

Innovations

Web 2.0: A Positive Impact on English Language Learning

Luo Shuchang

Master in English as a Second Language
University of the Cordilleras

Abstract

With the development of the globalization and the technology, the importance of learning English better via the assistant of Web 2.0 tools gradually show its significance. However, not all of the people, especially students know how to make the best use of these tools to enhance their English ability. This study aims to find out how effective Web 2.0 can be in helping students learn English and how helpful it is thought to be overall. The study also attempts to look at the various Web 2.0 tools employed in English language instruction. This study was conducted by a quantitative research method via a questionnaire and used mean to analyze the data. The subject of this research were 100 undergraduate medicine students from Zhengzhou university in China. The results shows that it Web 2.0 is an effective factor which influences the English language learning of students, especially in listening skills and they prefer to use multiple Web 2.0 tools to assistant their learning process.

Keywords: *Web 2.0, English language learning, Language learning process, Effectiveness, Competency level*

Introduction

Nowadays, people can stay at home and still make cashless payments for products online via applications on their phones. Additionally, they can save time by scheduling passport applications through the official government website, as opposed to the traditional method of waiting in line. Furthermore, people have access to an abundance of free resources in various forms such as shows, games, and novels to pass the time. Of course, with the support of the Internet, education can also harness this great opportunity to unlock its immense potential.

In 2010, the Chinese government introduced a ten-year development plan for educational informatization. Its primary aim was to encourage students to autonomously engage in learning through the internet and enhance their problem-solving abilities using technology. In 2020, the Ministry of Education of China issued guidelines for promoting the high-quality development of "Internet + Education." To improve educational quality and equity, these guidelines proposed

actions such as fostering the development of online learning resources and expanding the application of emerging technologies.

The government is not the sole entity deeply concerned about applying technology in education. Researchers also contribute to defining and organizing the development process of the internet, which has come a long way.

We are currently in the Web 2.0 era, characterized by the vast amount of information offered with the support of the Internet. According to Yu, Zhao, and Huang (2009), the core philosophy of Web 2.0 emphasizes key principles like openness, sharing, involvement, creativity, personalization, and socialization. This stands in contrast to the traditional Web 1.0, which focused on websites offering services to user groups with users passively receiving them. In other words, Web 2.0 tools offer a learner-centered learning model, enabling individuals to learn more actively and purposefully.

As technology advances, we are gradually transitioning into the era of Web 3.0. However, it remains crucial to research the tools that emerged during the Web 2.0 age. According to Chinese researcher He (2016), the tools developed during the Web 2.0 period continue to have a substantial and unmistakable impact in the new age of internet development, despite the transition from Web 1.0 to Web 2.0 and now into the Web 3.0 era. These devices and technologies can perform a range of tasks and provide numerous services. They are highly likely to develop into the best learning support resources for lifelong learners in the future, led by the internet era.

Regarding language teaching and learning in education, Web 2.0 can also be a valuable asset. There are numerous free online resources available for students to access and learn autonomously. With the advent of the Web 2.0 era, Internet applications exhibit significant characteristics such as decentralization, openness, sharing, and interaction (Cheng, 2013).

An increasing number of scholars believe that the use of Web 2.0 applications in the language learning process can enhance students' language acquisition. Therefore, teaching English with the assistance of the Internet has become mainstream. Consequently, it is essential to understand the effectiveness of utilizing Web 2.0 applications in the language learning process and their associated effects.

Significance of the Study

The use of Web 2.0 tools has greatly changed how we learn languages. This study intends to investigate how well these Web 2.0 tools help students develop their English language abilities and prepare them for the globalized world. Additionally, this research is useful for both students looking to improve their English as well as teachers who may be inspired by it. As a result, they will be better prepared to provide the teaching strategies and resources that students require.

Research Design

The questionnaire for this study was delivered using the Chinese app "Question Star" using a quantitative research approach and then conducted a descriptive analysis of the findings. The study at Zhengzhou University in China focused on 100 undergraduate medicine students.

The questionnaire for this study was adapted from a study conducted by Jarrah and Alzubi (2021) on Arab postgraduates' readiness towards and effectiveness of utilizing Web 2.0 in language learning.

The questionnaire was broken down into three sections. In the first section, it was talked about how valuable students thought Web 2.0 was for language acquisition. The effectiveness of Web 2.0 in the language learning process was the second section. The Web 2.0 tools used in English language learning made up the third segment.

The Likert scale, which had ratings from 1-4, was utilized in the questionnaire. It was graded on a scale of 1-Strongly Disagree, 2-Disagree, 3-Agree, and 4-Strongly Agree in the first and second sections. It received the following ratings in the last section: 1-Never use, 2-Rarely use, 3-Sometimes, and 4-Regularly.

The researcher made revisions to the third section of the questionnaire to better suit the context of Chinese students. It is important to note that in the original paper, only the first two sections of the questionnaire had been tested for reliability. Therefore, the reliability data provided for the first two sections (Cronbach's Alpha $\alpha = 0.814$ for Students' perceived usefulness of Web 2.0 in English learning process and Cronbach's Alpha $\alpha = 0.871$ for Effectiveness of Web 2.0 in language learning process) remain valid and reliable.

Statement of the problem

The following issues are all centered on the 100 undergraduates from Zhengzhou University who major in medicine, and they have all been modified based on research done in 2021 by Jarrah and Alzubi.

1. What is the learners' perception regarding the utility of Web 2.0 tools in the process of language learning process?
2. To what extent does the utilization of Web 2.0 technologies effectively enhance the English language learning process for students?
3. Which specific Web 2.0 tools are employed as part of the English language learning process?

Discussion

Web 2.0 tools have become a potent resource for English language study in the current digital era. Web 2.0 tools present language learners with previously unheard-of chances by delivering interactive, varied, and individualized learning methodologies. The survey results, as shown in Table 1, suggest that students' perceptions and

subjective views of Web 2.0 tools, as well as their actual effectiveness in language learning, fall within the category of "moderately effective." In other words, students generally believe that Web 2.0 tools are somewhat helpful for learning English, aligning with the findings of many researchers.

Table 1: Students' Perceptions and Effectiveness of Web 2.0 Tools in Language Learning

Item	Mean	Description
Students' perceived usefulness towards the Utilization of Web 2.0 in the language learning process	2.88	Moderately Effective
The Effectiveness of Web 2.0 in Language Learning Process	3.24	Moderately Effective

Chinese scholars Chen and Zhao (2018) found that computer networks not only offer countless, real-time, and diverse English learning materials but also facilitate personalized and independent English learning. Additionally, by utilizing computer networks' data analysis and feedback capabilities, it is possible to efficiently track the learning process, evaluate learning outcomes, and give instructors feedback on their instruction, all of which will improve the direction of students' learning.

Another two Chinese researchers Li and Wang (2019) also came to similar conclusions in 2019, emphasizing that the widespread adoption of Web2.0 offers strong support for independent English learning. First off, the numerous internet resources and teaching tools greatly improve the approaches and content of learners. Second, interactive tools like social media and online discussion boards help students communicate and work together, which increases their motivation and engagement. Finally, utilizing big data and artificial intelligence technologies makes teaching and learning more exact and individualized, significantly improving English learning outcomes.

Many academics have globally attested to Web 2.0's usefulness in raising English language competency as well.

According to Ferguson (2019), children who used Web 2.0 tools performed better on language competency tests than those who attended traditional classroom settings. Web 2.0 tools can therefore encourage active student participation in English learning. Jones and Vargas-Sierra (2020) thought that Web 2.0 tools can offer rich learning resources and useful possibilities to language learners, promoting active engagement in English learning.

Table 2: Students' perceived usefulness towards the Utilization of Web 2.0 in the language learning process

Item	Mean
1.I can study language well with Web 2.0 technologies.	3.33
2.My speed of learning to work with Web 2.0 technologies is higher than others.	3.00
3.I like to use Web 2.0 technologies for language learning.	3.17
4.Language can be learned faster by using Web 2.0 technologies.	3.00
5.Learning a foreign language through Web 2.0 technologies is better than oral practice.	1.83
6.Language learning by using Web 2.0 technologies is less adequate as the traditional learning.	2.17
7.Students who use Web 2.0 for language learning are less than those who learn language through traditional methods.	1.83
8. Web 2.0 technologies are good as the traditional language learning methods	2.83
9.Web 2.0 technologies are good enough to be used alone for language learning.	2.67
10.Web 2.0 technologies are more stress-free than traditional methods of language learning.	2.83
11.Using Web 2.0 technologies can enhance my chances to learn a foreign language.	3.33
12.The content of language learning materials of Web 2.0 technologies is excellent.	3.17
13.I feel more comfortable while interacting with others in foreign language via Web 2.0 technologies.	3.17
14.I am aware that I can learn English language using Web 2.0 technologies.	3.33
15.Web 2.0 technologies functions are easy to use for language learning.	3.00
16.I intend to use Web 2.0 technologies to improve my English.	3.33
Overall	2.88

Table 2 indicates that the highest scores were obtained for 4 items, item 1 “I can study language well with Web 2.0 technologies”, item 11 “Using Web 2.0 technologies can enhance my chances to learn a foreign language”, item 14 “I am aware that I can learn English language using Web 2.0 technologies” and item 16 “I intend to use Web 2.0 technologies to improve my English”.

The results of the poll show that most respondents had a favorable opinion of using Web 2.0 tools for language acquisition and think that these tools can significantly improve their possibilities and skills in this area.

Li Ming (2020), a Chinese researcher discovered that Web 2.0 technologies provide a variety of tools and resources for language learning, including social media interactions and online language learning platforms. These encourage communication with native speakers and help language proficiency.

Smith (2019) supports this point of view by emphasizing how Web 2.0 technology's interaction and online resources can pique learners' interests and improve their language-learning outcomes in his research.

On the contrary, the lowest scores were obtained for 2 items, item 5 “Learning a foreign language through Web 2.0 technologies is better than oral practice” and item 7 “Students who use Web 2.0 for language learning are less than those who learn language through traditional methods”.

According to several studies, using Web 2.0 tools to help with English learning is more efficient than using conventional classroom techniques. The survey data from this study, however, do not totally support this idea. The distinctive qualities of Chinese undergraduate medicine students may be to blame for this difference. According to research, oral practice is crucial for these students to improve their communication abilities (Li Hua, 2018). Effective communication with international peers and patients is necessary for medical students, underlining the importance of oral practice in language learning.

In summary, students not only aware that it could be a great channel for them to learn language using Web 2.0 technologies but also think they have the ability to study language well with these technologies so they would like to improve their language skills via using them. Meanwhile, they tend to believe that more and more students learn language via technologies. However, they don't agree that learning a foreign language through Web 2.0 technologies is better than oral practice.

Table 3: The Effectiveness of Web 2.0 in Language Learning Process

Item	Mean
1.Web 2.0 technologies develop my reading skills.	3.17
2.Web 2.0 technologies develop my listening skills.	3.50
3.Web 2.0 technologies develop my writing skills.	3.17
4.Web 2.0 technologies develop my speaking skills.	3.00
5.Web 2.0 technologies develop my grammar.	3.17
6.Web 2.0 technologies develop my vocabulary knowledge.	3.33
7.Web 2.0 technologies help me to pass my foreign language tests.	3.17
8.Web 2.0 technologies are useful tool for me to practice my skills in English language.	3.33
9.I believe that using Web 2.0 technologies can enhance my English competency level.	3.33
Overall	3.24

Table 3 shows that the highest score was obtained by item 2 “Web 2.0 technologies develop my listening skill” and the lowest was gained by item 4 “Web 2.0 technologies develop my speaking skills”.

Table 3 shows that Web 2.0 technologies have a moderate level of success in boosting English proficiency based on the survey findings. One study found that Web

2.0 technologies have a beneficial effect on enhancing English listening abilities, which makes sense given the characteristics of Chinese undergraduate medicine students (Wang Xiaohua, 2021). Listening practice using Web 2.0 technologies is essential for medicine students' learning since they need to be able to understand medical terminology and case material in English.

The usefulness of Web 2.0 technologies in enhancing speaking abilities, however, may be somewhat limited and may fall short of that of conventional oral practice, according to a different study (Chen Ming, 2020). This explains why the survey question item 5 “Learning a foreign language through Web 2.0 technologies is better than oral practice” in table 2 received a lower score.

That is to say, when it comes to how using Web 2.0 can improve students' language learning, medicine students believe it has the greatest impact on boosting listening skills but is less successful at enhancing speaking abilities. They do, however, firmly believe that utilizing Web 2.0 technologies can raise their level of English competency level.

Table 4: The use of Web 2.0 applications

Web 2.0 Applications	Mean
Baidu	4.00
Tencent Meeting	2.83
Bilibili	3.33
Youdao Cloud Notes	3.33
QQ	2.67
Weibo	2.50
Wechat	3.17

Table 4 shows that students' perceptions on the utilization of various Web 2.0 applications for English learning are diverse. The highest score was obtained by Baidu. Meantime, the Tencent Meeting gained the lowest score.

These statistics show the preferences and behavior of students while choosing Web 2.0 tools. Notably, Baidu received the highest average score, 4.00, showing that every student uses Baidu to conduct information searches to support their study of English. The fact that Baidu is China's top search engine and provides a wide range of English learning resources, including vocabulary translations and study materials, may be the reason for its high rating. Students can use Baidu to look up information and course materials. Students strongly prefer using search engines to obtain learning resources, according to research on their preferences and usage of Web 2.0 applications (Li Ming, 2019). This is consistent with the high score obtained for the Baidu item in this reseach, which suggests that students tend to favor using search engines as an additional tool for their English-language acquisition.

Tencent Meeting, on the other hand, received the lowest average rating, 2.83. A study on Tencent Meeting found that rather than being utilized for language learning, this program is mostly used for online meetings and team cooperation (Zhao Xiaogang,

2020). Given that Tencent Meeting is largely designed for online meetings and communication, with no direct relevance to English language acquisition, this may help to explain why Tencent Meeting obtained a lower score in Table 4.

Other programs, including Bilibili, Youdao Cloud Notes, QQ, Weibo, and Wechat, also showed varied degrees of variances in their average ratings, reflecting the variety of ways that students used these programs.

Conclusion

There are differences in how students view Web 2.0 technology and its efficacy in language acquisition. Most of these undergraduate medicine students think that these technologies can improve their English abilities, especially in terms of listening ability, which is in line with the requirements of their medical studies. However, they also insist that traditional oral training is still a better way to hone spoken language skills. Students also favor using search engines like Baidu to obtain English learning resources, perhaps as a result of the enormous study materials these sites offer.

In conclusion, students accept the limits of Web 2.0 technology in substituting oral practice while still finding it to be moderately effective in boosting their English competen cylevel. Search engines and tools of a similar nature are useful extra resources for language learners.

Recommendations

The following recommendations could help teachers enhance their pedagogical practices:

1. Develop Interactive Learning Experiences: Teachers can actively encourage students to join language learning forums on social media like Weibo or WeChat. Students can communicate socially and collaboratively by participating in discussions, sharing resources, and asking questions via various platforms.

2. Create Customized Learning Paths: Using Web 2.0 technology, educators may offer students with individualized learning materials based on their interests and skill levels. Students who have particular needs in medical English, for instance, can access case study materials and medical English vocabulary lists that are designed to help them satisfy professional requirements.

3. Include Online Speaking Practice: Teachers can promote students' use of Web 2.0 resources for online speaking practice, such as video conferencing with language exchange partners or using online voice recognition software. These techniques can help pupils increase their oral fluency and correct pronunciation.

Students could take the following actions:

- 1.Utilize Online Multimedia Resources to the Fullest Extent: Students can go through a variety of online multimedia resources, including English listening materials, TED lectures, and tutorials on websites like Bilibili and Baidu. These resources not only increase grammar understanding and vocabulary, but also listening skills.

2. Actively Engage in Online Speaking Communities Students can actively participate in online social platforms for language learning, like language exchange programs. To improve their speaking abilities, they can communicate with native speakers and find language partners.

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Luo Shuchang

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Appendix A

Questionnaire

Good day!

This is Luo Shuchang, a student from College of Arts and Sciences in University of the Cordilleras who major in MA-ESL.

This questionnaire is used to research the significance of Web 2.0 in language learning, its efficacy in the process of learning languages, and the Web 2.0 tools utilized in English language learning.

Please review the response depending on your specific circumstances.

Your answer will be confidential.

Thank you so much for answering these questions!

Students' Perceived Usefulness Towards the Utilization of Web 2.0 in the Language Learning Process	Strongly Disagree	Disagree	Agree	Strongly Agree
1.I can study language well with Web 2.0 technologies.				
2.My speed of learning to work with Web 2.0 technologies is higher than others.				
3.I like to use Web 2.0 technologies for language learning.				
4.Language can be learned faster by using Web 2.0 technologies.				
5.Learning a foreign language through Web 2.0 technologies is better than oral practice.				
6.Language learning by using Web 2.0 technologies is less adequate as the traditional learning.				
7.Students who use Web 2.0 for language learning are less than those who learn language through traditional methods.				
8. Web 2.0 technologies are good as the traditional language learning methods.				
9.Web 2.0 technologies are good enough to be used alone for language learning.				
10.Web 2.0 technologies are more stress-free than traditional methods of language learning.				
11.Using Web 2.0 technologies can enhance my chances to learn a foreign language.				
12.The content of language learning materials of Web 2.0 technologies is excellent.				
13.I feel more comfortable while interacting with others in foreign language via Web 2.0 technologies.				
14.I am aware that I can learn English language using Web 2.0 technologies.				
15.Web 2.0 technologies functions are easy to use for language learning.				

16.I intend to use Web 2.0 technologies to improve my English.				
The Effectiveness of Web 2.0 in Language Learning Process	Strongly Disagree	Disagree	Agree	Strongly Agree
1.Web 2.0 technologies develop my reading skills.				
2.Web 2.0 technologies develop my listening skills.				
3.Web 2.0 technologies develop my writing skills.				
4.Web 2.0 technologies develop my speaking skills.				
5.Web 2.0 technologies develop my grammar.				
6.Web 2.0 technologies develop my vocabulary knowledge.				
7.Web 2.0 technologies help me to pass my foreign language tests.				
8.Web 2.0 technologies are useful tool for me to practice my skills in English language.				
9.I believe that using Web 2.0 technologies can enhance my English competency level.				
The Use of Web 2.0 Applications	Never Use	Rarely Use	Sometimes	Regularly
Baidu				
Tencent Meeting				
Bilibili				
Youdao Cloud Notes				
QQ				
Weibo				
Wechat				