









the web 2.0 technologies and their behavioral intention to use it in the future. Therefore, H4 is supported.

The findings of this study validate the theoretical framework of TAM. That is to say, there is a positive relationship among the variables of TAM: PU, PEOU, ATU when predicting the students' acceptance of using the web 2.0 technologies to develop four English language skills in their language learning courses through their behavioral intention to use the web 2.0 technologies. The students' perceived usefulness and perceived ease of use are positive when establishing the students' attitude towards the web 2.0 technologies, which in turn predict the students' behavioral intention to use the web 2.0 technologies in the future or in any other contexts. The finding is consistent with the studies conducted by Park (2009) because the causal relationship has previously shown in many teaching and learning situations.

This may be implied that students accept the use of web 2.0 technologies to improve four skills of language learning as they perceive them usefulness. This finding is consistent with the previous studies using TAM in the contexts of e-learning (Liu et al., 2005; Park, 2009; Teo 2008) showing that TAM is an effective model to explain the adoption of similar technologies.

In addition, students made comments that gave further insights about their experience using the web 2.0 technologies in their four skill areas that are worth being explained. Two students felt that the web 2.0 technologies do not improve their speaking skills. Therefore, they prefer to orally communicate with native speakers of English. This comment reflects on how the web 2.0 technologies might have been employed in the related speaking and listening courses. It appears that certain features of the web 2.0 technologies are not beneficial to enhance the students' speaking skills and their engagement. Furthermore, three students felt that using the web 2.0 technologies is cost-effective as the student saved the money spent on purchasing books. This shows that there are other challenges related to using web 2.0 technologies that may affect the students' attitudes towards using the tools, apart from their perceived usefulness and ease of use of the web 2.0 technologies.

## REFERENCES

- [1] J. Kaminski, "Editorial: Moodle – A user-friendly, open source course management system." *Online Journal of Nursing Informatics*, vol. 9, no. 1, 2005, pp. 35-44.
- [2] S. Donnison, "Unpacking the Millennials: A cautionary tale for teacher Education," *The Australian Journal of Teacher Education*, vol. 32, no. 3, 2004, pp. 60-83.
- [3] A. Feenberg, *Information technology in librarianship: new critical approaches*. In G. Leckie & J. Buschman (Eds.), *Critical theory of technology: An overview* (pp. 31-47). 135 Westport, CT: Libraries Unlimited, 2008.
- [4] R. C. Aucoin, "A Study of Students' Perceptions of the Use of Web 2.0 Applications in Higher Education," Doctoral dissertation. Doctor of Education. Canada. The University of British Columbia, 2012.
- [5] T. Teo, "A path analysis of pre-service teachers' attitudes toward computer use: Applying and extending the technology acceptance model in an educational context," *Interactive Learning Environments*. Vol. 18, no. 1, 2008, pp. 65–79.

- [6] F. D. Davis, R. P. Bagozzi, and P. R. Warshaw, "User Acceptance of Computer Technology: A Comparison of Two Theoretical Models," *Management Science* vol. 35, no. 8, August 1989, pp. 982-1003.
- [7] J. Joo, and Y. Sang, "Exploring Koreans' smart phone usage: An integrated model of the technology acceptance model and uses and gratifications theory," *Computers in Human Behavior*, vol. 29, 2013, pp. 2512-2518.
- [8] J. C. Nunnally, *Psychometric Theory* (2nd ed.). New York, USA: McGraw Hill, 1978.
- [9] S. Y. Park, An analysis of the technology acceptance model in understanding university students' behavioural intention to use e-Learning. *Education Technology & Society*, vol. 12, no. 3, 2009, pp. 150-162.
- [10] S. Liu, H. Liao, and C. Peng, "Applying the technology acceptance model and flow theory to online E-learning," *Issues in Information Systems*, vol. 6, no. 2, pp. 175-181, 2005.