

TEACHERS' AND STUDENTS' PERCEPTIONS OF WEB 2.0 TOOLS FOR ENGLISH LANGUAGE LEARNING IN EKITI STATE SECONDARY SCHOOLS, NIGERIA

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Abstract

This study investigated the perceptions of teachers and students towards the use of Web 2.0 tools for learning English as a Second Language (ESL) in secondary schools in Ekiti State, Nigeria. Using a descriptive survey design, data were collected from 1,245 Senior Secondary School Three students and 34 English language teachers in Moba Local Government Area through a self-designed questionnaire with a reliability coefficient of 0.78. The findings revealed that there was no significant difference between the perceptions of teachers and students regarding the use of Web 2.0 for teaching ESL, and similarly, no difference was found between male and female students in their perceptions of Web 2.0 tools for learning. The study established that both teachers and students hold similar perceptions regarding the use of Web 2.0 tools in teaching and learning English as a Second Language in secondary schools. It also revealed that gender does not influence students' attitudes towards the adoption of these technologies. Based on these findings, the study concludes that effective training and orientation should be provided for teachers and students to enhance their competence in utilizing Web 2.0 platforms such as Facebook, WhatsApp, Twitter, LinkedIn, and YouTube. Such training will not only improve classroom interaction but also foster more engaging and collaborative approaches to the teaching and learning of English in Nigerian secondary schools.

Keywords: Perception, Web 2.0, ESL, Gender, Experience and Less-Experienced

Introduction

English language being the first choice of foreign language in most countries of the world has been given the position of a global 'lingua franca'. It appears that the two major factors responsible for globalization are English language and technology. Consequently, these two factors are all evolving every day. Information and communication technology plays a principal role in the education sector by improving the quality, effectiveness and efficiency of learning, research and educational management around the world (Olusesan & Emmanuel, 2016). One of the ICT facilities available for teaching learning process in and

outside schools is Web 2.0. Web 2.0 technology which includes WhatsApp, Facebook, LinkedIn, YouTube, Blogger, Flickr, Twitter, delicious, Tiki Wiki, Net vibes experienced an explosion in the beginning of 21st century and millions of people now use it to interact, collaborate, network and entertain through blogs, wikis, social networking tools, and multiplayer games (Grimes (2007). Many of these individuals enjoy the thrill of instant self-publishing and feel stimulated by their dynamic interactions online. It goes without disputing that this particular provision as captured by Grimes makes the learners creative in the target language. During the past decade, the shift from

Web 1.0 to 2.0 has been remarkable. People do not merely read and retrieve information, but also create and share information (Lomicka & Lord, 2009).

Web 2.0 gained currency and began a technological paradigm shift in 2001 after a general outcry on the near collapse of the internet owing to its being over-hyped. As captured by Tevfik (2012) it was during this period that O'Reilly media and other affiliates started using Web 2.0. They first used it at a conference brainstorming session in the course of their meeting. No doubt this technological revolution has become a threshold for literacy expansion. Before the innovation of Web 2.0, the internet was a passive platform where writing and publishing was an exclusive reserve of very few who were adjudged to be professionals. This undoubtedly shrank the publishing firm into an esoteric circle. However, with the innovation of Web 2.0, a sort of jinx was broken thereby allowing people not only to be passive readers of the net content but having the participatory leverage of operationalizing it to suit their demands.

One of the examples of Web 2.0 tools used in education can be seen in a Wikiversity project, which is "a Wikimedia Foundation project devoted to learning resources, learning projects, and research for use in all levels, types, and styles of education from pre-school to university, including professional training and informal learning (Nentwich & König, 2012; wikiversity.org, 2015). Project authors invite teachers, students, and researchers to join them in creating open educational resources and collaborative learning communities. What is the most important aspect in Wikiversity project is that its commitment "to both conventional learning patterns and resources, and to innovation and experimentation"

(wikiversity.org, 2016). Wikiversity users can not only search through project educational resources, but what is more important is that they can actually create a community devoted to learning issues (Friesen & Hopkins, 2008).

The major feature of Web 2.0 is its ability to focus on the needs and desires of all users, not just those who make up the majority. As a result, most of Web 2.0 Apps are user-friendly. Everyone can access the Apps anywhere at any time; create and upload text, audio and video to the Internet (Andersen, 2007). By usage of Web 2.0 tools training process can be supplemented by multimedia projects, online assessments, designing Website, online discussions, collaborative work, making interactive maps, creation of cartoons and animations, and many more. Web 2.0 builds on its strength to enable the users operationalise the content of the internet. This is a major demand in an ESL classroom given that the learners in most cases are yet to gain the linguistic competence. The importance of Web 2.0 is deep in the sense that school libraries make use of its tools so as to enhance students' learning in their schools. It is asserted by Hennessy (2010) that the notable tools which have evolved over time in the ICT world have helped libraries and users overcome barriers to communication and distance. It represents a change from the passive experience of static read only Webpages to the participatory experience of dynamic and interactive Webpages (Naqvi, 2012).

It has been widely acknowledged among researchers that Web 2.0 brought about a paradigm shift in education. This shift is from teachers-centered learning to learners-centered learning. In other words, the learners also create knowledge. New development in the area of information

and communication technology, Web 2.0 in particular is the major factor for this. Bose (2010) argued that in a collaborative classroom as enhanced by Web 2.0, teachers' interventions are quite pertinent. It is believed that in a Web 2.0 vision, the Web is created by those who participate in it. However, the teacher can motivate learners towards meaningful participation and contribution. Digital literacy as enhanced by Web 2.0 is essential for teaching and learning of English language in secondary schools in Nigeria. However, the teaching and learning of English language as a second language in Nigeria has attendant complexities considering the squeaking linguistic discrepancy between the official and national language and English language. The use of Web 2.0 in ESL classrooms can bring about positive achievement for the students, teachers and the society in general. The utilization of information and communications technology plays a pivotal role in a teaching-learning situation.

Teachers' and students' perceptions of technology are not neutral; they are mediated by social and demographic factors such as gender. Research has consistently shown that male teachers and students often report higher confidence in using technological aids, while female counterparts may express less assurance, particularly in contexts where digital literacy is unevenly distributed (Kayaoğlu, 2012; Dubow, 2013). However, studies such as Aifan (2016) complicate this narrative by demonstrating that female students in Saudi Arabia reported greater familiarity with WhatsApp compared to males, suggesting that gender differences are tool-specific rather than universal. This aligns with findings from Faizi (2018), who observed that both teachers and students use Web 2.0

applications for personal and educational purposes, though their confidence levels vary. Thus, gender-based perceptions influence not only the willingness to adopt Web 2.0 tools but also the creativity and collaborative potential that these platforms can unlock in ESL classrooms. The conceptual framework therefore positions gender as a moderating variable that shapes how Web 2.0 tools are perceived and utilized, ultimately affecting language learning outcomes.

Another critical factor is teaching experience, which has been widely acknowledged as central to instructional effectiveness. Experienced teachers often demonstrate greater pedagogical flexibility, enabling them to adapt Web 2.0 tools to student needs (Wong & Li, 2008; Gorder, 2008). Buabeng-Andoh (2012) further emphasizes that experience influences teachers' perceptions and integration of ICT, suggesting that familiarity with classroom dynamics enhances the ability to leverage technology meaningfully. Yet, contrasting evidence from Back, Jong, and Kim (2008) indicates that some experienced teachers may resist ICT integration, preferring traditional methods. This tension highlights that experience does not uniformly predict positive adoption but interacts with perceptions of technological relevance and ease of use. Recent systematic reviews confirm that effective integration of Web 2.0 requires not only technical competence but also pedagogical vision, where teachers see these tools as extensions of their instructional strategies rather than external impositions (Gença & Kırmızıbayrak, 2024).

Students' prior exposure to Web 2.0 tools also plays a decisive role in shaping perceptions and outcomes. While these platforms were originally designed for social interaction, their

ubiquity means that most students enter ESL classrooms with some familiarity, even if not for academic purposes (Maduabuchi, 2007). This background knowledge fosters positive attitudes toward their use in language learning, as confirmed by Tefviks & Balukanli (2012) and Aydan (2014), who found that students generally perceive Web 2.0 as engaging and supportive of collaborative learning. Valdeabella (2021) similarly reported that ESL learners appreciated the interactive and creative opportunities afforded by Web 2.0 tools during pandemic-induced online learning. When students' prior experiences align with classroom applications, outcomes such as improved motivation, enhanced communication skills, and greater autonomy are more likely. The conceptual framework thus situates student background as a foundational factor that interacts with teacher perceptions and gender dynamics to determine how Web 2.0 tools translate into language learning gains.

Statement of the Problem

Teaching and learning of English language is not as smooth as it is expected. The problems usually experienced by teachers and students include non-availability of teaching aids and instructional materials. Ideally, teaching and learning of English language in secondary schools need to be facilitated with the use of instructional materials, particularly, Information and Communication Technology (ICT) facilities and gadgets. Web 2.0 includes Facebook, Twitter, WhatsApp, LinkedIn, YouTube, Blogger, Flickr, TikiWiki, Netvibesis, one of the important ICT facilities available at the disposal of secondary school teachers and students. Majority of teachers as well as students have iPhone, tablets, computers, and other devices on which Web 2.0 works. Web

2.0 is expected to boost students' performance in English language if it is properly used by teachers to teach them and if the students used the facilities for learning of English language.

It seems that both teachers and students do not show willingness to the use Web 2.0 for teaching and learning of English language in secondary schools. Majority of the students who have ICT facilities that operate Web 2.0 use them for social issues alone with no intention and willingness of using them for learning of English language. It appears that both teachers and students prefer to make friends on Web 2.0 to using it for teaching-learning process. Therefore, the thrust of this paper was to assess the perception of teachers and students towards the use of Web 2.0 for learning of English language in secondary schools in Ekiti State, Nigeria.

Purpose of the Study

The purpose of this study was to investigate the perceptions of teachers and students towards the use of Web 2.0 in secondary schools in Ekiti State. Specifically, the study intends to:

1. Examine the difference between the perception of male and female teachers towards the use of Web 2.0 for (ESL) in secondary schools in Moba Local Government Area in Ekiti State.
2. Investigate the difference between the perception of experienced and less-experienced teachers towards the use of Web 2.0 for (ESL) in secondary schools in Moba Local Government Area in Ekiti State.
3. Examine the difference between the perception of male and female students towards the use of Web 2.0 for (ESL) in secondary schools in Moba Local Government Area in Ekiti State.

Research Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference between the perceptions of male and female teachers towards the use of Web 2.0 for learning of ESL in secondary schools in Moba Local Government Area in Ekiti State.
2. There is no significant difference between the perceptions of experienced and less-experienced teachers towards the use of Web 2.0 for learning of ESL in secondary schools in Moba Local Government Area in Ekiti State.
3. There is no significant difference between the perceptions of male and female students towards the use of Web 2.0 for learning of ESL in secondary schools in Moba Local Government Area in Ekiti State.

Methodology

The study adopted a descriptive survey research design to investigate teachers’ and students’ perceptions of Web 2.0 tools in (ESL) classrooms. The population comprised 1,245 Senior Secondary School Three (SSS III) students and 34 English language teachers across eleven secondary schools in Moba Local Government Area (LGA) of Ekiti State, Nigeria. The entire population was purposively selected as the sample for the study, thereby ensuring comprehensive coverage of the target group. The central construct of “perception” was operationalized through three subscales: usefulness (the extent to which respondents believed Web 2.0 tools enhanced teaching and learning outcomes in ESL), ease of use (the

confidence and comfort level in navigating and applying Web 2.0 platforms), and willingness to adopt (the readiness of teachers and students to integrate these tools into classroom and personal study practices). These subscales provided a multidimensional understanding of perception, allowing for a more nuanced evaluation of attitudes toward Web 2.0 in ESL contexts. Data were collected using a self-designed questionnaire titled Perceptions of Teachers and Students towards the Use of Web 2.0 Questionnaire (PTSUWQ), structured on a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree). The face and content validity of the instrument were established by three experienced English language teachers, while reliability was confirmed through the test-retest method using Pearson’s Product Moment Correlation (PPMC), yielding a coefficient of 0.78. The validated instrument was administered with the assistance of two research aides, resulting in the retrieval of 1,211 student questionnaires and 33 teacher questionnaires. Three hypotheses were formulated and tested using the t-test at the 0.05 significance level.

Results

All the three research hypotheses were formulated and tested using both t-test statistical procedures at 0.05 level of significance.

Hypothesis 1: There is no significant difference between the perceptions of male and female teachers towards the use of Web 2.0 for learning of ESL in secondary schools in Moba Local Government Area in Ekiti State.

Table 1: Summary of t-test Analysis Showing the Difference in the perception of Male and Female Teachers towards the use of Web 2.0 in ESL in Moba LGA

Gender	N	Mean	SD	Df	t-Cal	Sig.	Decision
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Male	13	111.5000	5.09902	31	-1.198	252	Accepted
Female	20	111.7143	5.28250				

Significance > 0.05

Results in Table 1 reveal the calculated t-value of -1.198 and calculated significance of 0.252 computed at 0.05 significance level. The calculated significance was greater than the significance level. Hence, the null hypothesis which states that there is no significant difference in the perceptions of male and female teachers towards the use of Web 2.0 in Moba LGA was not rejected. This connotes that there is no significant difference in perception of male and

female teachers about the use of Web 2.0 for teaching and learning of English as a Second Language (ESL) in Moba LGA.

Hypothesis 2: There is no significant difference between the perceptions of experienced and less-experienced teachers towards the use of Web 2.0 for learning of ESL in secondary schools in Moba Local Government Area in Ekiti State.

Table 2: Summary of t-test Analysis Showing the Difference in the perception of Experienced and Less-Experienced Teachers towards the use of Web 2.0 ESL in Moba LGA

Gender	N	Mean	SD	Df	t-Cal	Sig.	Decision
Male	15	113.8333	5.70672	31	.487	.635	Accepted
Female	18	112.4444	5.22281				

Significance > 0.05

Results in Table 2 indicated that the calculated t-value was 0.487 and calculated significance was 0.635 computed at 0.05 significance level. This showed that the calculated significance was greater than the significance level. Therefore, the null hypothesis which states that there is no significant difference in the perceptions of experienced and less-experienced teachers towards the use of Web 2.0 in ESL in Moba APA was not rejected. This implies that there is no significant

difference in perception ofexperienced and less-experienced teachers about the use of Web 2.0 for teaching and learning of (ESL) in Moba LGA, Ekiti State.

Hypothesis 3: There is no significant difference between the perceptions of male and female students towards the use of Web 2.0 for learning of ESL in secondary schools in Moba Local Government Area in Ekiti State.

Table 3: Summary of t-test Analysis Showing the Difference in the perception of male and female students towards the use of Web 2.0 in ESL in Moba LGA, Ekiti State

Gender	N	Mean	SD	Df	t-Cal	Sig.	Decision
Male	574	84.0893	5.70672	1,209	.553	.581	Accepted
Female	637	83.5682	5.22281				

Results in Table 3 presents the comparison of male and female students' perceptions of Web 2.0 use in ESL classrooms. The perception construct in this study was operationalised through three subscales: usefulness (the extent to which students believed Web 2.0 tools enhanced their learning of English), ease of use (the degree of confidence and comfort students felt in navigating these tools), and willingness to adopt (their readiness to integrate Web 2.0 into classroom and personal study practices). The calculated t-value was 0.553, with a significance level of 0.581 at the 0.05 threshold. Since the computed significance exceeded the set alpha level, the null hypothesis, that there is no significant difference between male and female students' perceptions, was not rejected. This indicates that male and female students did not differ significantly in their views of Web 2.0's usefulness, ease of use, or willingness to adopt these tools for learning English as a Second Language in Moba LGA, Ekiti State.

Discussion

The study revealed that there is no significant difference between male and female teachers' perceptions of Web 2.0 tools for teaching ESL in secondary schools in Moba LGA, Ekiti State. Both groups expressed similar views on the usefulness, ease of use, and willingness to adopt Web 2.0 platforms. This finding suggests that gender did not play a determining role in shaping teachers' attitudes toward technology in this context. While Kayaoğlu (2012) reported that male teachers generally showed more positive attitudes toward technological aids than females, the present study indicates that such differences may not be evident in

Nigerian secondary schools. This could be explained by increased exposure to ICT across genders in recent years, as well as institutional efforts to provide equal access to digital tools. Thus, rather than contradicting Kayaoğlu's findings, the current result highlights how contextual factors, such as training opportunities and resource availability - can mitigate gender disparities.

The absence of significant differences in teachers' and students' perceptions of Web 2.0 tools across gender and experience in Moba LGA can be better understood within the Nigerian educational context. Unlike earlier studies that reported gender-based disparities in technology attitudes (e.g., Kayaoğlu, 2012), the current findings suggest that institutional policies in Nigeria—particularly government-led ICT integration programs and donor-supported teacher training initiatives—have helped equalize access to digital tools for both male and female educators. In many Nigerian secondary schools, ICT facilities are centrally provided, and training workshops are often mandatory, reducing the likelihood that gender or teaching experience alone would shape attitudes. Moreover, access patterns in Nigeria, where mobile phones and social media platforms are widely used across demographic groups, mean that both younger and older teachers, as well as male and female students, are already familiar with Web 2.0 technologies outside the classroom. This normalization of digital engagement helps explain why experienced teachers did not lag behind their less-experienced counterparts, and why students' perceptions did not differ by gender. Thus, the findings highlight how contextual factors, such as equitable access policies, widespread mobile

penetration, and standardized ICT training, can mitigate disparities that might otherwise emerge, reinforcing the importance of situating technology adoption studies within local realities.

The study also found no significant difference between experienced and less-experienced teachers in their perceptions of Web 2.0 use for ESL instruction. Both groups acknowledged the efficiency of Web 2.0 tools in enhancing student learning. This finding aligns with Buabeng-Andoh (2012), who emphasized that teaching experience influences teachers' perceptions and integration of ICT, and with Gorder (2008), who found no significant differences in attitudes toward tools such as WhatsApp and Facebook across varying levels of teaching experience. However, while some studies (e.g., Back, Jong, & Kim, 2008) have suggested that experienced teachers may be less ready to integrate ICT, the present study indicates otherwise, possibly due to the growing normalization of Web 2.0 in Nigerian classrooms. This suggests that experience interacts with contextual readiness: where ICT resources are widely available and training is provided, both experienced and less-experienced teachers may converge in their perceptions.

Furthermore, the study revealed no significant difference between male and female students' perceptions of Web 2.0 tools for ESL learning. Students across gender lines perceived Web 2.0 as beneficial for improving academic performance. This finding supports Tefiks and Balukanli (2012), who reported that both male and female students showed positive attitudes toward Web 2.0 in EFL classes. However, it diverges from Echeng and Usoro (2014), who argued that acceptance and

use of Web 2.0 for academic purposes were influenced more by students' backgrounds than by gender. The present study suggests that in Moba LGA, gender does not determine students' perceptions, possibly because both male and female students have comparable exposure to Web 2.0 tools outside the classroom. This highlights the importance of considering local contexts: while background factors may dominate in some regions, in others, widespread access and familiarity with digital platforms may neutralise gender differences.

Conclusion

The findings of this study concluded that there is no significant difference between the perceptions of teachers and students on the use of Web 2.0 for teaching English as a Second Language (ESL) in secondary schools in Moba LGA, Ekiti State. Both groups perceived Web 2.0 tools as equally useful, easy to use, and worth adopting, regardless of gender or teaching experience. This uniformity in perception suggests that demographic factors such as gender and years of teaching experience do not substantially influence attitudes toward the integration of Web 2.0 into ESL classrooms. The implication of this is that education stakeholders can confidently promote the adoption of Web 2.0 tools across schools without concern for demographic disparities, as both teachers and students already recognize their potential value in enhancing language learning. At the policy level, this finding supports the need for government and education authorities to formally integrate Web 2.0 into language education frameworks. Policies should prioritize equitable access to ICT infrastructure, ensuring that schools in

both urban and rural areas are adequately equipped with internet connectivity and devices to support Web 2.0 integration.

For teacher training, the results highlight that both experienced and less-experienced teachers perceive Web 2.0 positively, suggesting readiness for professional development initiatives. Training programs should therefore focus less on overcoming resistance and more on building practical competence in using platforms such as WhatsApp, Facebook, YouTube, and LinkedIn for pedagogical purposes. Workshops should emphasize how these tools can be adapted for collaborative learning, assessment, and student engagement, thereby moving beyond mere familiarity to purposeful instructional use. In terms of curriculum development, the findings suggest that Web 2.0 tools can be embedded into ESL curricula as supplementary resources for communication, collaboration, and creativity. Curriculum designers should incorporate activities that leverage Web 2.0 platforms for authentic language practice, such as blogging, online discussions, and multimedia projects. Since students across gender lines perceive Web 2.0 as beneficial, curriculum innovations can confidently integrate these tools to enhance language outcomes without fear of exclusion. This alignment between perception and practice will help ensure that ESL instruction remains relevant in a digitally connected world, while also preparing students with the digital literacy skills necessary for broader academic and professional success.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. Teachers should be trained on how to use Web 2.0 which includes Facebook, WhatsApp, Twitter, LinkedIn, YouTube, Blogger, Flickr, Twitter, delicious, Tiki Wiki, Net vibes and so on for teaching of ESL in secondary schools.
2. Students should be trained on how to use Web 2.0 for learning of ESL in secondary schools.
3. Experienced teachers should train the less-experienced teachers on how to use
4. Web 2.0 and other internet services for learning of ESL in secondary schools. Both male and female teachers should work together as a team to use Web 2.0 for teaching of ESL in secondary schools.
5. Both male and female students should be paired together during the use of Web 2.0 for learning of ESL in secondary schools.

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