

1 Evolving EFL Writing Through Interactive WEB 2.0 Tool 2 Nicenet: Students' Perceptions in a Bangladeshi Context

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6

7 **Abstract**

8 This study focuses on some important aspects of Web 2.0 tool Nicenet in teaching EFL
9 writing at Bangladesh Agricultural University (BAU), Mymensingh. It surveys students?
10 perceptions towards the use of Nicenet in facilitating their English writing. While carrying out
11 the research, qualitative research methods were employed. Data were mainly gathered through
12 questionnaire, students? writings posted on Nicenet forum as well as pre and post test of
13 writing tasks. Participants used Nicenet conference as an online portfolio, where they shared
14 personal experiences and posted writing assignments based on lessons and discussions. The
15 results of this study revealed that the Nicenet is supportive to reduce language barriers and
16 increase students? motivation in writing English. As an online tool, Nicenet is also found
17 useful for enhancing language learners? writing abilities. It provides opportunities to post
18 messages and allows conferencing among students and teacher(s). The instructor felt that the
19 Nicenet is a constructive tool for monitoring students? writing and providing necessary
20 measures for helping pupils to be good language learners. The findings and discussion of this
21 paper may assist practitioners in implementing Web 2 tools in designing suitable EFL writing
22 activities for students.

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24 **Index terms**— developing, ELF writing, WEB 2.0, nicenet, students, perceptions.

25 **1 Introduction**

26 Author ?: Department of Languages, BAU, My mensingh. e-mail: ms.arifeenbau@gmail.com Author ?:
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35 students and teacher(s). The instructor felt that the Nicenet is a constructive tool for monitoring students'
36 writing and providing necessary measures for helping pupils to be good language learners. The findings and
37 discussion of this paper may assist practitioners in implementing Web 2 tools in designing suitable EFL writing
38 activities for students. he emergence and development of Web 2.0 technology (e.g. Nicenet, Facebook, Flicker,
39 Blog, Youtube, WebCT, and Moodle) enable knowledge exchanging in ways such as online meeting and discussion
40 that were not possible before. Through these applications, users can exchange, interact, collaborate and socialize
41 with others in virtual communities. As Warschauer & Grimes (2007, cited in Wang, S. & Va'squez, 2012, p. 412)
42 point out, millions of people now use Web 2.0 technology to interact, collaborate, network, and entertain through

6 C) THE STUDY OBJECTIVE

43 blogs, wikis, social networking tools, and multiplayer games; many of these individuals enjoy the thrill of instant
44 self-publishing and feel stimulated by their dynamic interactions online. Allowing people express themselves and
45 interact socially with others these types of tools may be attractive among students which can create positive
46 motivation for FL practice (McBride, 2009). According to Thomas, 2009; AbuSa'aleek, 2015), where some of the
47 studies have also investigated the barriers or difficulties concerning the issue (Luo, 2013; Wang and Va'squez,
48 2012).

49 Most learners of English do not require even more passive input in form of texts, lectures or videos, etc.
50 -they need a chance to actively produce language and the chance to use English as tool of communication. This
51 calls for instructional methods and tools promoting 'active' learning that present opportunities for students to
52 express themselves and interact in the target language. Such an opportunity is offered by social networks with
53 English as the dominating language ??Borau et al, 2009, p. 78). Tilfarlio?lu (2011) reveals that, since 2004 the
54 emergence of web 2.0 technologies has been changing the way people use the web in the field of education and
55 in foreign language learning. Web 2.0 tools are treated as an unavoidable concept in teaching practices with
56 net generation of today's world. Perhaps the most radical consequence of this is that learners are provided with
57 tools enabling them to create their own Personal Learning Environments (PLEs) by assembling a range of free
58 or open-source Web-based applications. As opposed to the centralising tendencies of VLEs, Personal Learning
59 Environments represent a centrifugal or decentralising process. SNSs, which belong to the latter process, offer
60 environments in which learners can take control of their own learning and through the process of mediation are
61 able to find 'significant others' that can help them in their personal development, which includes but goes far
62 beyond learning a foreign language. Users of these systems are now able to learn languages through rich social
63 and cultural interaction with other learners, including their peers and native speakers, in both asynchronous and
64 synchronous modes of learning ??Harrison & Thomas, 2009, p. 120-121).

65 Many researchers have studied and investigated web 2.0 as a supportive language learning or teaching tool
66 in ESL/EFL classrooms where they have found most learners and educators considering its usefulness without
67 hesitation. Studies on the issue not only report the positive effects of Web 2.0 but also discuss its problematic
68 areas with possible solutions especially fit for the ESL/EFL contexts. Avoiding the conventional thought of
69 teaching-learning and giving importance on educational technologies, the new ways of integrating Web 2.0 tools
70 in non-native English classrooms are being explored with an interest to make it purposeful for both teachers and
71 learners. Chang et al. (2012) come to the conclusion in this way, "foreign language teachers and every educator
72 must now consider how their current teaching paradigms will be improved or could possibly be supplanted because
73 of a pervasive web" (p.61).

74 2 b) Why to Use Nicenet?

75 The interest on Nicenet had been grown up because it has a plain design and does not require advanced IT
76 skills as well as it is a valuable resource for its sophisticated communication tool that brings powerful web-based
77 conferencing, personal messaging, document and resource sharing and class scheduling which are essential to
78 effective distance learning. Whereas, tools like Moodle and WebCT require adequate IT knowledge due to the
79 complexity of design, have many course tools as well as technical terminologies. To log into them, students need
80 to go through several websites then through several pages. And thus, most of the time these tools are confusing
81 and complicated to the students especially in an EFL context like Bangladesh where these applications are not
82 massively practiced in language classrooms.

83 3 II.

84 Research Methodology a) Design and procedure While carrying out the present research, qualitative methods
85 were employed to collect data. Data were mainly gathered through peer feedback and students' writings posted
86 on Nicenet forum maintained as an online portfolio, where they shared their experiences and posted writing
87 assignments based on videos, lessons and discussions. The data were analyzed using T-test. Students also
88 participated in the learning satisfaction survey questionnaire after finishing the post-test. The researchers played
89 the roles of an instructor and an observer respectively.

90 4 b) Participants

91 The participants in this study were 50 undergraduate students of intermediate level of BAU, Mymensingh who
92 were found humble (whimsical) about EFL writing activities in the classroom most of the time. This research
93 was carried out over a period of one semester (the academic year 2017-2018).

94 5 c) Research instruments

95 The research instruments were the conferencing in group forums, written posts of the students, the pre-

96 6 c) The Study Objective

97 The differential effects of Online Course Management Systems on ESL/EFL teaching and learning in general and
98 developing writing, in particular, were not notably investigated specifically, in English Language classrooms of

99 Bangladesh. The purpose of this paper is to discuss students' experiences of receiving and providing feedback
100 using Nicenet as an integrated tool of English writing classroom. In addition, The discussion of this paper intends
101 to suggest different the types of activities that can be carried out using Nicenet forum in English Language
102 classrooms, indicating how these can be helpful in developing students' writing as well as editing skills.

103 Like native contexts, now-a-days teachers and instructors of EFL contexts are also using different e-tools like
104 WebCT, Online Learning Forum, eCollege, Moodle, Classroom and Internet Classroom Assistant (ICA) known
105 as Nicenet for their research and teaching practices.

106 **7 d) Research Question**

107 The results gained from the pre-test and the post-test using the research question-Does Nicenet enhance students'
108 ESL writing ability? e) Discussion Forum A discussion forum was created and students were advised to join
109 Nicenet using the class key given by the course instructor after the first week of the course. The instructor
110 worked as administrator of the discussion forum, made group private and managed members to allow or limit
111 messaging between members while they posted messages to all members. Students used the Nicenet conferencing
112 as a place for publishing their writings, and most importantly as a space for providing and receiving peer
113 feedback. In addition, the conferencing was also used for sending guidelines, announcements, assessment criteria
114 and resources such as reading materials, video clips and links to web pages.

115 Nicenet, a supplement to in-class instruction, was described and instructed to use as a course tool. Students
116 were advised to check the specific tasks posted and to answer the quizzes and were encouraged to check the daily
117 posts and comment on them. In addition, the students were encouraged to post short paragraphs on any topic
118 of their choice.

119 **8 g) The Learning Satisfaction Survey Questionnaire**

120 The learning satisfaction survey questionnaire was used to gather students' opinions regarding the use of Nicenet
121 forum. The survey consisted of 5 questions using a Likert scale (5=strongly agree, 4=agree, 3=not sure,
122 2=disagree, 1=strongly disagree Evolving EFL Writing Through Interactive WEB 2.0 Tool Nicenet: Students'
123 Perceptions in a Bangladeshi Context questionnaire was about the use of the Nicenet forum in general and their
124 attitudes towards effects of using Nicenet for EFL writing in particular.

125 III.

126 **9 Results**

127 The statistics of writing task scores suggest a significant increase in the average performance of the students as
128 they posted on (Nicenet) online forum (table 1). There is a clear increase in the mean scores (20.41) and in
129 the standard deviation of performance (3.337) from the pre and to the post tests of writing tasks. A chi-square
130 test had been formulated to find whether students' performance between before and after usage of Nicenet are
131 different (table 3). From the above table, it is obvious that Pearson-chi square value 14.775 is quite higher than
132 the value of 95% confidence interval. Hence, it is proved that the null hypothesis is rejected. Overall, the study
133 shows positive evidence for the use of WEB 2.0 tools in developing students' English writing skills.

134 **10 IV. Results of Learning Satisfactory Survey**

135 At the end of the 12 th week, participants were asked to complete the learning satisfactory survey questionnaire
136 to gather students' confidence, motivation and attitudes towards the Nicenet for English writing course. Students
137 responded to questions about their uses of Nicenet forum in general and their perceptions about advantages and
138 disadvantages of the Forum.

139 **11 a) Confidence**

140 In term of enhancing confidence, 89.7 % of the students are of the opinion that Nicenet enhanced their confidence
141 to write English because they were able to express their ideas in English and to their friends. Posting in the
142 Nicenet forum made them feel socializing with their friends enjoying a relaxed atmosphere of learning English.
143 Further, data supported that students felt confident to write in English because they had less anxiety.

144 **12 Motivation**

145 The integration of Nicenet and peer assessment can enhance students' learning, motivation, interest, and
146 interaction through information exchanging and knowledge sharing. Students admitted that it created an
147 environment for enhancing their motivation to write English. In this study, 87% of the students agreed that
148 Nicenet is a wonderful ground for increasing their motivation. With the help of peers' comments and suggestions,
149 students were able to revise and edit their posts or tasks and republish their prior tasks. In the end, the task
150 was rechecked by the instructor and that time a feedback was given to ensure the quality of the task.

151 V.

13 Discussion

152 Daily observations of students' tasks, attitudes, reactions and discussions as well as responses to the questionnaire
154 showed that students enrolled in the Nicenet Forum were active and responsive as they posted more than 280
155 responses during this research.

156 The students reported (on the basis of their comments) that the Nicenet was easy to use as it had been featured
157 with few course tools like discussion forums, resources, and personal messaging etc. as well as it required very
158 general IT skills which encouraged them to participate more promptly.

159 Comparisons of the pre and post test scores showed significant differences in writing achievement.

14 b)

161 enthusiasm and motivation provided by the course as well.

162 The students found the online instructions and tasks were important with the combination of fun and
163 considered it as a new way of learning and developing English writing. It created a warm flexible learning
164 environment between the students and instructor and among the students themselves. However, some students
165 did not take the initiative to post any responses if not prompted by the instructor because using the internet as
166 a learning tool was not common in their education system. They were so used to traditional instruction that
167 depended on books.

168 That is why; online courses must be selected carefully and must be introduced gradually especially when used
169 in a less available e-resources environment and with freshman students of low proficiency in English, limited
170 computer knowledge as well as of with no prior experience in online instruction.

171 15 VI.

172 16 Conclusion

173 Nicenet as an online portfolio enables students to reflect on their learning process and provides feedback from
174 more capable peers. The interactions and sharing of their experiences increase the practical use of the target
175 language, which is highly essential in the learning process. Using this tool, keep in mind that learning is a
176 developmental process, most importantly students can reflect, change or edit what they write and thus, improve
177 their self-editing skills. This also helps students monitoring their own progress to become more reflective and
178 independent learners. In addition, it facilitates writing to a real reader, hence increases students' self-confidence
179 and motivation to write more and share their experiences with peers. Thus, the study concludes that Nicenet
180 accelerates student-centered learning and allows the students to explore and share their learning experiences
outside the classrooms which may also be proved right for any ESL/EFL contexts like Bangladesh.

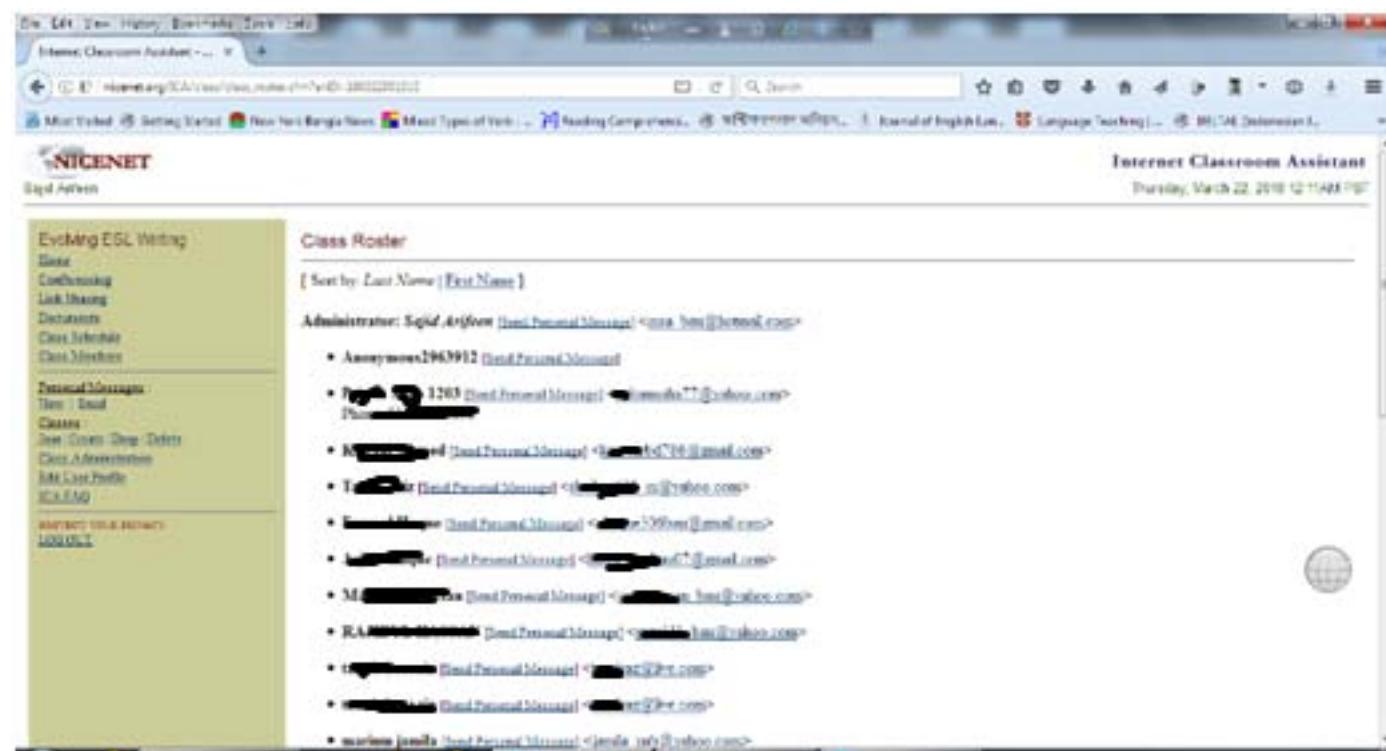
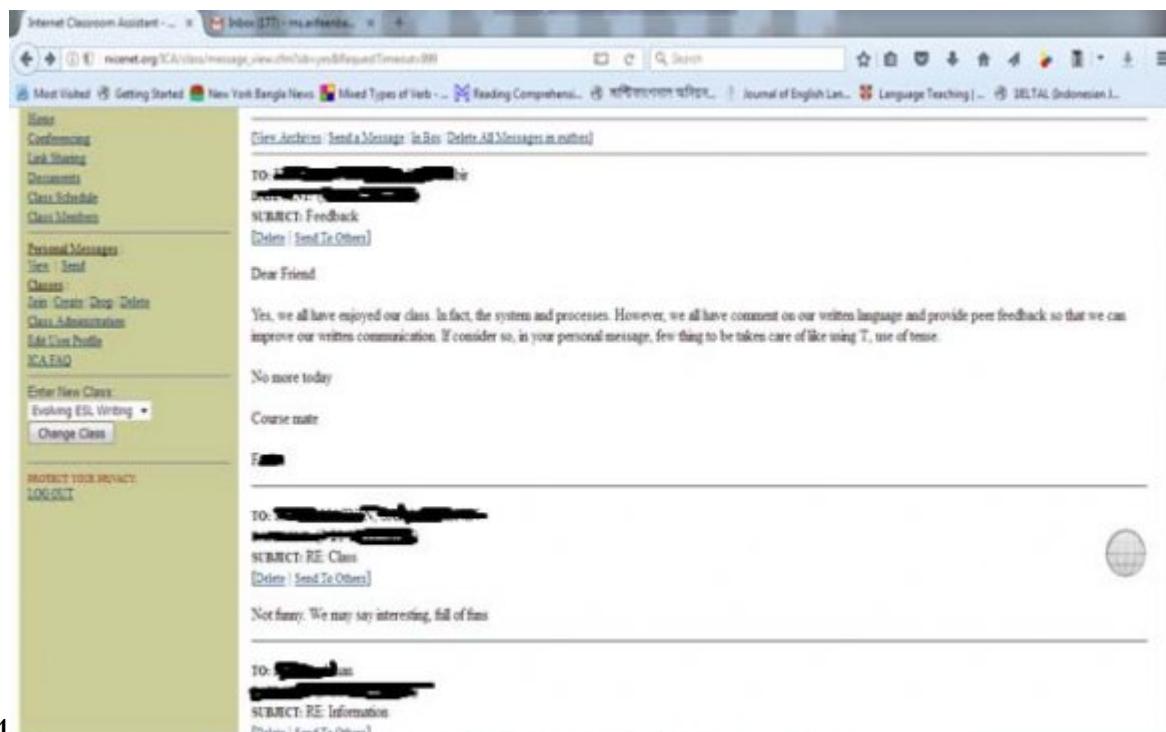


Figure 1:



124

Figure 2: Fig. 1 :Fig. 2 : 4 :



Figure 3:

16 CONCLUSION

1

	N	Mean	Std. Deviation	Std. Error Mean		
Pre-test	50	14.332.700	.398			
Post test	50	20.413.337	.492			
To test our research objective whether the use of online threaded writing has any impact in improving students' performance,				one sample	test of	
independence in two tailed normal distribution was set and the use of Nicenet in developing ESL writing has indeed a clear impact on students' performance (20.413) shown in table 2.						

Figure 4: Table 1 :

2

Test Value=0					95% Confidence Interval of the Difference	
Nicenet Use	t	df	Sig.(2 tailed)	Mean	difference	Lower
Before	35.984	45	.000	14.326	13.52	
After	41.487	45	.000	20.413	19.42	

Figure 5: Table 2 :

3

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-square	145.77a	120	.055
Likelihood Ratio	89.139	120	.984
Linear-by-Linear Association	10.385	1	.001
N of Valid cases	50		

Figure 6: Table 3 :

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