and twenty percent disagree to some extent with the statement. Finally, only nine percent said that sometimes, social media has a negative impact on their fourth language skill.

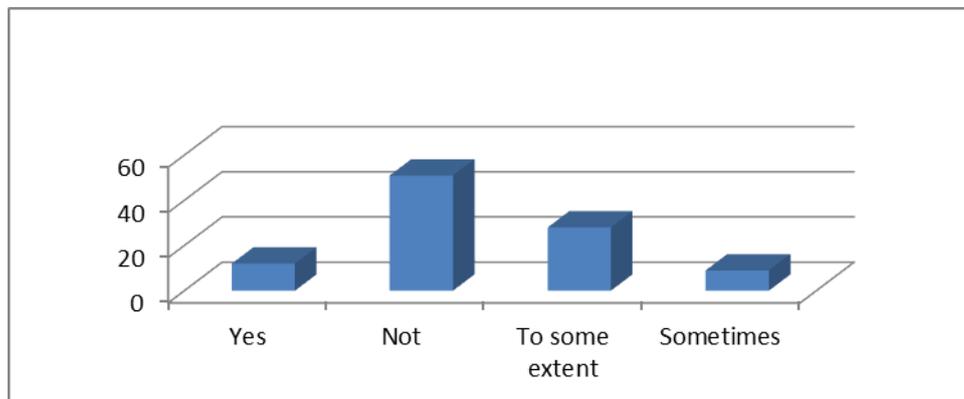


Figure 9.3.8

9.3.9 Do you think the social media has negative impact on your four language skill?

Figure 9.3.9 shows the frequency of answer to the question: Do you think the social media has a negative impact on your four language skill? Twelve percent of the participants agree that the social media has a negative impact on their four language skill. Fifty-nine percent of the participants' disagree and twenty percent disagree to some extent with the statement. Finally, only nine percent said that sometimes, social media has a negative impact on their fourth language skill.

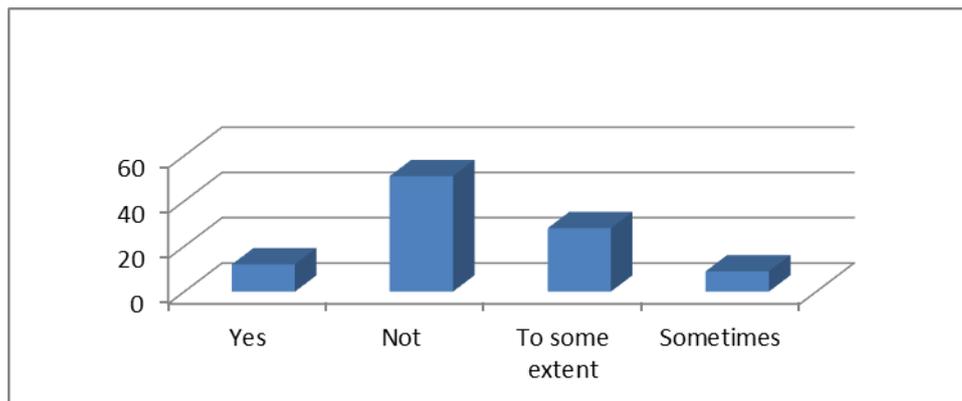


Figure 9.3.9

10. Discussion and Findings

The purpose of this study is to explore the role of social media in learning English as a second language in Saudi Arabia. The students who participated in this study showed a positive attitude towards using the social media for the learning of English as a second language. Social media, such as Twitter, Facebook and YouTube have become tremendously popular among Internet users who wish to exchange their thoughts as well as to engage in other online activities. It should be noted that the social media can be accessed easily; they are free and attractive to users and are regarded as the new platform for students of English to express themselves in original ways. Teachers may encourage students to learn using this type of activity. It should be noted that this study provides the crucial finding which has further proven that social media can assist in learning English as a second language.

A great number of learners agrees that social media serves as a beneficial learning platform that may help improve the second language learning as well as adding up the learners' knowledge. However, (Selwyn, 2007), (Shih, 2011), (Kaplan & Haenlein, 2010) and (Omar, Embi, & Yunus, 2012) posited that social media does not offer an appropriate atmosphere for formal language teaching and learning. Thus, a typical classroom atmosphere is still the most desirable for the learning of English language. Moreover, the findings of this study revealed that the learners enjoy using social media since it was stimulating and pleasurable. As a result, social media reinforce motivations, and self-determination in students' learning environment. It is recommended that teachers consider using social media as additional learning tool in a classroom. This is due to the fact that social media can be used as a tool to help learners to learn English. The same view was echoed by (Omar et al., 2012) who claimed that social media has become a significant part of learners' lives, in which employing the tool in an educational method could advantage students in performing the language outside their classrooms. It is evident that students were positive with the use of various social media tools for language learning and engagement. It should be noted that it is necessary to clarify the aim choosing each social media tool in every activity so that the students were conscious of the educational value of using each tool in order to achieve the learning objectives. The use of social media as a learning tool offers a new awareness to learners which existed in different forms, including asking questions and the sharing of thoughts. Furthermore,

majority of the learners spend a lot time on the social media sites with numerous times in a day. Various explanations were given as to why the students were using social media websites.

The most significant reason given was to communicate with friends and family which is similar to (Sheldon, 2008) who stated that the students use social media websites to pass the time, be entertained, and maintain existing relationships with others. It is noteworthy that there are a number of methods in using social media to facilitate learning among students such as, to share, listen and to produce their materials on the Internet. Although this kind of activity seems quite difficult to do due to expenses and technical limitations, the obstacles have slowly been reduced. However, the safety and confidentiality are the most complex part that is necessary when dealing with the social media (Shih, 2011). Therefore, instructors are expected to be well-informed in the safety procedures on how to share the data of the students. The use of social media in educational environment showed that most of the students are concerned with having chances to learn and they used the social media as a tool to enhance their language skills. The same view is shared by (Wang & Vázquez, 2012), who reported that one of the central benefits of using social media is the design of a proper learning atmosphere. Furthermore, the findings of this study show that the learners were docile to the use of social media for language learning. Therefore, the researcher recommends that a combination of multiple social media tools for language learning as well as well-defined activity may heighten the students' knowledge and the learning results. It is worth highlighting that the social media have by and large enabled the students to communicate with native speakers of the English language. To conclude, the study also sheds some light on the awareness of the students' technical awareness of using some of the social media tools. None of the students had ever created a blog and most of them had never taken part in an online forum. Nonetheless, these were as not considered as their limitation since they rapidly overcame the complications they had faced.

11. Conclusion

This study measures the prominence of social media in second language learning. The findings of the study revealed that most of the sampled students use social media in order to improve their English language proficiency. The researcher deems that social media may be regarded as a tool which is helpful in improving the language learning familiarity. Hence, preparation is needed when using social media for English language learning. It is noteworthy that social media maybe an effective tool in improving students' English language learning given that it is used wisely and correctly. The students' believe that social media is a precious and powerful tool for learning the English language, which is an echo from (Gumport & Chun, 1999) who deemed that the purpose of using technology in education is to improve the standard of teaching and learning. It is noteworthy that social media offers a range of tasks that may assist students in integrating communication, act as a team, and share plans. This study has proven that students' knowledge; attitude and learning attainment were positively affected by the usage of social media.

Recommendations

Based on the results of this study, six recommendations are enlisted as follows:

1. Students are encouraged to use social media like Facebook and WhatsApp in learning English as a second language.
2. Teachers may encourage students to use social media in order to build social relationship with native-speaking students.
3. Teachers 'suggestions and direct experiences may provide constructive feedback and bring in new and useful information.
4. Teachers and students may learn effectively if they are given adequate time to explore the Web 2.0 technologies.
5. It is essential for teachers to become familiar with safety policies while sharing the data of their students.
6. Teachers should change their role from the 'knowledge provider' to facilitator.

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