



# A Framework for Embracing Web 2.0 Technologies to Nurture the Reading Habits of Secondary School Learners in Zimbabwe

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## Abstract

This qualitative study utilised a unified theory of acceptance and use of technology to explore how Web 2.0 technologies can be embraced to nurture the reading habits of secondary school learners in the Bulawayo province of Zimbabwe. The study employed a multiple-case study design with 14 focus groups with 210 learners as a data collection tool. Data was augmented through interviews with school librarians and analysed thematically according to objectives. The findings of the study revealed that learners are using different types of Web 2.0 technologies, including WhatsApp, Facebook and Wattpad. The findings showed that learners spent five or more hours on social media, negatively affecting their reading. However, there are positive effects of using Web 2.0 technologies, such as the availability of up-to-date reading materials that can be subsequently shared. The study concludes that if learners are guided well, they will use these technologies to nurture their reading habits. The study presents a framework that could be implemented to nurture the reading habits of learners.

**Keywords:** Web 2.0 technologies, reading habits, reading, learners, social media.

## Introduction and background

The art of reading is one of the most important activities of life through which secondary school learners extend their knowledge, scope of experience and enjoyment. Reading is the foundation of much satisfaction in life. This is supported by Chettri and Rout (2013), who assert that reading provides

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an experience through which the individual may expand their horizons of knowledge, identify as well as extend and intensify their interest and gain a deeper understanding of themselves and others. According to Nkomo (2020), reading as a habit is a deliberate effort towards understanding and acquiring knowledge. The emergence of the Internet has created an extraordinary change in the reading environment. In the past few years, as new technology has developed at an alarming rate, reading habits have also changed. Hence technology has been a great instrument for the development of reading habits (Mullan, 2020; Nkomo, 2020; Ifeyinwa, 2022; Tiwari, 2022). Since the acceleration of technology, it has changed the reading behaviour of people, especially secondary school learners. Reading to the youth is not attractive compared with interactive activities on the Internet (Liu, 2005). The status of a 'reading habit' has declined amongst the learners. The declining interest in reading culture amongst children, especially those in secondary schools, is a cause for alarm and a challenge to all (Bamise & Akande, 2021).

On the African continent, the reading habit of children is waning. An example is a study conducted by Adeyemi (2020) in Osun State, Nigeria, which revealed that most students have developed into a non-reading society. This is also echoed by Bana (2020), who states that most Nigerian students cannot pronounce a word in each text nor write down the correct spellings of words that their teachers dictate. Zimbabwe is not exempted from matters of a poor reading culture. Voices from various media, academic and political authorities in Zimbabwe unanimously speak about the lack of reading habits amongst learners in secondary education, which impacts not only the educational standards but also the entire nation's welfare (Mabasa, 2014; Zimunya, 2014). The *Daily News* (2015) wrote that children in Zimbabwe lack a reading culture as most of them spend more time on WhatsApp, Facebook and other social media networks. This rhymes with Mlay *et al.*'s (2015) statement, which states that a poor reading habit retards a country's national growth.

Ngugi and Mbeira (2014) recommend that because of the new technologies, schools should now incorporate Web 2.0 technologies to nurture the reading habits of youths. According to the University of Melbourne, 'Web 2.0' is the term used to describe a variety of websites and applications that allow anyone to create and share information online (Thomson, 2020). For this study, Web 2.0 technologies will mean an online communication platform (social networking) that allows its members to share, collect and disseminate content, ideas and information about the topics of their choice. Web 2.0 technologies have proven to be universally addictive for secondary school learners who tend to spend considerable amounts of their time maintaining social connections, making new acquaintances and a broad base of friends during their years of study (Loving & Ochoa, 2010). The increased use of social networking sites amongst learners has no doubt negatively

affected learners' reading habits. Twenge, Martin and Spitsbergen (2018) found that in 2016, one in three United States (US) high school learners did not read for pleasure. In the same period, 82% of 12th graders visited sites such as Facebook, Twitter and Instagram daily for entertainment.

Consequently, the impacts of social media extend to include cutbacks in reading as a habit, studying, and attainment of knowledge because learners spend most of their time chitchatting and gaming. Given the factors outlined here, it seems clear that there is an urgent need to improve the reading habits of learners, as well as to harness new technology so that they can improve their reading habits. The study explored how Web 2.0 technologies can be embraced to nurture the reading habits of secondary school learners in the Bulawayo Metropolitan Province (BMP) in Zimbabwe. The objectives of the study were to:

- ◆ Ascertain the types and frequency of Web 2.0 technologies used by secondary school learners in the BMP in Zimbabwe.
- ◆ Find out the negative and positive effects of Web 2.0 technologies on the reading habits of the learners in the BMP in Zimbabwe.
- ◆ Develop a framework for embracing Web 2.0 technologies to nurture the reading habits of these learners.

The structure of this paper appears as follows: After the introduction, the literature review is presented in the second section, including the unified theory of acceptance and use of technology (UTAUT) underpinning this study. The research methodology features in the third section, followed by the findings and discussions in the fourth section. The fifth section is about the framework developed for this study. The conclusions of the study are presented in the sixth section.

### Theoretical framework

This study utilised the unified theory of acceptance and use of technology (UTAUT) developed by Venkatesh, Morris, Davis and Davis (2003) in the article, "User acceptance of information technology: towards a unified view". The UTAUT model aims to explain technology acceptance and is based on eight technology acceptance theories or models. The acceptance of UTAUT has not been limited to one or a few cultures, but the model has been accepted and used cross-culturally in all continents of the world (Machimbidza, 2014). The theory holds that four key constructs: performance expectancy, effort expectancy, social influence and facilitating conditions, directly determine usage intention and behaviour (Venkatesh & Davis, 2003). The researchers considered the UTAUT relevant to this study as its key constructs were critical in addressing the objectives of the study. This model also

incorporated four moderators: gender, age, voluntariness and experience, to account for dynamic influences. These moderators are used to influence the dependent and independent variables of user acceptance. The UTAUT model was used to evaluate the success of new technology. Because the use of Web 2.0 technologies by Zimbabwean learners, especially those in the BMP, is relatively new, this model is applicable to understand the factors influencing the use of these technologies and determine whether they can be adopted in improving reading interests. This study examines Web 2.0 technologies that are introduced to the learners to improve their reading habits, and UTAUT, as a model guiding this study, was critical to map the way forward.

### Literature review

Learners use different types of Web 2.0 technologies. The types and frequency of using Web 2.0 technologies by secondary school learners are linked with the UTAUT constructs of effort expectancy, facilitating conditions, the resultant user intentions and behaviour. The moderating conditions from the UTAUT model adopted were gender, experiences, and voluntariness for this research objective. The 'effort expectancy construct' and other facilitating conditions influenced the different types of Web 2.0 technologies used by secondary school learners. The issue of different types of Web 2.0 technologies is linked to facilitating conditions. Potential users can only use a technology that has been introduced to them (Ahmad Ismail & Abduljabbar, 2022). The evolution of Web 2.0 and social software alter how students communicate, collaborate, access, learn and seek new information (Capo & Orellana, 2011). Web 2.0 technologies are fundamentally reshaping and realigning many aspects of the communication loop: the people with whom teachers, students and parents communicate, how they communicate, what they communicate about, as well as where and when they communicate. Recent surveys show that although Web 2.0 tools such as Facebook, MySpace, wikis and blogs are part of nearly every student's home life, these technologies are barely used in schools (Lemke, Coughlin, Garcia, Reifsneider & Baas, 2009; Nakabayashi, 2018). Studies have revealed that Facebook is the most popular social tool used, where 85% to 99% of tertiary students use it for different purposes (Matney & Borland, 2009). In a study conducted by Kojo, Agyekum and Arthur (2018), they observed that out of 478 respondents, 145 (about 30% of the students) stated that the social media site they use most frequently is WhatsApp, with 123 being active on Facebook, while 88 indicated that they used Instagram and 122 did not specify.

Social media platforms such as Facebook, Twitter, LinkedIn, Google+ and Renren have the potential to become important disruptive technologies (Christensen, 1997). Capo and Orellana (2011) conducted a study with 11 to

16-year-old students to determine which Web 2.0 technologies they were using if they were using them at school and whether they were using them to support learning. The findings showed that a total of 30 different Web 2.0 sites were identified by the students, including social networking sites. The most popular sites were MSN (88.0%), Bebo (67.0%) and Facebook (59.0%). Students in school used each of these 30 sites, although Bebo was not used for learning. The students were asked to generate a mind map of their technology usage and include how they used these technologies. Furthermore, this study found the use of Web 2.0 technologies in schools to be poorly understood by both teachers and students. Students did not appear to be using these technologies for in-depth learning, and only a few students mapped the technologies for use as creative activities.

Blogging was not a particularly popular activity across the sample, but where it occurred, it often did so within the arena of the social networking site. Bebois was one site that enabled its users to post on blogs (Lenhart & Madden, 2005). In this sense, the blogs that belonged to social networking sites were perceived to be for communicating 'random stuff that you find funny' (Lenhart & Madden, 2005). Learners at one school described blogs as being quite popular to read, though not for production. For one learner, blogs were a way to find out about popular sites on the Internet, with specific reference to learning; this included history and geography projects (Luckin *et al.*, 2009).

The social media generation is always online, reading updates on trivial issues, rumours, shows, football news and celebrity gossip. However, the more they read, the more they fail. They become so knowledgeable in the things that do not matter and become so ignorant of things that matter (Nigerian Tribune, 2015). The analysis of the study conducted by Abidin and Pour-Mohammed (2011) in Malaysia shows that students spent one to three hours online daily. The findings also showed that students emphasised using the Internet for social media; although only (37.5%) of the respondents had computers at home with Internet access, most of them spent one to three hours online daily. The majority of the participants (65.8%) spent one to three hours online every day. Only 1.3% of the respondents spend more than six hours online.

There are negative and positive effects of Web 2.0 technologies on the reading habits of learners. These negative and positive effects are linked to the UTAUT construct of social influence, facilitating conditions and the resultant user intentions and behaviour. The moderating conditions from the UTAUT model adopted were gender, age, experiences and voluntariness. Literature suggests that several factors, particularly technological changes, are likely to positively and negatively influence the reading habits of children (Chettri

& Rout, 2013). The increased use of social networking sites amongst students has, without a doubt, negatively affected the students' reading interests. As Shabi and Udofia (2009) pointed out, the reading culture of learners has been washed down the drain because of the advancement of technology and the advent of social media. One of the principal causes for the dwindling speed at which students read is the invasion of social media (Shabi & Udofia, 2009).

According to Agwu and Kalu (2011), abusing new technologies contributes to students' poor reading. They opine that in this era of information and communication technology (ICT), the general orientation of young people has unconsciously changed from reading and the love of books to these new technologies. They further emphasised that students now live in the iPod, laptop, iPhone, Facebook, Twitter and blog generation. Hence reading has been literally sacrificed at the altar of modern technologies. Agwu and Kalu (2011) reported that in this age where Internet browsing seems to be the trend amongst Nigerian youths, reading a good book in a quiet corner of the school library or at home has become an archaic idea. Gómez-González *et al.*, (2011) note that nowadays, nearly everyone belongs to social networking sites where they spend several hours per day posting their locations on Facebook and tweeting about personal daily lives. Marsh (2012) relents that social networking is time-consuming as students gradually become addicted. Students skip the time to engage in meaningful activities such as reading and utilising the school library and engage in social networking activities such as chatting and posting pictures and videos (Mbachu & Durdyev, 2011). Mbachu and Durdyev (2011) add that libraries have witnessed low patronage since the advent of the Internet. Some writers would posit that social networking is a form of distraction, and the act of multitasking has led to poor academic performance of students. Karpinski and Duberstein (2009) report that most students who use Facebook every day are under-achieving as compared to those who shun the site. Technology is slowly but very steadily taking over the control of adolescents' lives, and the cultivation of a good reading interest does not exist anymore; empty school and public libraries are silent witnesses of this dreaded picture (Thakur & Kumar, 2014).

However, as shown in a survey by Akanda, Hoq and Hasan (2013), the Internet could be a good place to read books, magazines and newspapers. Young people continue to be attracted to the Internet in larger numbers. It can be surmised that with different sources of information on the Internet, the Internet can play a supplementary role in increasing the reading interest of the students rather than diminishing it. For this to happen, students need to be guided by their teachers and guardians to use the Internet and its services constructively rather than spend long hours on the Internet playing games or engaging in other non-productive activities (Akanda, Hoq & Hasan, 2013). Electronic media has changed how people perceive reading and how

printed materials are utilised for reading (Abidin & Pour-Mohammed, 2011). According to Cumaoglu, Sacici and Torun (2013), printed resources have been replaced with electronic resources, and the habits related to newspaper, magazine and book-reading have undergone changes.

In developing a framework for embracing Web 2.0 technologies to nurture the reading habits of secondary school learners, some steps need to be followed. According to Matingwina and Raju (2017), some procedures are normally taken when developing a framework to be adopted. An important step in developing a needs-based information strategy is identifying the problem and its context. Problem identification involves three important steps: needs analysis, assessment of existing resources (information dissemination programmes) and readiness assessment (Matingwina & Raju, 2017). Goal-setting is an important step in developing a framework (Harmsworth, Turpin & TQEF National Co-ordination Team, 2000:1). According to the Jed Foundation (2011:20), a goal statement should articulate specific, measurable goals whose achievement can be readily observed and measured. Before implementing a framework, it is essential to explore whether a programme has strong empirical or theoretical support and addresses the unique problems of students. It is important to choose evidence-based practices to ensure that resources are invested in programmes likely to achieve positive changes (Matingwina & Raju, 2017). This stage involves the actual design of the information dissemination framework. This may be achieved by analysing the data that would have been gathered in the first stage, where the student needs understanding, resource assessment and readiness assessment. The data should be merged with findings in the literature and proposals by key stakeholders, such as administrators and school librarians, to develop a needs-based framework (Matingwina & Raju, 2017). Evaluation is a systematic process for collecting, analysing and reporting information to determine whether programmes are effective (DeJong *et al.*, 2006). An evaluation plan should focus on both outcome and process evaluation (Chinman, Imm & Wandersman, 2004). Implementation is a key stage in the development of an information dissemination framework, and as such, it needs to be well-planned (Langford, 2006).

Despite the research and surveys conducted by the aforementioned researchers, in which they expounded on the importance and modalities of technology and improving reading habits of secondary school students, there is no clear study which focused on developing a framework for embracing Web 2.0 technologies to nurture the reading habits of secondary school learners. Most of the reviewed studies have strived to show how technology and related tools have been working as catalysts to improve the reading habits of secondary school students. There is a growing body of research on the theory

and practices in the field of technology and reading habits of secondary school learners. The majority of existing studies have generally concluded that what students read is decided to a large extent by their interests and the content of the materials (McGeown, Osborne, Warhurst, Norgate & Duncan, 2015; Rosli, Razali, Zamil, Noor & Baharuddin, 2017; Adeyemi, 2020). However, a considerable body of research has also reported negative or mixed results of using technology in reading (Arifin, Wahab, Teh & Otman, 2018; R. Ullah & H. Ullah, 2019). However, the emerging literature has already acknowledged the high value of adopting technology to improve the reading habits of secondary school students (Banchisi, 2021; Bamise & Akande, 2021). The inconsistencies arise due to the varying methodologies adopted and different measurement scales. Therefore, this research is an initial effort to compensate for the existing literature deficiencies by focusing on developing a framework for embracing Web 2.0 technologies to nurture the reading habits of secondary school learners.

### Research methodology

The researchers settled for a qualitative approach to achieve the objectives of the study. The case study research design was adopted because it was considered to be the most appropriate design for the purpose of the study. Hence, the study adopted a multiple case study design using different BMP secondary schools as cases. The use of a multiple case study design was considered critical to this study, as it allowed a broader perspective to be applied across the secondary schools in the BMP. A multiple case study allowed the researchers to achieve a level of saturation that ultimately revealed common issues and themes regarding the adoption of mobile devices. According to Yin (2009), a multiple case study yields more robust results than a single case study; it builds up a general explanation model that fits each case in the study and provides a means of comparison. The other advantage of this design was that the researchers managed to use the results to compare and reach relevant conclusions. Vannoni (2014) says that the multiple case study design enables one to compare the results from each case and provide the literature with an important influence from contrast and similarities supported. The design enabled the researcher to be viable and realistic. Hence, this design was appropriate and viable for this research study because it dealt with the real problem that the secondary school learners are not reading.

The population of the study included secondary school learners and school librarians from the fifty-four secondary schools in the BMP. The BMP comprises five districts for secondary schools: Bulawayo Central, Imbizo, Khami, Mzilikazi and Reigate. School librarians were included in the study,

as most learners read from these libraries, especially in Zimbabwe, where the cost of living is too high, and parents cannot afford to purchase reading materials. This was supported by Zimbabwe Reads (2014), which states that Zimbabweans live from hand to mouth, hence, parents can no longer afford to buy books for their children. To find those cases or units, the researchers used quota sampling. Quota sampling was used in two stages: firstly, to extract secondary schools included in the study and, secondly, to extract secondary school learners. Quota sampling was categorised according to district, public or private school, and, lastly, according to the availability of school libraries. Quota sampling is not dependent on the presence of the sampling frames. The researchers chose quota sampling mainly because it allowed them to sample the sub-group of great interest to the study.

Data were collected from ten secondary schools in the BMP comprising private and public schools. According to the rule of thumb, focus group projects most often:

1. use homogeneous strangers as participants,
2. rely on a relatively structured interview with high moderator involvement,
3. have six to ten participants per group, and
4. have a total of three to five groups per project (Morgan, 1997:36).

Since there were many learners from public and other private schools, the focus groups were divided into two per school and were segmented into fifteen each. There were few learners from other private schools like the Christian Brothers College and the Dominican Convent, so it was just one focus group of fifteen learners. So, in total, the researchers had fourteen groups of fifteen learners each. In reality, most projects have some elements that require special attention, and it may be relatively rare for a project to match all four of these criteria (Morgan, 1997:36). For this study, the rule of thumb did not apply, as the researchers had fourteen groups which were necessary for this study. This is supported by Sunday (2016), who states that focus groups (guided by a set of questions) should be interactive with a group small enough for everyone to have a chance to talk and large enough to provide a diversity of opinions. The researcher recorded all the conversations to assist when analysing the data. In total, there were fourteen focus groups and two hundred and ten learners who participated in the study. Before the actual interview, the researchers explained to the participants the purpose of the interview. The participants were informed that participation was voluntary and that they had a right to discontinue or stop the engagement if they felt uncomfortable during the interview. The participants were further ensured that they would remain anonymous and that confidentiality would always be kept. The interviews lasted between an hour and two hours.

Semi-structured interviews were used to elicit information from the school librarians of the selected schools where the research was conducted. Semi-structured interviews were useful as they allowed the researchers to frame appropriate questions and, most importantly, rely on the participants to provide information that was useful to the study.

The discussion was centred on the following: ascertaining the types and frequency of using Web 2.0 technologies used by secondary school learners in the BMP in Zimbabwe; finding out the negative and positive effects of Web 2.0 technologies on the reading habits of the learners in the BMP in Zimbabwe; and developing a framework for embracing Web 2.0 technologies to nurture the reading habits of these learners. The questions were asked to learn more about the frequency of use and the positive and negative effects of Web 2.0 technologies on reading. Data were analysed thematically according to the objectives of the study.

### Ethical consideration

The University of South Africa approved the ethical clearance: 2016\_IS57431663\_043. Participation in the study was undertaken voluntarily and anonymously with the learners' consent.

### Research findings and discussions

#### *Types and frequency of using Web 2.0 technologies*

The UTAUT model argues that for technology to be adopted and used, there should be “facilitating conditions”. These conditions make it easier for the intended user to adopt and use a given technology (Davies, Bagozz & Warshaw, 1992). This was an important step to understanding which Web 2.0 technologies the participants used. The learners knew what Web 2.0 technologies were, although some were more familiar with the term ‘social media’.

Learners mentioned that they are familiar with Web 2.0 technologies which include WhatsApp, Facebook, YouTube, Instagram, Twitter, Snapchat, Pinterest and Wattpad. This is in line with recent surveys by Lemke, Coughlin, Garcia, Reifsneider and Baas (2017) and Nakabayashi (2018) that Web 2.0 tools such as Facebook, MySpace, wikis and blogs are part of nearly every student's home life. Several learners mentioned that they normally use WhatsApp and Facebook. The reason might be that mobile data bundles for WhatsApp and Facebook are cheaper, as some schools do not allow learners to access their social media accounts using the school Wi-Fi or to bring their own gadgets. When the school librarians were asked which Web 2.0 technologies they were

familiar with, they mentioned Facebook and WhatsApp. One female librarian said she only knows of WhatsApp, which she uses for chatting with her family and friends.

The participants were asked how frequently they used these Web 2.0 technologies. Some learners mentioned that they used WhatsApp every day. For example, one participant indicated that:

*I use WhatsApp all the time. I sleep, dream, and eat WhatsApp. The only time I am not using WhatsApp is when I am writing a test because even when it's during lesson time, I usually check for any updates.*

The findings indicated that some learners spend most of their time on Web 2.0 technologies. Some learners mentioned that they are on social media all the time, while others spend more than two to five hours daily. Zimbabwean learners are not the only ones who spend more time accessing Web 2.0 technologies. An analysis of the study conducted by Bamise and Akande (2021) shows that students in Nigeria spend one to three hours online daily. Another study by Adeyemi (2020) shows that students spend more than six hours online.

Various librarians from public schools mentioned that they use WhatsApp, although a few have WhatsApp groups with their learners. Some technology-savvy librarians pointed out that they also use Facebook, LinkedIn, wikis, podcasts, tagging, Skype, and Twitter for personal use. Only librarians from private schools mentioned that they were in the process of opening Facebook pages for their libraries.

The research findings revealed that learners access Web 2.0 technologies from different places, including school premises, home, school library and computer laboratory, public transport, Telone Wi-Fi zones and Internet cafes. Access is defined by Backhouse and Chauke (2020) as the ability of individuals and organisations to connect to the Internet using computer terminals, computers, and other devices. The learners revealed that they connect to the Internet using different gadgets, including cell phones, tablets, desktop computers and laptops, to access these Web 2.0 technologies. These findings are supported by the research conducted by Bower (2015), who states that learners have high levels of access to Web 2.0 technologies.

During the interview with librarians from public schools, several mentioned that access to Web 2.0 technologies was prohibited in their schools, although some learners accessed them without permission. One librarian from a public school mentioned that the library received donations

of tablets from a certain organisation, but only four and not enough for the whole school.

During the focus groups, the participants mentioned that they use Web 2.0 technologies for different purposes, including communicating with friends, having discussions with teachers and librarians, accessing novels and newspapers, and obtaining updates on what is happening around the globe and entertainment. Kabweza (2014) noted that smartphones would allow students to connect to various knowledge sources on the Internet to improve their knowledge. In order to capitalise on Web 2.0 technologies, educators need to first understand the types of Web 2.0 technologies that are available and their various features to best use them for specific purposes (Redecker, Aja-Muka, Bacigalupo & Punie, 2009).

### *Negative and positive effects of Web 2.0 technologies on reading habits*

In tackling this research objective, the section was guided by the UTAUT construct of social influence, facilitating conditions and the resultant user intentions and behaviour. The moderating conditions from the UTAUT model adopted were gender, age, experiences, and voluntariness for this research objective. The positive influence includes downloading and uploading novels on WhatsApp, Facebook, Pinterest, and Wattpad, and easy and affordable access to reading materials anywhere and anytime. The findings showed that there are some positive impacts in the adoption of Web 2.0 technologies to cultivate the reading habits of learners. It also revealed that learners are already using Web 2.0 technologies.

One of the participants said, “We joined Facebook groups that upload novels and short stories, but the authors don’t send all chapters because they want us to buy the stories, and we don’t have money, so we end up not reading.” Some of the students are already downloading novels on WhatsApp, Facebook, Pinterest, and Wattpad, although some learners mentioned that some books downloaded via WhatsApp were scanned and sometimes not readable. Ngugi and Mbeira (2014) recommend that because of these new technologies, schools should now incorporate these technologies to stimulate the reading habits of the youths. This was supported by Chettri and Rout (2013), who suggested that several factors, particularly technological changes, are likely to influence the reading habits of children. A study by Owusu-Acheaw and Larson (2014) in Ghana indicated that learners’ reading habits could be improved by incorporating Web 2.0 technologies. The librarians, especially from private schools, also mentioned that they have WhatsApp groups with their learners, where they inform them of any interesting books available in the library. This was also supported by Muzawazi (2016), who stated that the Internet has made good contributions

to the education system of Zimbabwe. One learner even said: “It’s easier to share resources amongst ourselves through social media. We usually share novels, amongst other things, so social media is very important.”

The findings showed that there are some negative impacts on the adoption of Web 2.0 technologies in improving the reading habits of learners. In the focus groups, some learners expressed that social media was destructive as they spent most of their time chatting on WhatsApp and Facebook with their friends, negatively influencing their reading interests. One librarian mentioned that learners were using social media for all the wrong reasons. Some learners used social media for entertainment; others indicated using YouTube to download and stream movies. One learner boastfully said social media is for entertainment. This was echoed by Mutula (2013) when he revealed that social media platforms, such as Facebook and Twitter, have the potential to become important disruptive technologies. From the findings, it was clear that books found on Facebook did not have the full chapters as some authors would only upload a few chapters of the book, and should one want the entire book, one will have to purchase it. Another problem highlighted by the participants was that most of the books found there were not from Zimbabwe. This means that authors and publishers in Zimbabwe should now embrace technologies to meet the needs of their clientele.

### Proposed framework

The proposed framework, as shown in Figure 1.1, is based on the findings as well as the literature reviewed in this study. Schools and public libraries might adopt this framework in nurturing the reading habits of secondary school learners using Web 2.0 technologies.

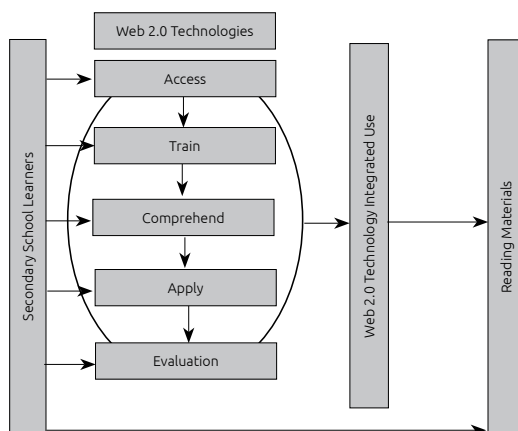


Figure 1.1: Framework of embracing Web 2.0 technologies (FEWT) (synthesised by the researchers).

The paragraphs below explain the suggested model:

### *Web 2.0 technologies*

As illustrated in Figure 1.1, there are different types of Web 2.0 technologies to choose from: blogs, social bookmarking and wikis, to name just a few. The learners need to know the different purposes of using each Web 2.0 technology. For example, learners could use Pinterest and Wattpad to download some reading materials and then use WhatsApp or Facebook to discuss what they would have read. These technologies revolve and are not stagnant. That is why, in the model, the processes are in a cycle.

### *Access*

Learners need to access these Web 2.0 technologies so that they are able to use them to improve their reading habits. Therefore, some schools and public libraries need to change their policies and offer free Wi-Fi so that learners would be able to access these Web 2.0 technologies. These schools and public libraries should limit access times and content so that their learners have discipline in using these technologies. Learners would need to discipline themselves in order to manage the use of Web 2.0 technologies. Web 2.0 tools support social interaction in the learning process.

### *Training*

Learners need to be trained on how best to use Web 2.0 technologies. The librarian, or even the teacher, needs to be trained first, and then they can train the learners. Adopting the chosen Web 2.0 technologies will be easier if learners are trained. Learners must first be trained to select the Web 2.0 technologies best suited for improving their reading habits. Afterwards, they would choose the best technology to adopt to improve their reading habits. Learners need to research the chosen Web 2.0 technology. Having knowledge will help in engaging and adopting these Web 2.0 technologies. Also, having knowledge about Web 2.0 technologies will help them to adopt these technologies to improve their reading. Having proper knowledge of Web 2.0 technologies will provide social interaction with their peers in the learning process. It will also enable students to work at the conceptual level of understanding about authentic reading materials where they can read, discover relationships, discern patterns, develop a deep understanding of content, collaboratively build knowledge and ultimately cultivate their reading habits.

*Comprehend*

Learners need to understand what the whole process is all about. Learners will have the ability to process the Web 2.0 technologies chosen, understand their meaning, and integrate what they already know. Comprehending is influenced by the learners' skills and the ability to process the information.

*Apply*

When the learners have understood everything about Web 2.0 technologies, they will need to implement what they have been trained to do. Learners will then choose the Web 2.0 technologies they feel are the best for adoption so that they incorporate them into their reading schedules. By application, it would mean they have performed all the groundwork of knowing, training and evaluating those technologies.

*Evaluation*

Not everything found on the Internet is of value. When the learners are knowledgeable about which Web 2.0 technology to adopt, they need to evaluate the advantages and disadvantages of that adopted Web 2.0 technology. By evaluating technologies, learners will also have discipline when using that Web 2.0 technology.

When undertaking a research study, the researcher tries to provide a solution to a problem identified and give some recommendations. This entails that when the recommendations provided in this study are implemented, there might be a huge improvement in the reading habits of learners. The current study identified the challenges faced by learners who need to be addressed so that their reading habits are cultivated through adopting Web 2.0 technologies. The idea of adopting Web 2.0 technologies has barely been approached from this point that the researcher has investigated. The current study is critical and necessary in improving the reading habits of learners if the model suggested is adopted. The research that has been conducted, especially in the field of Web 2.0 technologies (Tella & Akande, 2007; Moyo, 2012; Chipangura, 2014; Ngugi & Mbeira, 2014; Shehu, N. & Shehu, A., 2014) tended to look at the provision of these technologies on the library services. This study proposes the issue of adopting Web 2.0 technologies in education, especially in improving the reading habits of learners. The study is expected to further help shape positive attitudes towards the use of technologies, thereby impacting positively on the reading habits of learners in Zimbabwean secondary schools while improving the quality of reading by learners in the county. The suggested model might help schools know the factors affecting the adoption of Web 2.0 technologies, enabling them to tailor their services in a way that makes them appealing to learners. The study is expected to

influence some of the policies of the Ministry of Primary and Secondary Education; if these policies also take into consideration the suggested recommendations, it will be easier for the schools to also adopt them. Schools are under the management and supervision of the Ministry of Primary and Secondary Education, so whatever the ministry suggests, the schools adopt.

### Conclusion and recommendations

This study showed that the reading habits of secondary school learners have declined due to social media technologies. Indisputably, it is obvious that the use of social media has constituted great havoc on the reading habits of secondary school learners. Some learners use Web 2.0 technologies for the wrong reasons, such as communicating with friends and entertainment only, although others are downloading novels and some learners are reading newspapers. The study concludes that if some Web 2.0 technologies are embraced, the reading habits of secondary school learners would be nurtured. The researchers recommend that relevant stakeholders, for instance, teachers and librarians, properly train learners on how to best embrace Web 2.0 technologies in order to improve their reading habits. It is recommended that a further study could be conducted to identify the social media platform that contributes to pupils' better reading habits.

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