

## Because Schools Are Anywhere And Anytime: Students' Attitudes towards Asynchronous Online Learning\*

### เพราะโรงเรียนอยู่ทุกที่ทุกเวลา: ทศนคติของนิสิตนักศึกษาต่อการเรียนรู้ผ่านออนไลน์ แบบอะซิงโครนัส

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#### Abstract

Due to the fact that Internet Revolution and Knowledge Age of the 21st century has been introduced to the global society and influenced students who could be considered as Generation Z to employ digital tools as a part of their life necessities, using social media for learning English language became easy and accessible educational materials which students can perceive their usefulness and ease of use. This study was conducted to investigate the relationship between two dependent variables which were the social media (X1 - Youtube, Twitter, Google+ and, and Facebook) and students' personal data (gender, university type, and degree) and to explore attitudes towards the use of social media in their EFL classroom. The data were collected by employing a questionnaire developed from the integration of TAM and TTF model. After analyzed by Two-Way ANOVA, the results indicated that there was not a significant relationship between the students' attitudes and the students' factors. Furthermore, it was found that the participants tended to learn English through YouTube more than other

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\* The research was conducted for future development of English teaching and learning lessons.

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อาจารย์ประจำสาขาวิชาภาษาอังกฤษธุรกิจ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏบุรีรัมย์

kinds of social media while most of the previous studies focused on learning English through Facebook. The research can be concluded that it resulted from the participants, the digital natives, who have been surrounded by digital tools since they were born. Consequently, genders, types of universities, and degrees did not affect their actual use and there should be further studies focusing on YouTube as a tool for English language teaching and learning.

อันเนื่องมาจากการปฏิวัติทางโลกอินเทอร์เน็ต (Internet Revolution) และยุคที่องค์ความรู้สามารถเข้าถึงได้ง่าย (Knowledge Age) ในศตวรรษที่ 21 ได้นำเราเข้าสู่สังคมประชาโลก อีกทั้งยังมีอิทธิพลต่อผู้เรียนผู้ซึ่งถูกจัดให้อยู่ในเจนเนอเรชันซีทีไออุปกรณ์ดิจิทัลราวกับเป็นปัจจัยหนึ่งในการดำรงชีวิตประจำวันของผู้เรียนได้รับประโยชน์และความสะดวกในการใช้ การศึกษานี้จึงได้ทำการวิจัยเพื่อสืบหาความสัมพันธ์ระหว่างตัวแปรไม่อิสระสองตัว ได้แก่ โซเชียลมีเดีย (X1 - Youtube, Twitter, Google+ and, Facebook) และข้อมูลส่วนบุคคลของผู้เรียน (เพศ, ประเภทของมหาวิทยาลัย, และสาขาวิชา) และสำรวจความคิดเห็นของผู้เรียนที่มีต่อการใช้โซเชียลมีเดียในชั้นเรียนภาษาต่างประเทศ การเก็บข้อมูลจากแบบสอบถามที่พัฒนาขึ้นจากการใช้โมเดล TAM และ TTF ร่วมกัน ข้อมูลที่เก็บแล้วจะถูกวิเคราะห์หาความสัมพันธ์จาก Two-Way ANOVA ผลการวิจัยแสดงให้เห็นว่าความสัมพันธ์ระหว่างทัศนคติของผู้เรียนและปัจจัยต่างๆของผู้เรียนไม่มีความสัมพันธ์อย่างมีนัยสำคัญ นอกจากนี้ผลการวิจัยพบว่าผู้ร่วมวิจัยมีแนวโน้มเรียนภาษาอังกฤษจาก YouTube มากกว่าโซเชียลมีเดียประเภทอื่นๆ ทั้งๆที่งานวิจัยส่วนใหญ่จะเน้นศึกษาแต่การเรียนภาษาอังกฤษทาง Facebook งานวิจัยนี้สามารถสรุปได้ว่า เพราะผู้ร่วมวิจัยเป็น digital native ผู้เกิดมารายล้อมด้วยเครื่องมือดิจิทัล ดังนั้น เพศ, ประเภทมหาวิทยาลัย และสาขาวิชาที่เรียน ไม่ส่งผลต่อการใช้เทคโนโลยีและควรจะมีการศึกษาเพิ่มเติมที่เน้นการเรียนการสอนผ่านทาง YouTube ให้มากขึ้นอีกด้วย

**Keywords:** 1. Asynchronous online learning 2. TAM and TTF model 3. Social media

## Introduction

If you are one of the social media members, you might get familiar with *English Vocabulary*, *ESL Team*, *Dictionary.com*, *VOA Learning English*, *BBC Learning English* or *Learn English-British Council* which are some of the sources for learning English provided on Facebook, YouTube, Twitter, etc. and which anyone can access by using only a fingertip. According to the various English teaching network sites, it indicates that the technologies have resulted in educational paradigm shift which creates new parameters such as collaboration, personalization, and user-generated content (Allam & Elyas, 2016). This signifies the coherence between the present circumstance and Vygotsky's concept of "the dominant role of social experience in human development" (Vygotsky, 1978, p. 22). His socio-cultural theory

emphasized that the social interaction of language learners impact the cognitive development which supports individuals learning (Vygotsky, 1978). Therefore, it is not surprising that there have been big loads of research focusing on the co-construction of knowledge from both inside and outside classrooms through social media networks as resources for the collaborative learning (Gamble & Wilkins, 2014) and most of the results turned positive. It is inevitable that our students who were born as digital natives surrounded by tools of digital ages (Prensky, 2001) consider social media networks as an integral part of their language learning process. Buzzetto-More (2013) stressed that online learning is self-directed and adjustable learning approach which students are able to concentrate on their needs, interests, abilities, learning styles and ambitions. Furthermore, students have a chance to create and participate in-depth learning through interaction, collaboration and critical thinking (Liburd & Christensen, 2013, Sarnok & Wannapiroon, 2018).

In Thailand, Thailand ICT Nation Plan II (IT 2010) set the goal to change the country to become “knowledge base society” so e-education has been driven as one of the plan’s ultimate goals which is a strategy to strengthen and enhance teaching and learning skills by improving the quality of electronic teaching materials (Ruangrit, 2018, Suktrisul, 2007). However, e-education or e-learning system produced by universities seems unsuccessful enough due to the limitation of accessibility and attractiveness of designs and contents (Boondao, Komlayut & Punnakan, 2009, Muangkeow, 2007). There are some studies indicating that social media is more interesting among teachers and students. For instance, the study of Seechaliao (2015) found that more than 70 percent of teachers adopted social media to use in their courses while Facebook, Twitter and YouTube positively affected university students’ learning as the results of the studies of Kitchakarn (2016), Tananuraksakul (2015), and Tantarangsee (2016). The reason why social media sites are more popular than e-learning system provided by universities can be explained by Technology Acceptance Model (TAM) which consists of ease of use, perceived usefulness, and attitudes towards using (Davis, 1989). Therefore, this study was conducted to explore the attitudes of Thai university students who were studying in private and government universities towards using social media for English language learning which resulted from the differences of genders, majors, and types of universities in order to propose an exact implementation of innovative language teaching pedagogy.

## Objectives

1. To examine whether social media and students' gender positively affects students' attitudes toward the use of social media in their EFL classroom.
2. To examine whether social media and students' university type positively affects students' attitudes toward the use of social media in their EFL classroom.
3. To examine whether social media and students' perspective degree positively affects students' attitudes toward the use of social media in their EFL classroom.

## Literature Review

This section consists of three main points; constructivism, the integration of Technology Acceptance Model (TAM) and Technology Task Fit (TTF), and previous work. Constructivism was reviewed due to the fact that it entails online collaborative learning theory which leads to the ideas of internet revolution or digital age of teaching and learning. Next, the integration of those two models was revised so that it was applied to design the questionnaire which reflected the behaviors of the participants in learning English through social media.

Constructivism: an approach for teaching and learning with interaction

Harasim (2012) summarized that *constructivism* is one of the epistemological perspectives on learning theories which believes that “knowledge is created to fit with reality” (p.14) and it is not fixed and absolute information transmitted to students by teachers as same as *behaviorism* and *cognitivism* which are objectivist epistemology. The best-known “social constructivism” of Vygotsky (1978) focused on child’s acquisition of new knowledge through contacts and interactions with people which are driven by social and cultural influences (Turuk, 2008). He proposed the notion of Zone of Proximal Development (ZPD) for the purpose of clarifying the zone between a child’s actual development and potential development. ZPD can be scaffolded through social interaction by mediators such as languages, peers, or collaborative tasks which a child internalizes and co-constructs the new knowledge from social interaction and communication to reach his/her potential development and improve cognitive conceptual (Turuk, 2008, Zainuddin, Abdullah & Downe, 2011).

Swain (2000) pointed out that collaborative learning increases potential of learners to develop ZPD such as interactions between teachers and students and pair work or group activities until knowledge is mutually constructed. After that students will be able to be self-regulated and their performances are automated. Therefore, to develop ZPD needs interactions in collaborative learning as a prerequisite for engaging in self-regulation (Vygotsky,

1978). This stimulates students to become active rather than passive which entails the learners as the center of learning (Ally, 2004).

Unlike behaviorism, cognitivism, and social constructivism which considered learning as an individual pursuit, the Internet Revolution and Knowledge Age of the 21<sup>st</sup> century have introduced a new mindset for active learning called *Online Collaborative Learning Theory* emphasizing knowledge-building process which inducts learners from all ages to build online knowledge communities in formal and informal setting (Harasim, 2012). Similarly, Scardamalia & Bereiter (2006) agreed that the traditional educational practice which emphasized on knowledge transmission has been being replaced by newer constructivist methods. Knowledge building is refashioning education and initiating students into a knowledge creating culture (Scardamalia & Bereiter, 2006).

One important advantage of knowledge building as an educational approach is that it provides a straightforward way to address the contemporary emphasis on knowledge creation and innovation. These lie outside the scope of most constructivist approaches, whereas they are at the heart of knowledge building (Scardamalia & Bereiter, 2006, p. 99).

Ally (2004) explained two kinds of online learning; synchronous and asynchronous online learning. Synchronous online learning is a learning method which students can access online materials anytime and provide teachers and students multiple ways of real-time interactions and collaboration at specific hours whereas asynchronous online learning allows students to participate in online classes based on their own schedule with no specific class hours (Er, Özden & Arifoglu, 2009). In synchronous online learning, students will feel involved with the classes and receive instant feedbacks and educational experiences in real-time communication while asynchronous online learning provides students their own pace to form their thought without worrying about time.

#### **The Integration of Technology Acceptance Model and Technology Task Fit**

Technology Acceptance Model (TAM) and Technology Task Fit (TTF) are often referred and considered to use as a framework in studies of language learning through technology; therefore, this study integrated TAM and TTF as a theoretical guideline for the questionnaire as the suggestion of Dishaw and Strong (1999) in order to provide a stronger model to study behaviors of university students in learning English through technology like Facebook, YouTube, Line, Twitter and so on. The integration of the two models is widely employed in many studies. For instance, the research of Madini and Alshaikhi (2017) on visual reality learning in English for Specific Purpose combined TAM and TTF as their conceptual

framework whereas Ajayi, Iahad, Ahmad and Yusof (2017) applied the combination of the models including Behavioral Attitude as factors influencing the flipped learning.

Technology Acceptance Model (TAM) was developed by Davis in 1989 in a purpose to measure IT users' attitudes towards using IT based on two variables: perceived usefulness and perceived ease of use. Perceived of usefulness is *"the degree to which a person believes that using a particular system would enhance his or her job performance"* while perceived ease of use means *"the degree to which a person believes that using a particular system would be free of effort"* (Davis, 1989, p.320). Perceived usefulness and perceived ease of use can directly affect behavioral intention and affect each other in the same direction as well (Davis, 1989). However, there are external variables (e.g. personal variables of users, user participation in design, system characteristics, and nature of the implementation process) which can indirectly impact personal internal beliefs and attitudes (Tsai, 2012, Venkantesh & Davis, 1996). Although TAM has been developed and modified in various versions (Chutter, 2009), Dishaw & Strong (1999) commented that TAM lacks task focus for understanding IT utilization. Therefore, they proposed that there should be the integration between TAM and TTF models so that it can provide a stronger model to explore the actual IT utilization.

Goodhue & Thompson (1995) suggested TTF due to the fact that he believed *"the technology must be utilized, and the technology must be a good fit with the tasks it supports."* (p. 213), therefore; TTF was developed to explain how technology leads to performance impacts and how user satisfaction is assessed. In other words, TTF plays the role as a predictor of user performance (Huang & Chuan, 2016). The explanatory variables directly influencing technology use and individual performance consists of Technology Characteristics, Task Characteristics, and Individual Abilities (Gebauer, Shaw & Gribbins, 2005).

The diagram below illustrates the incorporated models of TAM and TTF which was employed in this study. The integrated model was used as the framework to create the questionnaire which comprised the items concerning perceived usefulness and perceived ease of use from TAM model influencing users' attitudes and behavioral intention. The attitudes and behavioral intention will reflect the actual tool use. In addition, TTF results from perceived usefulness and perceived ease of use; thereby, the items in the questionnaire also focused on task characteristics and technology characteristics which manifest the actual tool use as same as TAM model. Tool experience or individual abilities were included in demographic section.

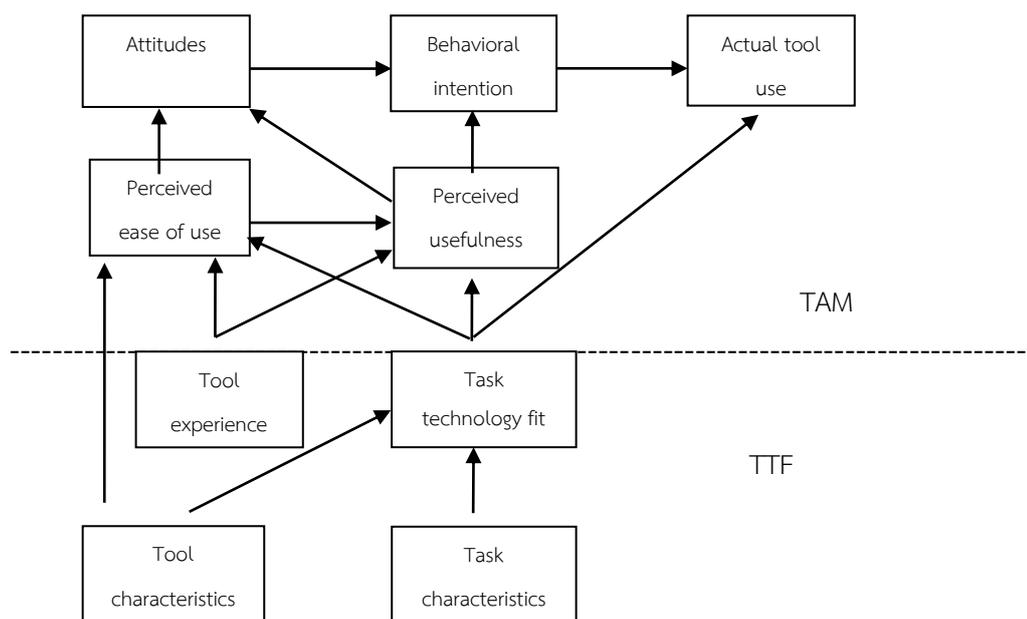


Image 2: The diagram showing the integration of TAM and TTF models  
(Adopted from Dishaw & Strong, 1999)

#### Previous studies

The use of social network sites (SNS) as tools for language learning is extensively worldwide. A lot of studies in the past decade explore the effectiveness and users' attitude towards these SNS, including both foreign and local studies.

Denker et al. (2018) investigate students' attitudes and their motivations to use Twitter in order to communicate with the teacher. They found that online communication attitudes shape student motivation to communicate with their teacher. Based on TAM, Labib & Mostafa (2015) also study the effect of using SNS in collaborative learning among undergraduate and post-graduate students in Egypt. The results showed that the students' intention in using SNS in educational purposes is weaker than using SNS in entertainment and socialization. They also found that 90% of the undergraduate students used Twitter whereas it was used only 21% of the post graduate students. Facebook and YouTube were used by 49% and 50% of the undergraduate students, and 51% and 50% by the post graduate students.

In addition, the study of Sim Monica & Pop Annamria (2014) explore the impact of social media in improving students' vocabulary learning. In this study, the researchers used Facebook as a social media tool to present the benefits of Facebook for educational purposes. They divided the students into two groups: group A exposed to the Facebook post, group B followed the traditional teaching method. The results showed that students with exposed to

Facebook improved in vocabulary performance than the students who were taught by traditional teaching. Park & Lee (2013) also examined the use of social network for language learning (SNSLL) and their perception of ESL university students. In the study, Busuu, Livemocha, and English Café were introduced to investigate the learning tasks performance of the students. The finding demonstrated that most of the students reported positive feedback when using SNSLL. In addition, there were several factors that affect students' satisfaction such as overall comfortable level, language proficiency levels, preferred communication modes for connecting with other, and design of the sites.

In Thailand, having been the most popular social network site among Thai people for decades, research studies on the use of Facebook as a learning tool have been popularly conducted. Boontham (2017); Srirat (2014) and Thongmak (2014) used Facebook groups to facilitate teaching courses for students. They found that it could promote communication, collaborative learning as well as learning achievement. Moreover, Kajornboon (2013) investigated the effects of using Facebook to assist interaction among students themselves and interaction with their teachers by assigning students to submit writing assignments on Facebook. Students thought that using Facebook to submit, give and receive feedback of their work via Facebook is effective. Kitchakarn (2016) also treats Facebook as a learning tool in her EFL classes and she investigated students' attitudes toward the use of Facebook whether it could enhance their learning performance by using questionnaires.

Boonchum (2014) implemented the use of several social network services to develop her students English writing skills by allowing them to choose one of any social network services e.g. email, Facebook, Twitter and so on as a channel to submit and receive feedback from their teacher. She found that students were satisfied with this activity since they felt lesser stress and with this way, their writing skills were statistically significantly improved. Instagram is also utilized as a learning tool in Thai EFL classroom, Chotipaktanasook (2016) explored learners' willingness to communicate in L2 by asking her students to post pictures, and texts saying what they did during the class in English via Instagram. At the end of the course, students were asked to complete questionnaires and to participate interviews. By the end of the academic year, students still reported the usefulness of the social media for their education.

Lakarnchau's study (2012) was the investigation of the use of Twitter in English writing classes. Messages posted on Twitter were analyzed. Also, the interviews were conducted and it was found that there were a few differences between high-and low- English proficiency users.

All the studies of social media as a pedagogical tool in this review indicate that the attitudes towards the implementation of the social media in EFL classes were mostly observed. This study will explore the attitudes of Thai university students towards the use of social media on the basis of the Technology Acceptance Modal (TAM) by Davis (1989), Technology Task Fit (TTF), and behavioral intention in order to deeply investigate the real needs of students from different types of universities and educational backgrounds and develop more appropriate lessons to improve Thai students' linguistic competence in the future.

## Methodology

### Sampling selection

In this study the population is Thai university students. According to Yamanae (1967) for a large or unknown population, the participants in this study should be at least 400 students. Voluntary participation technique was applied to select the data. After asking for the voluntary, 640 students from three types of university participated in this study.

### Questionnaire Development

Questionnaire utilizing as a research instrument in this study was developed from Lee and Lehto, 2013 & Kitchakarn, 2016, and Sobiah, Moustafa and Ghandfoush, 2016. It consists of three parts: Part I was about personal data of respondents; Part II was the 5-rating scale items asking for the attitudes toward TAM theory (Perceived usefulness, Perceived ease of use, and Attitudes), Task-technology fit and, Behavioral intention and; Part III consisted of one open-ended question asking participants to suggest on the use of social media in EFL learning.

Before distributing questionnaire to the respondents, it was sent to three experts for the Item-Objective Congruence (IOC) to measure the validity of the contents and the research objectives. Three experts included one assistant professor and two doctors. All of them have been teaching English in higher education institutes for more than ten years and have experienced teaching English through social media. The items of the questionnaire were evaluated based on the score range from -1 to +1. (Congruent = + 1, Questionable = 0 and, Incongruent = -1) The items that had scores lower than 0.5 were revised. On the other hand, the items that had scores higher than or equal to 0.5 were reserved. After IOC process, one item from Part II and one item from Part III were deleted (IOC values lower than 0.5). Since the

participants' first language is Thai, all items in questionnaires were translated into Thai language.

#### Data Collection

To collect data on voluntary basis, the researchers have asked lecturers from three types of higher education institutes in Thailand including government universities, Rajabhat universities (formerly teacher colleges), and private universities in Thailand to invite their students to complete the online questionnaire for one week. Online questionnaire was launched on 28 April 2018 and closed on 4 May, 2018.

#### Data Analysis

To test the hypotheses, the data gaining from the questionnaires were analyzed with two-way ANOVA in order to find the relationship among variables. There were two dependent variables: social media (X1 - Youtube, Twitter, Google+ and, Facebook) and students' personal data (gender, university type and, degree) whilst the independent variable was the attitude toward the use of social media in EFL classroom.

Content analysis was used to analyze open-ended question in Part III asking students for their suggestion for the use of social media in EFL learning. The answers will be categorized by the group of items in Part II of the questionnaire including TAM theory (Perceived usefulness, Perceived ease of use, and Attitudes), Task-technology fit and, Behavioral intention

### Results

After launching the online questionnaire for one week (28 April 2018 to 4 May, 2018), 640 participants paid a visit and completed the questionnaires. Their responds in Part I can be summarized as shown in Table 1 below.

Table 1 shows Number of participants in this study divided by gender, degree, university type, preferred social media and, experience in using social media

	Variables	Number of persons (n = 640)	Percent
Gender	Male	138	22
	Female	502	78
Degree	Social sciences	198	31
	Sciences	80	13
	Arts	362	57

	Variables	Number of persons (n = 640)	Percent
University type	Government	296	46
	Rajabhat	283	44
	Private	61	10
Social media	Youtube	382	60
	Facebook	57	9
	Google+	134	21
	others	67	10
Experience to use social media	less than 1 year	8	1
	1-5 years	108	17
	6-10 years	378	59
	more than 10 years	146	23

The majority of the respondents were female (502 students or 78%) while 138 respondents or 22% were male. The respondents were also divided into their perspective degrees and the number of them in each degree are as follows: 198 students or 31% were social sciences students, 80 students or 13% were sciences students and, the biggest group of students (362 students) or 57% were arts students. Also, this study separated students by their university types: government university (296 students or 46%), Rajabhat university (283 students or 44%) and, private university (61 students or 10%). Responds from participants were also classified by their preferred social media for EFL learning. The most popular social media program was Youtube (382 students or 60%). The second rank went to Google+(134 students or 21%), then the lower ranks were other social media (67 students or 10%) and, Facebook (57 students or 9%), respectively. Most students have experienced using social network between 6-10 years(378 students or 59%) while some students have experienced more than 10 years (146 students or 23%). Some interesting facts are there were 108 (17%) with 1-5 years of experience and there were 8 students (1%) reported that they had experience in using social media less than one years

### Tests of Research Questions

Two-way ANOVA was conducted to analyze the collected data and the equality of variance and honest significant difference were taken place by Levene’s Test and Tukey HSD Test respectively. There were three pairs of factors tested by Two-way ANOVA for the purpose of comparing the mean differences between groups: gender and social media, majors and social media, and genres of universities and social media.

RQ1: Do Social media and students' gender positively affect students' attitudes toward the use of social media in their EFL classroom?

Genders might not affect attitudes and actual tool use of social media sites. A two-way analysis of variance tested the attitudes towards using social media (e.g. Facebook, YouTube, Google+) from students with different gender. The results in Table 2 indicated that there were not a significant main effect for genders,  $F(1, 628) = 0.000$ ,  $p = .987$ , and a significant main effect for social media in learning English,  $F(3, 628) = 1.243$ ,  $p = .293$ . In addition, the data did not show the significant interaction effect,  $F(3, 628) = 0.336$ ,  $p = .799$ , concluding that students' gender did not influence their attitudes towards using social media in learning English language, hence H1 was rejected.

Table 2 shows comparison of mean differences between genders and social media used in learning English

Dependent variables	Levene's Test	F	Sig.	Tukey
Gender*Social media use in learning English	.940	.336	.799	.549
Gender			.987	
Social media use in learning English			.293	

Genders might not affect attitudes and actual tool use of social media sites. A two-way analysis of variance tested the attitudes towards using social media (e.g. Facebook, YouTube, Google+) from students with different gender. The results in Table 2 indicated that there were not a significant main effect for genders,  $F(1, 628) = 0.000$ ,  $p = .987$ , and a significant main effect for social media in learning English,  $F(3, 628) = 1.243$ ,  $p = .293$ . In addition, the data did not show the significant interaction effect,  $F(3, 628) = 0.336$ ,  $p = .799$ , concluding that students' gender did not influence their attitudes towards using social media in learning English language, hence H1 was rejected.

RQ2: Do social media and students' university type positively affect students' attitudes toward the use of social media in their EFL classroom?

Table 3 shows comparison of mean differences between genres of universities and social media used in learning English

Dependent variables	Levene's Test	F	Sig.	Tukey
University types*Social media use in learning English	.335	1.008	.419	.291
University types			1.455	
Social media use in learning English			.718	

Genres of universities might not contribute attitudes and actual tool use of social media sites. A two-way analysis of variance tested the attitudes towards using social media (e.g. Facebook, YouTube, Google+) of students from government universities, Rajabhat universities, and private universities. The results indicated that there were not a significant main effect for types of universities,  $F(2, 628) = 1.455$ ,  $p = .234$ , and a significant main effect for social media in learning English,  $F(3, 628) = .718$ ,  $p = .542$ . In addition, the data did not show the significant interaction effect,  $F(6, 628) = 1.008$ ,  $p = .419$ , concluding that although students came from different universities, it did not influence their attitudes towards using social media in learning English language.

RQ3: Do social media and students' perspective degree positively affect students' attitudes toward the use of social media in their EFL classroom?

Table 4 shows Comparison of mean differences between genres of universities and social media used in learning English

Dependent variables	Levene's Test	F	Sig.	Tukey
degrees*Social media use in learning English	1.041	2.216	.040	.536
degrees			.125	
Social media use in learning English			.636	

A two-ways ANNOVA was used to test the attitudes towards using social media (Facebook, YouTube, Google+) and students' degrees (social sciences, sciences, and arts). The results showed that there were not a significant main effect for types of degrees,  $F(2, 628) = 2.09$ ,  $p = .125$ , and there were not a significant main effect for social media use in learning English,  $F(3, 628) = .57$ ,  $p = .636$ .

However, the interaction effect was significant,  $F(6,628) = 2.22$ ,  $p = .04$ , indicating that the students degrees related with the use of social media sites. The simple main effect test between degree and social media use in learning English showed that there was a significant for Arts,  $F = 3.132$ ,  $p = .026$ . In addition, The simple main effect test between social media use in learning English and degree showed that there was a significant for YouTube,  $F = 6.982$ ,  $p = .001$  and Google+,  $F = 4.533$ ,  $p = .012$ .

Nevertheless, the Levene's test indicated that the attitudes towards using social media sites of the students divided by their degrees are not significant,  $F = 1.04$ ,  $p = .41$ . The table 7 also emphasized that the differences of the students' mean attitude among the three degree groups towards using social media sites in learning English. The use of Youtube in learning English were found the most among the students with social sciences degree ( $M=3.96$ ,  $S.D. = .632$ ) and arts degree ( $M = 3.87$ ,  $S.D. = .676$ ), while Google+ was the most popular site in learning English for the students with sciences degree ( $M= 3.90$ ,  $S.D. = .587$ ).

Table 5 shows results from qualitative part of the research

TOPIC	GOVERNMENT UNIVERSITIES				RAJABHAT UNIVERSITIES				PRIVATE UNIVERSITIES			
	positive	negative	no comment	suggestion	positive	negative	no comment	suggestion	positive	negative	no comment	suggestion
Perceived usefulness	20	5	0	9	21	6	0	2	10	0	0	3
perceived ease of use	36	2	0	8	14	5	0	6	1	0	0	2
attitudes	12	1	0	17	23	1	0	3	2	0	0	0
task-technology fit	11	6	0	16	22	8	0	14	0	0	0	4
behavioral intention	3	0	0	10	2	0	0	1	0	0	0	0
good in overall	24	0	0	0	66	0	0	0	0	1	0	0
no comment	0	0	116	0	0	0	75	0	0	0	38	0
TOTAL = 296	106	14	116	60	148	20	75	26	13	1	38	9

Students from all types of the universities revealed positive comments on perceived usefulness while most of the students who positively perceived ease of use of the social media came from the government universities. Social media were perceived their usefulness in terms of practicing listening and speaking and offering some kinds of knowledge which they could not experience in classrooms with flexible time such as songs or various accents of English speakers. However, there were others disagreeing since they thought that real experiences are more important and better than learning from a flat screen. One third of the students from the government universities agreed that the social media were easy to use because they are able to be accessed from everywhere and by all ages and support easily learning outside classrooms. Moreover, there could be real-time interaction, especially on Facebook, like usual classrooms. Nonetheless, those who use Facebook and YouTube found that it was not easy for them to use these types of social media due to the convenience of the system and fewer contents than their requirement.

According to the TTF, the respondents positively thought that online learning was suitable for them because they can choose convenient time. In addition, they agreed that the social media like YouTube were appropriate for listening skill although there were some complaints about the quality of video productions with regard to interesting pictures, clear sound, and useful contents which could draw their attention. Negatively, if learners do not try to practice or learn English through the social media, they are not effective educational genres for English language teaching. There was someone complaining about so many programs like on YouTube that they cannot decide which one is good and appropriate for them.

In conclusion, they suggested that the social media for English language learning should be more systematic and accessible through various channels with clear explanations/instructions. In addition, the contents should be selected circumspectly and reliably so that students can be self-directed even though there is no real interaction with instructors; notwithstanding, language learning process/method of students might be different and learning through the social media might be pleased by students who prefer to be taught by teachers/instructors.

### **Discussion and conclusion**

According to the integration of TAM and TTF model, more than 70 percent of the participants have experienced the social media for more than six years because they were born as digital natives as Prensky (2001) stated that they are always surrounded by digital tools. This means that they must perceive the ease of use very well as the tool experiences which they have been familiar with for many years. Their experiences with the social media make them think that it is easy to use them since they are a part of their life.

Accordingly, three forth of the participants agreed that the functions of YouTube respond to their life style in learning English. The ease of use was highly represented by 42.6 percent of all participants who strongly agreed that they can use any devices to access the social media they prefer. In fact, 382 students preferred to Youtube for EFL learning whereas Google+, the second rank was chosen by 134 students. Correspondingly, Li (2017) explored that YouTube is the most significant alternative among the social media they prefer to use in English teaching and learning because three quarters of the participants use it 36% daily and 39% weekly. However, Yadav and Rai (2017) explore the behavior of this generation on social media usage and found that they inclined to use social media as they move on the different phases of their life cycle. The study of Boholano (2017) reveal that Youtube is in the second rank of the most popular social media for Filipino preservice teachers to their own learning and teaching. Viewing Youtube, selecting the suitable links for their own EFL learning might be a learning pace of this generation. Hence, with the popularity among students, Youtube might be a challenge tool for teachers to introduce to their own classroom. In addition, the use of single digital tool might not be a good answer for EFL classroom in this era. Furthermore, more than 60 percent of them agreed that the social media they used fit their wants and needs and tasks (e.g. exercises for English listening skill on YouTube or Facebook) although there were about 30 percent disagreeing with the fit of the social media. Similarly, the model indicates

that the technology fit influences the perceived usefulness which more than 60 percent of the participants recognized the social media they employ to learn English. Similarly, Wu & Chen (2017) also applied the integrated model to investigate students' attitudes on Massive Open Online Courses (MOOCs) in China and concluded that perceived ease of use resulted in perceived usefulness and the latter and reputation affected the participants' attitudes.

Consequently, those who think to develop materials in English teaching and learning, especially through social networks, needs to draw learners' attentions by showing up their usefulness and ease of use as the first priority and teachers/instructors need to adopt social networks and social media as a formal part of classrooms and as an official part of learning assessment. Let's globalize our classrooms!

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