A STUDY ON THE MOST COMMONLY USED WEB 2.0 TOOLS AMONG
TURKISH HIGH SCHOOL TEACHERS OF ENGLISH

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Approval of the Graduate School of Social Sciences

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ABSTRACT

A STUDY ON THE MOST COMMONLY USED WEB 2.0 TOOLS AMONG
TURKISH HIGH SCHOOL TEACHERS OF ENGLISH

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This survey study reports the results of a survey which was conducted with high school Turkish EFL teachers in Turkey to find out the most commonly used Web 2.0 tools in English language teaching in high schools in Turkey and the advantages and disadvantages of using them. 100 Turkish high school teachers of English completed the survey. The survey comprised three questions. The first question allowed the participants to check off all the tools that they used in their English classes from a previously listed set. The question also allowed the teachers to add more items to the list. The second and third questions allowed them to list the advantages and disadvantages of using Web 2.0 tools in their teaching. The qualitative and quantitative data from the survey required a mixed methods design. The results showed that Kahoot, YouTube and PowerPoint were the most commonly used Web 2.0 tools in English language teaching in Turkish high schools. According to the results, the most commonly stated advantages of using Web 2.0 tools in teaching English were that learning with technology motivated students, increased student participation and encouraged student interaction. On the other hand, the most commonly stated disadvantages of the integration of Web 2.0 tools in teaching were that it was time

consuming, required an internet connection and caused classroom management problems.

ÖZ

TÜRK LİSE İNGİLİZCE ÖĞRETMENLERİ TARAFINDAN EN ÇOK KULLANILAN WEB 2.0 ARAÇLARI ÜZERİNE BİR ÇALIŞMA

Kayar, Sümeyra

Yüksek Lisans, İngiliz Dili Öğretimi Bölümü

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Bu tez, Türkiye'deki liselerde çalışan İngilizce öğretmenlerinin dil öğretimlerinde en çok kullandıkları Web 2.0 araçlarını belirlemek amacıyla yapılan anketin sonuçlarını sunar. Türkiye'nin çeşitli şehirlerindeki liselerde çalışan 100 Türk İngilizce öğretmeni bu çalışmada yapılan anketi tamamlamıştır. Anket üç sorudan oluşmaktadır. Birinci soruda katılımcılar önceden araştırmacı tarafından oluşturulmuş bir listeden İngilizce öğretiminde en çok kullandıkları Web 2.0 araçlarını işaretlemişlerdir. Ayrıca bu kısımda katılımcılar listeye, sıklıkla kullandıkları ama listede olmayan başka Web 2.0 araçları da ekleyebilmişlerdir. İkinci soruda Web 2.0 araçlarını kendi İngilizce öğretimlerinde kullanmalarının avantajlarını ve üçüncü soruda ise Web 2.0 araçlarını kendi İngilizce öğretimlerinde kullanmalarının dezavantajlarını listelemişlerdir. Anketten elde edilen nicel ve nitel veri karma bir analiz yöntemi kullanımını gerekli kılmıştır. Anket sonuçları Kahoot, Youtube ve PowerPoint'in liselerde İngilizce öğretmenleri tarafından İngilizce öğretiminde en çok kullanılan Web 2.0 araçları olduğunu göstermiştir. Web 2.0 araçlarının İngilizce öğretiminde kullanılmasının öğretmenler tarafından en sık bahsedilen avantajları öğrencileri motive etmesi, öğrencilerin derse katılımını ve birbiriyle etkileşimini artırması olmuştur. Diğer

yandan, en sık bahsedilen dezavantajları da zaman alıcı olması, internet bağlantısı gerektirmesi ve sınıf yönetimi problemlerine sebep olması olarak belirtilmiştir.

Anahtar Kelimeler: İnternet tabanlı uygulamalar, avantaj, dezavantaj, İngilizce öğretmenleri, karma yöntem çalışması

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

L1:   "Language 1" = the student's native language

L2:   "Language 2" = the language being studied

IELTS: The International English Language Testing System

SPSS: Statistical Package for the Social Sciences

A1:   Beginner level

A2:   Elementary level

B1:   Intermediate level

B2:   Upper-intermediate level

C1:   Advanced level

C2:   Proficient level

EBA: Educational Informatics Network

CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter presents the study's background, the research questions and the significance of the study.

1.2 Background of the Study

In today's world, technology has become an indispensable part of our lives. It has irrevocably changed the way we live, work, communicate and learn. The technological advancements in mobile technologies have transformed the ways we learn making technology a fundamental part of our educational settings. In such a technologized educational context, teachers who continue using control-oriented, teacher-centered teaching methods, cannot escape from facing challenges and being ineffective in today's schools (Ross, 2013). if teachers intend to keep up with their students, they are expected to be willing to integrate technology into their teaching.

More than 66 % of the world population have access to a mobile device today (Nobre and Moura, 2017). Students in today's schools, digital natives, who enter the education system having grown up surrounded by technology and the internet, expect teachers to be facilitators rather than knowledge transmitters, to be tech-savvy and to provide a technologically rich learning environment (Lemoine et. al., 2016; Thompson, 2007; Kvavik and Caruso, 2005).

Most students in our classrooms today own a smart phone. The number of students using Web 2.0 technologies to support their learning is progressively increasing hence leading teachers who have been through a more traditional education system to upgrade the ways they teach. This upgrade is imperative due to the fact that Web 2.0 technologies have the ability to allow teachers to adjust the delivery of content to

individual needs and learning styles. When teachers know how to benefit from this ability through keeping themselves updated with the latest technological and methodological trends in education, student achievement in their classes tends to increase (Hoesein, 2015; Adada, 2007). This increased student achievement, in turn, leads to teacher satisfaction, which can be a very powerful motivating force for teachers to keep being updated in their technological skills and knowledge and to keep being technologically competent. Moreover, being technologically competent ensures that teachers reach a wide variety of resources, design curricular and extracurricular activities and sign up for online courses. At this point, technology integration in education becomes crucial if teachers expect to survive in an age dominated by technological wonders.

1.3 Statement of the Problem

The past three decades have witnessed a radical transformation in our lives: the penetration and enormous progress of the communication and information technologies. This transformation has encouraged an extensive educational research for possible uses of technology in the field. English language teachers are one group of teachers who have been exploring possible ways to incorporate technology in their classroom. One of the possible ways is the use of Web 2.0 tools. Today, there is a wide array of Web 2.0 tools that are used in English classes. Most of the related studies in the field of English language teaching focus on a single, particular Web 2.0 tool e.g. blogs, wikis, Kahoot or Quizlet. Also, incorporating these tools in the classrooms is affected by such factors as school policies and procedures, facilities and classroom environment. In other words, using Web 2.0 tools in English teaching has certain advantages and disadvantages.

1.4 Purpose of the Study

Most of the related studies in the field of English language teaching focus on a single, particular Web 2.0 tool e.g. blogs, wikis, Kahoot or Quizlet (Girgin, (2011); Küfi & Özgür, (2009); Chotimah & Rafi, (2018); Satıç, Günbay & Elma, (2016); Bölükbaş, (2016); Zhang, (2009); Coşkun & Marlowe, (2015); Alsaleem, (2013); Irgin & Turgut, (2009); and Arslan & Şahin-Kızıl, (2010)) and its impact on English language

learning. Considering the amount of technology and mobile devices today's students have access to, more studies on Web 2.0 tools that are and can be used in English language classes today are needed to ensure the effective and permanent learning of today's digital natives who were born into such a technologized community. Focusing on single Web 2.0 tools might not be able to provide English teachers with a comprehensive list of popular Web 2.0 tools that are used and that English teachers have been experimenting with in English classes in high schools in Turkey. Such a comprehensive list is necessary because choosing Web 2.0 tools to use in their teaching can pose a challenge for English teachers as there are a plethora of Web 2.0 tools that can be integrated into English teaching today, which necessitates that more academic research be conducted.

Therefore, this survey study was implemented to be able to form a comprehensive list of Web 2.0 tools that high school English teachers in Turkish schools use and that can help novice technology user teachers find their way among such a wide array of tools and to investigate high school technology user English teachers' perceptions regarding the advantages and disadvantages of using these tools in their teaching practices. Moreover, based on the findings, some activities that can be implemented in English language teaching classrooms will be suggested for high school English teachers who plan on integrating technology into their teaching.

1.5 Research Questions

1. What are the most commonly used Web 2.0 tools by Turkish high school EFL teachers in their teaching?
2. What are the advantages of using Web 2.0 tools in English language teaching?
3. What are the disadvantages of using Web 2.0 tools in English language teaching?

1.6 Significance of the Study

The past few decades have witnessed the integration of technology in almost every domain of our lives. One of these domains is the domain of education. English teachers are one group of innovative educators who have been integrating Web 2.0 tools into

their teaching. This integration of Web 2.0 tools in teaching English has been the topic of many studies in the field of education (Kessler, 2009; Pinkman, 2005; Travis & Joseph, 2009; Ducate & Lomicka, 2008; Cruz, Boughzala & Assar, 2012). However, as there are numerous Web 2.0 tools that can be used in English teaching, a study investigating Turkish high school English teachers' preferences regarding Web 2.0 tools that they use in their teaching is needed.

High schools differ in infrastructure, people, policy, facilities, equipment and other assets. Thus, a Web 2.0 tool, that is successfully used in a particular classroom context, might not be applicable in another context. For this reason, knowing the advantages and disadvantages of using Web 2.0 tools in English language teaching in different contexts might provide direct insight into the applicability of Web 2.0 tools in another context. Therefore, the present study aims to provide a comprehensive list of the most commonly used Web 2.0 tools in English language classes in Turkish high schools today as well as the advantages and disadvantages of using them according to the participant teachers' viewpoints.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to present a review of the previous research related to the use of Web 2.0 tools in English language teaching in Turkish high schools by Turkish EFL teachers. First of all, a definition of Web 2.0 and Web 2.0 tools will be given. Secondly, the previous studies on the use of Web 2.0 tools in education will be summarized. Subsequently, the related research on the use of Web 2.0 tools in English language teaching in high schools will be provided. In conclusion, the related research about the advantages and disadvantages of using Web 2.0 tools in English language teaching will be presented.

2.2 Web 2.0

The previous related studies, in general, have not attempted to provide a definition of the term Web 2.0. They mostly investigated the use and impact of Web 2.0 tools on student learning (Richardson, 2009; Alexander, 2006; Brown and Adler, 2008; Bonk, 2009; Downes, 2005; Attwell, 2007). Kim et al. (2009) lists three reasons for this lack of definition. First of all, it is not enabled by recent or breakthrough technologies. Secondly, what is understood by the term Web 2.0 varies. Lastly, the term Web 2.0 is a broad term that covers many associated concepts. However, a few definitions of the term Web 2.0 exist (Parameswaran and Whinston, 2007; Kim, Kwok-Bun, Hall, and Gates, 2009; Raman, 2009b; Sutter, 2009; O'Reilly, 2008; Siemens, 2008; Alexander, 2006; Zimmer, 2007). Parameswaran and Whinston (2007) defines the term as "a platform for a set of web-based services with a focus on collaboration and sharing" (p.3). Kim et al. (2009) describes Web 2.0 "as an umbrella term that describes a set of ongoing development of Web generations which have layered conceptual ideas and newer applications/services that current technologies push and market demands pull" (p. 659). Finally, McLoughlin and Lee (2007) defines Web 2.0 as "a second

generation, or more personalized, communicative form of the World Wide Web that emphasizes active participation, connectivity, collaboration and sharing of knowledge and ideas among users" (p.665). Although the term is difficult to define, in a nutshell, it can be described through its "openness, user participation, microcontent, knowledge sharing, social networking, collaboration and folksonomy" (Richardson, 2009; Thompson, 2007; Downes, 2005; Brown & Adler, 2008; Alexander, 2006, as cited in An & Williams, 2010, p.42). Within the scope of this study, Web 2.0 is defined as a platform that offers services that allow users to participate, interact, collaborate and share (Brown and Adler, 2008).

Web 2.0 tools or technologies are web-based services provided over that platform. These services, according to O'Reilly (2005), who popularized the term Web 2.0, are easy and efficient web-based tools of second generation that offer a platform for individuals or organizations to interact, collaborate and network. Within the scope of this study, Web 2.0 tools are defined as second generation web sites or internet-based applications that English teachers working at Turkish high schools use in their English teaching.

2.3 Studies on the Use of Web 2.0 Tools in English Language Teaching

Internet has been around for a long time. It has penetrated nearly every domain of our lives including our education. Studies conducted on the use of Web 2.0 tools in teaching, in general, indicate a positive effect on learning. For example, the study by Girgin (2011) investigated the effect of using a Web 2.0 tool, *Wix*, on vocabulary acquisition. The 29 participants in the study were asked to create different flash contents such as magazines, videos and storybooks on their Wix. 27 out of 29 participants (93 %) stated that learning vocabulary through Wix was beneficial for them. Additionally, the majority of the participants were pleased to integrate technology in their learning. Therefore, she concluded that since education and culture cannot be separated, the use of Web 2.0 tools in teaching should be given more importance in such a technologized culture.

Another positive effect was found in the study of Küfi and Özgür (2009), in which 200 first year students at an English-medium university participated. The participants, who were offered only 4 hours of English per week to improve their academic skills in English, lacked the necessary language skills. In order to compensate for this lack of proficiency in English, additional support was provided in the form of two Web 2.0 tools, *Wiki* and *Moodle,* which allowed them to create content, chat, discuss and post blogs in English as part of the course. The participant feedback was collected through a survey. The results of the study showed that the majority of the students found it enjoyable and useful to learn English through the use of an interactive environment.

Online quiz makers are also enjoyable and motivating language learning and practice tools for students. Chotimah and Rafi (2018) conducted a qualitative study to investigate the impact of using *Kahoot* on improving reading skills in English. 39 students from the English language department of a university took part in the study. The students were in the same class. One of the courses was offered through the use of Kahoot for two weeks. During the two weeks, observation checklists, questionnaires and field notes were used to collect data. The results of the study showed that the participants enjoyed learning through the use of Kahoot. They also thought that Kahoot helped them improve their reading skills in English.

The study of Zakaria, Haini, Hamdan and Norman (2018), a single case experimental study using *Kahoot* for online assessment, also revealed a positive effect. The participants were 91 university students from the faculty of Social Sciences at a public university, who were taking a massive online open course on ethnic relations in Malaysia. A pretest and a posttest were conducted with a four-month interval between tests to assess the content knowledge of the students. During the semester, online quizzes on the course content were administered on a regular basis using Kahoot. The results of the study showed that using Kahoot as an online assessment tool increased student motivation.

Satıç, Günbay and Elma (2016) investigated the impact of another Web 2.0 tool, *WebQuests*, on writing performance of 80 students from an English preparatory school

in a Turkish university. The participants had four hours of A2-level academic writing class per week for eight weeks. The researchers prepared three different WebQuests on paragraph writing for three different essay types. For three weeks, writing instructions were delivered through WebQuests. After the instructions, the students performed some tasks through WebQuests. During the following three weeks, writing instructions were delivered through traditional materials for another three different essay types. The data were collected by means of a questionnaire, student weekly tasks and observations. The results revealed that WebQuests were effective in improving student writing by reducing writing anxiety and increasing motivation.

Bölükbaş (2016) carried out a study to explore the Web 2.0 tool, *Actively Learn*. 16 B2-level university students participated in the study. These students were in the same reading class. In order to make reading long academic texts more enjoyable, the instructor, who was also the researcher, uploaded four of the texts on Actively Learn, which also allowed embedding YouTube videos, pictures and/or text in any part of the text. The participants' perceptions of the Web 2.0 tool were obtained through an online questionnaire at the end of the semester. The results of the survey showed that the majority of the students thought that the tool facilitated vocabulary learning, fostered independent learning and student anatomy. Additionally, studying long texts in chunks was found to be memorable and enjoyable.

Janilnia (2016) studied the impact of the Web 2.0 tool, *Telegram*, on expanding student vocabulary. 5 students who were classmates in a Cambridge ESOL Key English Test (KET) exam preparation course took part in the study. A chat group on Telegram was created by the researcher and the participants were added to the online chat group. Two or three times a week, five new vocabulary items, their pronunciation, definition and use in a sentence were shared in the chat group. Field notes, questionnaires, and a journal were the main data collection tools. The chat messages posted in the group were also analyzed. The analysis of the data revealed that the pronunciation of the participants improved, and they started noticing the differences between American and British accent. The participants were reported to be more competent in using

collocations. Moreover, the participants stated that integrating technology in education is not a choice but an obligation in this technological era.

In the review paper written by Sharma and Unger (2016), the use of Web 2.0 tools in facilitating vocabulary acquisition was explored. It was emphasized in the paper that since acquiring vocabulary is a complex process, students should be provided with authentic and meaningful experiences to acquire, use and revise vocabulary items. These authentic and meaningful experiences can be achieved through the use of Web 2.0 technologies, which offer user-centered participatory learning environments thanks to their collaborative and interactive nature. A variety of Web 2.0 tools that can be incorporated into vocabulary teaching lessons were listed in the paper such as *Popplet, Padlet, Blogger, Tagul, Jing* and *ThingLink*. The paper concluded with suggestions for teachers who consider incorporating Web 2.0 tools in their vocabulary teaching.

Zhang (2009) wrote a review paper about the use of *blogs* in teaching English writing. In the paper, five advantages of integrating blogs in teaching writing were listed. The first advantage of using blogs in teaching writing was that blogs allow users to interact and collaborate in the blog writing process, which involves encountering and evaluating new ideas. This evaluation process fosters critical thinking skills. The second advantage was that publishing blogs on the web attracts visitors. When blog writers see that their blog is being read by others, this encourages blog writers to check others' blogs to be able to produce more attractive blogs. This process of trying to publish better blogs improves student writing. The third advantage was related to the second advantage in that as blog writers aim to communicate their ideas in more efficient ways, their blog content improves in quality. The fourth advantage was about authentic and meaningful experiences that Web 2.0 technologies offer due to their collaborative and interactive nature (Sharma and Unger, 2016). Blog writers in countries where English is taught as a foreign language, come into contact with other cultures through reading other blogs published by people in other countries. These contacts help foster cultural understanding and language gains. The last advantage of using blogs in teaching writing was that in traditional classrooms, students' written

work is read only by their teacher and/or peers. However, when a blog is published online, it can be read by an authentic audience who has access to the internet, which can inspire students to be a part of a community of writers by giving students a real-life purpose for writing.

Medvedovska, Skarlupina and Turchyna (2016) reviewed current Web 2.0 tools and their appropriateness for educational use. The Web 2.0 tools that were explored in the paper were Kahoot, Quizizz, Plickers, Padlet, Tagul, engVid, Google Forms and Google Classroom. The tools and the possible ways they could be implemented in classrooms were explained. Kahoot, Quizizz, Plickers, engVid and Google Forms were suggested as effective, engaging and collaborative assessment tools. Padlet and Tagul were reported to have the potential to transform a classroom into a creative learning environment by allowing students to display their work as autonomous learners.

Hoy (2016) undertook an action research that aimed to investigate the use of *Edmodo* in improving learner autonomy in a general English class in Dubai. 17 adult English learners participated in the study. The participants were at two different levels of proficiency: pre-intermediate level and upper-intermediate level. It was reported in the study that while pre-intermediate learners tended to create short posts on Edmodo, upper-intermediate students preferred posting long messages. The results of the content analysis revealed that Edmodo as a platform offered an interactive and collaborative learning environment outside the classroom for the adult learners at both levels of proficiency. On the platform, the learners posted questions, gave answers and asked for help, which promoted their collaborative, co-operative skills and learner autonomy.

Pengelley and Pyper (2016) conducted an action research with 120 young learners in Hong Kong. The group was not a homogenous group in terms of English proficiency level. Their proficiency level ranged from A2 to B1. For the study, *Sonic Pics* was chosen to be used in enhancing speaking skills of the participants. The students were asked to create a story or a presentation using the tool on their tablet. The tool allowed

the students to write a script, add images to complete the script, order the images and record audio narration of their story or presentation while swiping through the ordered images. During the script writing and image adding process, the researchers took recordings of the students for two weeks. These recordings were transcribed and categorized using Chappell's (2014) categories of classroom talk. The results showed that although the students were engaged in the activity, controlling the tablets and completing the tasks while speaking in L2 English were too challenging for the students. This challenge prompted them to switch to L1 Cantonese. Based on the identified categories of talk in the existing data and focus group interviews, it was concluded that using Sonic Pics did not significantly enhance the speaking skills of the participants due to the following reasons: (a) The students lacked the necessary training to use Sonic Pics, (b) The students lacked familiarity with new technologies (c) The teachers put more emphasis on the language use than the completion of the task, and (d) The teachers lacked the training to identify the quality of talk in collaborative tasks.

29 English learners participated in the action research study conducted by Brereton and Dunne (2016) in Japan. The participants were attending an IELTS preparation course. 14 students (Group 1) were at B2 level of proficiency while 15 participants (Group 2) were at C1 level. The needs analysis survey administered at the beginning of the course revealed that all of the participants had problems in writing in L2. Therefore, the Web 2.0 tools, *Wiki* and *ScreenCast,* were used in the study to help the learners improve their writing skills and to help them receive meaningful feedback on their writing. For this reason, the students were asked to post their weekly writing assignments on a Wiki. After the submission, the students received feedback in the form of videos that were recorded using ScreenCast by the teacher/researcher. After watching their own feedback video, the learners were also expected to watch the feedback videos of two other classmates and provide constructive feedback regarding what they learned from them. The analysis of the questionnaires that were completed by the two groups and the interviews with the second group showed that the majority of the participants found it useful and motivating to receive constructive feedback in the form of ScreenCast videos from their teacher and in the form of comments from

their peers. The students also stated that reviewing the feedback videos of their classmates helped them improve their writing because it prompted them to note down the new expressions they learned from their classmates' videos and it taught them news ways to formulate their own writing.

Başal and Aytan (2014) indicated that teachers are responsible for creating an interactive and dynamic classroom environment. For that purpose, teachers have been searching for ways to integrate technology in their teaching. In order to address this need, Başal and Aytan (2012) reviewed eight existing Web 2.0 tools that could be integrated into English language teaching. These Web 2.0 tools were *Blendspace, Padlet, Scoop.it, LiveBinders, Google Drive, Vialogues*, *Voxopop* and *LessonWriter.* The tools were introduced along with possible ways they could be used in language classrooms. The review paper concluded with an emphasis on the need for further research to guide English language teachers in the process of choosing appropriate tools to use in language classrooms.

In An and Williams' study (2010), the results of an online survey, conducted with university instructors regarding their use of Web 2.0 tools in their teaching along with the perceived advantages and disadvantages of its use in teaching, were presented. 14 instructors, who were working at different universities and had experience in using Web 2.0 tools in their teaching, participated in the study. The group consisted of 9 female instructors and 5 male instructors. The online survey produced qualitative data. Several themes emerged in the data, which were organized into three major categories: (a) Advantages of using Web 2.0 tools in teaching, (b) Disadvantages of technology use in teaching and (c) Insights gained from experience in teaching with Web 2.0 tools. The categories A and B will be detailed in part 2.6. Regarding the category C, five practice tips were reported. First tip was related to the number of Web 2.0 tools to be used in one semester. The instructors stated that instead of overwhelming students with too many Web 2.0 technologies in one semester, it is practical to start with a few Web 2.0 tools and add more as you gain practice. The second practice tip was related to incorporating Web 2.0 tools that serve the same purpose (e.g. using a Wiki space and another forum at the same time). The third tip was about using Web 2.0 tools in ways

that promote student-centered learning. The fourth practice tip suggested establishing a sense of community with learner-centered activities among students before engaging them in inter-institutional projects. It was stated that trying new Web 2.0 tools with new people was challenging for the students. The last practice insight was related to providing support to learners in the form of tutorials, instructions and demonstrations in the technology integration process.

The study carried out by Coşkun and Marlowe (2015) aimed to introduce two Web 2.0 tools, *Animoto,* which is an online video presentation tool and *Fotobabble.* which is an online voice-recording tool that allows adding photos over voice recordings. The study also aimed to reveal the perceptions of 12 university instructors working at three different universities regarding the integration of these two tools in their teaching. The participants were sent an email that included an introduction to these two Web 2.0 tools, tutorials about how to use these tools and sample slides that were prepared by the researchers using the tools, and were asked to share their opinions about the appropriateness of using these tools in their teaching. The majority of the participants were willing to incorporate both of the tools in their teaching practice. Among the activities suggested by the instructors that could be done using these tools were portfolio homework, personal introduction, pronunciation practice, discussions, writing feedback and creating animations. On the other hand, two instructors were reluctant to use these Web 2.0 tools stating that it would take a lot of time to prepare a presentation on these tools.

Alsaleem (2013) investigated the impact of using *WhatsApp* on writing word choice and voice through a quasi-experimental study. 30 undergraduate female students from the English department participated in the study. At the beginning of the study, a pretest that required a response to a writing prompt was implemented. Subsequently, a WhatsApp chat group, where the participants responded to a writing prompt every weekday for the following six weeks, was created. On the last day of the study, a posttest that required a response to another writing prompt was implemented. The pretest and posttest writing assignments were scored using a rubric. The word choice scores from both tests were compared using a Friedman's test and the voice scores

were compared using a Wilcoxon's test. The results of the both tests showed that there was a significant improvement both in word choice and voice (p<.05).

Irgin and Turgut (2009) reviewed the Web 2.0 tool, *Animoto,* focusing on possible ways it can be used in English language teaching and learning. In the paper, the importance of providing motivating, interactive and authentic learning environments was emphasized. It was stated that one way of creating such an environment is through the use of Web 2.0 technologies. As an example, Animoto was introduced with a focus on its ability to create constructivist learning environments where the students could be creators and designers of their own learning.

Kaya (2015) also viewed the integration of technology into teaching within a constructivist approach to learning. In the review paper, five different Web 2.0 tools were examined along with suggestions for English language teachers regarding their practical implementations in classrooms. These Web 2.0 tools were *Edmodo, Blogs, Jing, Padlet* and *Socrativ*e. Within a constructivist approach to learning and teaching, it was stated in the paper that these Web 2.0 tools could help create collaborative, interactive and motivating learning environments where students are actively engaged through continually thinking, applying, analyzing, constructing and evaluating knowledge.

McDougald (2013) wrote a report on the use of Web 2.0 tools by graduates from a master's program in English language teaching at a Colombian university. The report was published due to a need for an evaluation of the extent to which the master's program encouraged the prospective teachers to promote learner autonomy through the integration of Web 2.0 tools in their teaching. 27 master's degree graduates participated in this mixed methods study. The data were collected through a questionnaire and follow-up semi-structured interviews. The analysis of the data revealed that the teachers in secondary and higher education schools integrated Web 2.0 technologies in their teaching more than the other teachers. *Instant messaging programs, Skype, Moodle, Edmodo, blogging tools, Hot Potatoes, Facebook, Audacity* and *YouTube* were reported to be the most popular programs among the teachers.

Chapelle (2003) states that technology must be integrated into teaching both inside and outside the classroom to promote language learning. To this end, a similar study was conducted by Alsulami (2016) investigating the effect of using technology in teaching inside and outside the classroom on foreign language learning of 36 female university students studying at a college in Saudi Arabia. The main data collection tool was a questionnaire. The data were analyzed using the Statistical Package for Social Sciences (SPSS). The results of the quantitative data analysis revealed that *YouTube, Skype, podcasts, online dictionaries, Google Docs, Facebook, Twitter, WhatsApp* and *blogs* were the most frequently used Web 2.0 tools by the participants inside and outside the classroom for improvement of English language skills.

Blogs can be effective tools in improving student writing. As Ward (2004) stated, blogs "provide a genuine audience, are authentically communicative, process driven, peer reviewed, provide a dis-inhibiting context and offer a completely new form with unchartered creative potential" (p. 3). To this end, Arslan and Şahin-Kızıl (2010) conducted a study to examine the effect of using blogs on student writing in the school of foreign languages at a Turkish university. 50 intermediate level students participated in this quasi-experimental study. There were 23 students in the control group and 27 students in the experimental group. A writing task was assigned as the pretest to the both groups to measure overall writing proficiency. During the study, the groups were taught by the same instructor using the same materials. The difference between the groups was that the control group received the writing instructions in class and the experimental group received the instructions through a blog. The students in the experimental group were asked to create two different blogs; one for posting their own writings and the other for follow-up written tasks that helped them reflect on their writing and learning process. On the last day of the study, a writing task was assigned to the both groups as the posttest. A paired- sample t-test was used to analyze the change in the mean scores from the pretest to the posttest. The analysis showed that the mean scores of the experimental group increased more than the mean scores of the control group, which meant that using blogs for writing instructions was more effective in improving student writing than in-class writing instructions.

2.4. Studies on the Use of Web 2.0 Tools in English Language Teaching in High Schools

Çetinkaya (2017) conducted a mixed-method study to investigate the effect of using *WhatsApp* on student learning. The quantitative data were collected through a pretest-posttest quasi experimental design. 60 10th-grade literature class students took part in the quantitative part of the study. For the follow-up qualitative part, 30 students (experimental group) answered the open-ended questions. A pretest was administered to both groups in order to assess prior content knowledge. After the pretest, thirty information text messages, which covered content parallel with the objectives of the literature syllabus were formed in order to support traditional classroom learning. Half of the text messages contained related images. The related text messages were sent via WhatsApp as the related content was covered in the class. The quantitative data were collected through open-ended questions that demanded a single correct answer related to the content and the qualitative data were collected through open-ended survey questions one week after the posttest. The quantitative data were analyzed using SPSS and the qualitative data were analyzed using categorical analysis. The quantitative data analysis showed that there was an increase in mean test scores of both the experimental and control group. Two-factor ANOVA confirmed that the mean test scores of the two groups were statistically different p<.001). In other words, using WhatsApp had a statistically different effect on test scores than not using WhatsApp. The categorical analysis revealed that the participants found it useful to learn via WhatsApp. They also stated that even only following the posts led to unconscious learning. Lastly, it was remarked that the images embedded within the texts made the information memorable.

Franco (2008) also focused on writing as a collaborative and cooperative process through the use of *Wikis*. 18 low-intermediate level students aged between 13-18 years participated in this study. The data for the study were collected through a questionnaire. Instead of a traditional writing class where the students are draft-submitters and the instructor is feedback-giver and corrector, the writing classes in the study were conducted through the use of wiki pages where the students had the chance to receive feedback from their peers on their four writing tasks, which led to a collaborative and cooperative learning environment for the students. The analysis of

the questionnaire data revealed that overall, the students enjoyed belonging to a community of online readers and writers and enjoyed being autonomous learners.

Creating learning environments with the help of Web 2.0 technologies where students are active and autonomous learners, can motivate and boost learning (Uyar, 2010). To this end, Gürışık and Demirkan (2019) conducted a mixed methods study to find out the perceptions of high school students regarding the use of *Plickers* in their English language classes as a formative assessment tool. For the study, a high school English teacher used Plickers to assess student learning in her classes three times. Subsequently, a questionnaire that asked the students' opinions on the use of the tool in the lessons was completed by 50 students. The questionnaires were followed by semi-structured interviews that were conducted with 5 volunteer students from the study group. The questionnaire data were analyzed using descriptive statistics and the interview data were analyzed using content analysis. Overall, almost all of the participants enjoyed Plickers as an assessment tool. Additionally, Plickers was reported to be motivating, informative, less stressful than traditional assessment methods and easy to use.

Kahoot might help learning and retention of vocabulary items (Johns, 2015). To this end, another study that explored the use of the Web 2.0 tool, *Kahoot,* as a formative assessment tool in English language teaching was conducted by Jusoh (2018). The aim of the study was to investigate the effect of using Kahoot on vocabulary improvement in English language teaching. 30 high school students participated in the study. In order to assess vocabulary acquisition, weekly Kahoot quizzes were administered at the end of reading classes for three weeks. Following the third week of class, a Kahoot quiz was administered as a formal assessment of vocabulary acquisition. After the quiz, the students responded to a survey that asked for their opinions regarding the assessment process through Kahoot. The quiz scores revealed that vocabulary practice through weekly quizzes had a positive effect on vocabulary acquisition and retention of the students. The analysis of the survey data revealed that overall, the participants were satisfied with using Kahoot in the lessons.

Thomas et al., (2016) investigated the relationship between creativity, participation and knowledge. In order to assess creativity, the CREA test was used. The Web 2.0 tool, *Plickers,* was employed to determine knowledge and participation levels. 60 American high school students participated in the study. Pearson correlation coefficients were calculated between the three sets of data. The results of the analysis revealed that there is a statistically positive correlation between creativity and participation (Pearson's correlation = 0.369, p=.004) and participation and knowledge (Pearson's correlation = 0.903, p<001).

2.5. Studies on the Advantages and Disadvantages of Using Web 2.0 tools in English Language Teaching

Since the advent of technologies accessible to schools, educators have been seeking ways to exploit technology's potential to reshape teaching and learning practices. This quest for transformation has prompted governments to take initiatives to equip classrooms. The Turkish government initiated the FATIH project. The project aimed to ensure efficient technology use in teaching and learning practices in schools (MONE, 2012). To this end, over 600.000 classrooms were equipped with interactive white panels and network infrastructure. Thanks to FATIH and similar projects throughout the world, with these educational facilities available in the classrooms, teachers have begun to integrate technology in their teaching.

Although a review of the related literature shows that using Web 2.0 tools in education can motivate and boost student learning, advantages as well as disadvantages of technology use in classrooms have been reported in literature. For example; Hennessy, Ruthven and Brindley (2005) conducted a study to examine the technology use of secondary level English, Mathematics and Science teachers in their classrooms in the UK. Teachers from six different schools participated in the study. The study data were collected through focus group interviews. In the interviews, the participants were asked about their opinions on perceived disadvantages of classroom use of technology. Such disadvantages as lack of time, need for training for efficient use, resources and facilities, teachers' pedagogical beliefs and teachers' technological skills were reported as perceived disadvantages of technology use in classrooms.

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Similarly, Mouza (2008) conducted a mixed methods study in a state school in New York. One 3rd grade, one 4th grade and one 5th grade level class participated in the study (n=100). For each of the experimental group classes, a control group class at the same grade level was included in the study. Each student in the experimental group was given a laptop to be used for academic purposes in the lessons. The study data were collected through student focus group interviews, observations, teacher interviews and questionnaires. In the interviews, which were conducted both at the beginning and at the end of the study, the participating teachers were asked about their opinions regarding the student use of some Web 2.0 tools in their classes. The teachers listed such advantages as technology's potential to provide rich and active learning environments, to facilitate meaningful knowledge construction, to increase student motivation, to promote student engagement in schoolwork, to encourage student interactions and to foster students' academic competence and self-confidence. Such disadvantages as need for software and hardware and need for pedagogical and technical support were also stated by the teachers.

Drayton et al. (2010) examined the technology use of 14 high school teachers working in three different high schools. The mixed methods study aimed to determine the teachers' perceptions of technology use in their classes. The data were obtained from a three-year study through different types of data collection tools including observations, interviews and teacher reports. The data analysis showed that commonly stated disadvantages of technology use by the teachers were need for technical support, constant pressure on teachers to find appropriate Web 2.0 tools and resources for classroom use, student attitudes towards technology-integrated learning and school culture.

Alsulami (2016) also investigated the advantages of using technology in English language teaching. A questionnaire was employed to collect data from 36 female university students. The analysis of the questionnaire data using the Statistical Package for Social Sciences (SPSS) revealed that the participants believed that language learning with technology, i.e. using such Web 2.0 tools as *YouTube, Skype* and *blogs,*

helped them improve their reading, writing, speaking and listening skills and promote their creativity.

The study carried out by An and Williams (2010) also aimed to explore the participating instructors' perceptions regarding the advantages and disadvantages of technology use in their classrooms. The main data collection tool was an online survey. The qualitative data from the survey were analyzed using the constant comparative method. The analysis of the qualitative data showed that using Web 2.0 tools in teaching helps foster a sense of community, stimulates communication and interaction, and encourages collaboration and information sharing among students, instructors and other people. Moreover, teaching and learning with Web 2.0 tools help students become content creators, direct their own learning process and help create a collaborative learning environment where teachers are facilitators of learning rather than knowledge providers. Additionally, it helps build learning environments which are characterized by their flexibility and helps students improve their technological and writing skills. Lastly, using Web 2.0 tools in English teaching helps instructors relate to students more and motivates students.

The instructors also expressed their opinions regarding the disadvantages of using Web 2.0 tools in their teaching. Firstly, the instructors stated that learning with Web 2.0 tools might discourage some students from participating in class activities because open and collaborative nature of Web 2.0 tools is still unfamiliar to many students. Furthermore, incompatible computer software might pose a problem for students. Also, some Web 2.0 tools are still in their infancy, which causes compatibility issues with university course management systems. In relation to the technical problems, the instructors reported a need for technical support from the university staff, which was considered as another disadvantage of technology use in teaching. Finally, the time required for learning how to use new Web 2.0 tools might result in a shift in emphasis away from learning.

In a review paper on the pedagogical use of Web 2.0 tools in classrooms, Grosseck (2009) aimed to offer models of technology integration in higher education

classrooms. Moreover, advantages and disadvantages of using Web 2.0 tools in higher education were also identified. Among the listed advantages were the speed of access to information, flexibility of learning environments, collaborative learning, resource sharing, and wide availability and variety of Web 2.0 tools. In the paper, several disadvantages of using Web 2.0 tools were also identified. Among the listed disadvantages were the need for an internet connection, irrelevant, potentially harmful and low-quality content, the need for adult supervision, poor security, and the time and training needed. Wide availability and variety of Web 2.0 tools was also listed as a disadvantage because choosing appropriate Web 2.0 tools to use in classrooms could be challenging.

Similarly, in a review paper on pedagogical benefits of technology use in education, Costley (2014) states that in such a technologized world as the one we live in, in order to ensure a positive, long-term impact on student learning, technology integration in education is indispensable. To this end, seven pedagogical benefits of technology integration in education were identified: its potential (1) to increase student motivation, (2) to promote student engagement, (3) to foster student collaboration, (4) to develop students' technological competence, (5) to offer rich learning practices at all levels, (6) to develop student self-confidence and (7) to offer hands-on learning experiences. Keser, Uzunboylu and Özdamlı (2011) reported similar results in a review paper. It was stated in the paper that educational Web 2.0 tools promote autonomous, collaborative, constructive and flexible learning environments.

Baytak, Tarman and Ayas (2011) conducted a phenomenological study to investigate students' experiences of technology use in their education. 6 male students participated in the study. In-depth interviews and observations were the main data collection tools to explore the perceptions of the students regarding the advantages and disadvantages of technology use in their education. The qualitative data analysis revealed that the students believed that technology use in their education helps them have control over their learning, supports their autonomy and motivates them. Moreover, the speed of access to information via Web 2.0 tools was also perceived as an advantage. On the other hand, the perceptions of the students' parents regarding the value of technology integration in education, technical problems, inadequate

feedback and computer screens causing damage to eyesight were perceived as disadvantages of technology integration in education.

Eaton (2010) expresses that today's classrooms are very different from the classrooms in the second half of the 20th century. Therefore, principles underlying today's language classes should focus on interaction and communication between different cultures through the medium of English. To this end, Parvin and Salam (2015) conducted an action research using the data of a pilot project conducted in 18 schools with 23 participating teachers. The aim of the action research was to report the observable language gains in the language classrooms where the pilot project was implemented and to report the participating teachers' perceptions regarding the value of technology integration in their classrooms. In the classrooms, flash-based Web 2.0 tools that contained interactive English lessons, were installed on the computers. The data for the study were obtained from annual exam results, focus-group discussions with both teachers and students, observations and teacher journals. The analysis of the data revealed that technology integration in the classrooms was advantageous for the following reasons: (1) it increased student engagement and motivation, (2) it improved students' speaking skills, (3) it expanded students' vocabulary knowledge, (4) it promoted teachers' professional development (5) it improved teachers' technological skills, (6) it created a dynamic learning environment, and (7) it offered opportunities for language practice. However, several disadvantages of technology integration were also reported. Among the reported disadvantages were the need for teacher training, a focus on task completion over language competency, student preference for learning with physical learning materials, need for technical support and inadequate infrastructure.

In the survey study conducted by Küfi and Özgür (2009), the opinions of 200 first year undergraduate students regarding the use of an interactive web environment, which was created using either *Wiki* or *Moodle,* in two English courses were explored. The perceived advantages and disadvantages of using the interactive web environment in learning English were elicited through open-ended questions. The answers were analyzed using content analysis. The analysis of the answers revealed that the use of

the Web 2.0 tools in English learning was advantageous as it allowed the students to ask questions to and receive feedback from their teacher outside of class hours, hold online discussions, learn collaboratively and cooperatively, submit their homework online and practice their language skills. However, several disadvantages were also reported by the students. Firstly, it was stated that student learning styles might pose a challenge because some students preferred face-to-face instruction. Secondly, the need for computer facilities was a disadvantage. Lastly, internet connection speed was reported to be a disadvantage to using Web 2.0 tools in language learning.

In their study, Satıç, Günbay and Elma (2016) also explored the perceived advantages and disadvantages of using a Web 2.0 tool, *WebQuest*, in teaching writing. 4 different A2 level writing classes participated in the study (n=80). The participants were English preparatory school students at a university. The data for this research were gathered through a questionnaire. The analysis of the questionnaire data showed that the students believed that WebQuests helped them practice writing outside of class hours, gain access to a variety of reliable language materials, become more engaged in their school work, improve their writing skills, interact with each other more, and improve their grammatical skills. Several disadvantages were also reported by the students. Among the reported disadvantages were technical problems, need for support from teacher, problems of adjustment, and need for necessary computing skills. The time needed for completion of the tasks was also stated to be a disadvantage.

In the review paper written by Sharma and Unger (2016), several disadvantages of using Web 2.0 tools in teaching were identified. Among the identified disadvantages were inadequate infrastructure, financial issues, and the need for regular updates.

Nobre and Moura (2017) states that "The student of today does not only want to consume information, he does not want to receive content passively, quite the contrary, he wants to produce knowledge" (p. 4). Accordingly, they conducted a qualitative study to explore the opinions of high school students regarding the integration of several Web 2.0 tools in their language learning process. Among the Web 2.0 tools, which supported student-produced content, *were Kahoot, Socrative, Plickers, Quizlet,*

Quizizz and *GoSoapBox.* 127 high school students participated in the study. The research data for this study were collected through a questionnaire. The analysis of the questionnaire data revealed that the students believed that the integration of Web 2.0 tools in their learning process helped them learn collaboratively, become more cognitively engaged in the lessons, become more productive and active and become more motivated to learn.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter presents the design of the study, the setting, the participants, the data collection instrument and procedures, the analysis of the data and the ethical considerations.

3.2 Design of the Study

The current study aimed to answer the following research questions:

1. What are the most commonly used Web 2.0 tools by Turkish high school EFL teachers in their teaching?

2. What are the advantages of using Web 2.0 tools in English language teaching?

3. What are the disadvantages of using Web 2.0 tools in English language teaching?

In order to answer the research questions, a mixed methods design was employed in the study. Creswell and Clark (2007) describe a mixed methods research design as:

> … a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination (p.5).

Additionally, Johnson, Onwuegbuzie and Turner (2007) define the mixed methods design as a research design in which features of qualitative and quantitative data collection, analysis and interpretation techniques are blended with the aim of reaching a broad and in-depth understanding of a particular issue. According to Creswell

(2013), a mixed methods design consolidates both a quantitative design and a qualitative design. Similarly, Johnson and Onwuegbuzie (2004) explain that a mixed position enables blending and matching design elements, which maximizes the possibility of answering research questions of a study. In summary, mixed methods research:

- minimizes weaknesses of both qualitative and quantitative research designs,
- provides more powerful evidence,
- answers a wider range of research questions that a qualitative or a quantitative research design alone cannot answer,
- enables the researcher to choose any research method to answer a specific research question (Creswell & Clark, 2007).

In accordance with the premises stated above, a mixed methods research design was determined to be the most appropriate research method to answer the present study's specific research questions on the grounds that the research questions produce both quantitative and qualitative data. The present study implemented one online survey that comprised three questions, one multi-select multiple choice question and two open-ended questions.

In order to obtain the quantitative data to identify the percentages for the statistical purposes of the current study, one multi-select multiple choice question was asked to the participants. This question aimed to find out the most commonly used Web 2.0 tools by high school English teachers in Turkey on the grounds that it was necessary to create a comprehensive list of useful Web 2.0 tools for English teachers. On the other hand, the qualitative data were obtained through two open-ended questions. These questions aimed to identify the advantages and disadvantages of using Web 2.0 tools in English teaching in Turkish high schools. Such a combination of questions required a convergent parallel mixed methods design. It is a type of mixed methods research design in which quantitative and qualitative data are collected concurrently, analyzed independently and then the results are merged in the results or discussion

section (Creswell, 2013). The design of this type of a mixed methods study was shown in Figure 1.
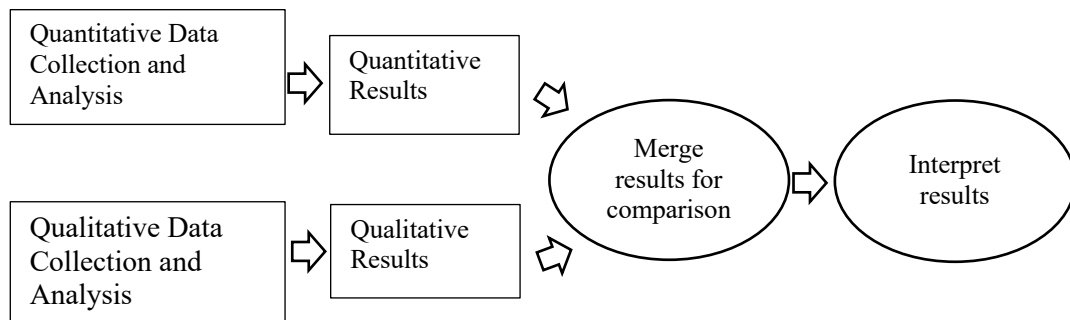
Figure 1: The design of a convergent parallel mixed methods study (Creswell, 2013)

3.3 Participants and Setting

For the selection of the participants, a convenience sampling approach was used. The participating teachers were found via a Facebook group of English teachers working in Turkish high schools. A post was shared in the group with the aim of informing the teachers about the study. The teachers who were interested in taking part in the study were asked to contact the researcher for further details. The teachers who agreed to take part in the study were sent an email which contained a link to the online survey, the data collection tool for the study, which was created using Google Forms. It was clearly stated in the email that participation in the study was totally voluntary, that participant confidentiality would be protected, that they could withdraw from the study at any time, and that they could contact the researcher about any research-related concerns or questions. The details of the study and participant rights were also stated in the introduction part of the data collection instrument (see Appendix B: Online Survey). Voluntary participation was ensured also by means of a check-off box provided in the introduction part of the survey. Without checking off the box, the

participants could not submit their answers. 100 Turkish in-service teachers of English working in high schools throughout Turkey participated in the present study.

3.4 Data Collection Instruments

Surveys are one of the most widely used data collection instruments in research on second language teaching and learning because surveys allow researchers to collect large amounts of data in a short period of time (Dörnyei and Taguchi, 2009). Surveys are written tools that provide respondents with options to select or space to write their opinions, ideas or beliefs on (Brown, 2001). Typically, surveys are composed of three types of questions: attitudinal, factual and behavioral (Dörnyei and Taguchi, 2009). Factual questions elicit demographic information; behavioral questions elicit participants' experiences; and attitudinal questions are about participants' thoughts.

Using surveys as data collection tools is advantageous on the grounds that surveys are cost-effective and that they do not require as much time and effort as other data collection instruments (Dörnyei and Taguchi, 2009). On the other hand, several aspects need to be considered before deciding to employ a survey as a data collection tool. Completing a survey should not take more than 30 minutes and participant anonymity should be ensured (Dörnyei and Taguchi, 2009). The survey used in the present study was estimated to take no more than 15 minutes to complete. Also, the respondents were not required to provide demographic information.

3.4.1 Survey

An online data collection tool was chosen as the data collection tool for the current study because as stated in Lefever, Dal, and Matthiasdottir (2007), "Online data collection carries the potential of accessing a large and geographically distributed population, along with being time and cost efficient for the researcher" (p. 581). In order to improve the validity and reliability of the survey, it was sent to three colleagues to validate the timing and wording of the questions. Based on the provided feedback, the researcher edited the items.

The survey comprised three questions: one multi-select multiple choice question and two open-ended questions. The multi-select multiple choice question allowed the participants to check off all the Web 2.0 tools that they use in their English teaching from a previously listed set. The question also allowed the participants to add more items to the list. The second and third questions- the open-ended questions- allowed them to list the advantages and disadvantages of using Web 2.0 tools in their teaching.

3.5 Data Collection Procedure

Before collecting the data, the necessary approval from the university's Institutional Review Board for Research with Human Subjects to conduct the current research was obtained. Both the qualitative and the quantitative data were gathered through an online survey.

The online survey was created using Google Forms. In order to administer the survey, the participating teachers were contacted via email, which contained the link to the online survey. 100 Turkish high school teachers of English completed the survey. The survey data were collected in August 2019 and analyzed in September 2019.

3.6 Data Analysis

The current study utilized both qualitative and quantitative data. In this convergent parallel mixed methods design, the qualitative and quantitative data were collected concurrently using the same data collection tool but analyzed separately. The quantitative data were obtained through the multi-select multiple choice question and the qualitative data were obtained through two open-ended questions. Quantitative methods were used to analyze quantitative data and qualitative methods were used to analyze qualitative data. Therefore, the current study employed both qualitative and quantitative data analysis methods.

Analyzing quantitative data requires converting quantitative data to an appropriate numeric format for statistical analysis (Babbie, 2010). Following the data collection process, descriptive statistics were calculated with the aim of identifying the most commonly used Web 2.0 tools by Turkish high school teachers of English in their

teaching. The analysis involved percentiles. Following the quantitative data analysis, the analysis of the qualitative data was conducted. Initially, the participating teachers' answers to the two open-ended questions were organized for analysis. For the analysis, MAXQDA, a software for qualitative data analysis, was used. A qualitative data analysis software was used because it allows the researcher to "locate material easily", have "an organized storage file system", "visualize the relationships among the codes and themes", and "retrieve memos" (Creswell, 2013, p. 201). Secondly, the data were coded. Creswell (2013) defines data coding as assigning representative labels to sentence segments. After the data were carefully read, text segments were chosen for coding. A code list was formed. The third step of the analysis required generating categories from the previously noted codes. These categories were supported by the listed codes and representative participant data. The qualitative and quantitative data analysis results were presented separately. These results were interpreted concomitantly in the discussion section. Figure 2 provides the qualitative data analysis steps.
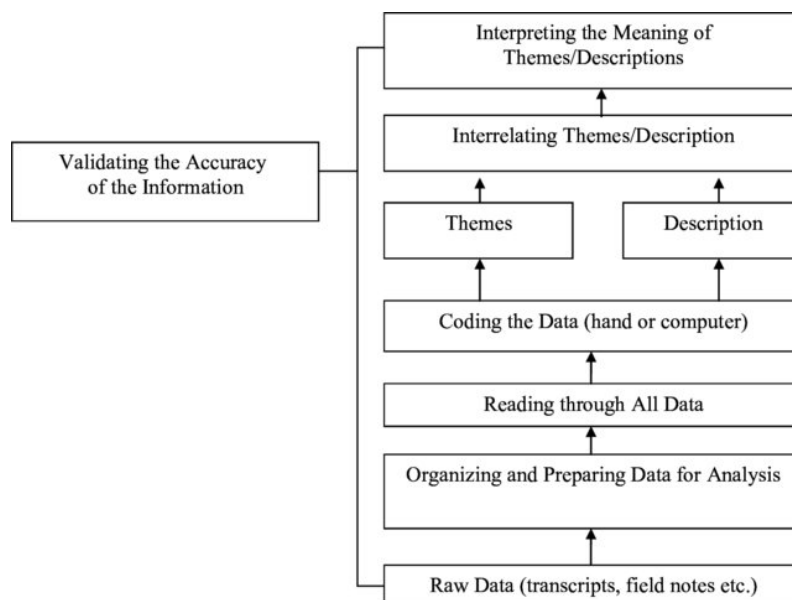
Figure 2: Steps of qualitative data analysis (Creswell, 2013)

3.7 Ethical Considerations

Before collecting the data, the necessary approval from the university's Institutional Review Board for Research with Human Subjects to conduct the current research was obtained. As the next step, the participating teachers were informed about the purposes of the research via email. It was clearly stated in the email that participation in the study was totally voluntary, that participant confidentiality would be protected, that they could withdraw from the study at any time, and that they could contact the researcher about any research-related concerns or questions.

CHAPTER 4

RESULTS

The purpose of the present study is to provide English teachers with a comprehensive list of popular Web 2.0 tools that are used and that English teachers have been experimenting with in English teaching in high schools in Turkey. The present study further investigates the participating teachers' perceptions regarding the advantages and disadvantages of using these tools.

In this chapter, the results of the survey study, conducted with 100 Turkish in-service teachers of English working in high schools throughout Turkey, will be presented. Both qualitative and quantitative data analysis were performed to answer the following research questions of the study:

   1. What are the most commonly used Web 2.0 tools by Turkish high school EFL teachers in their teaching?
   2. What are the advantages of using Web 2.0 tools in English language teaching?
   3. What are the disadvantages of using Web 2.0 tools in English language teaching?

4.1 Research Question 1. What are the Most Commonly Used Web 2.0 Tools by Turkish High School EFL Teachers in Their Teaching?
In order to answer this first research question, one multi-select multiple choice question was asked to the participating teachers. The multi-select multiple choice question allowed the participants to check off all the Web 2.0 tools that they use in their English teaching from a previously listed set. The question also allowed the participants to add more items to the list. The participants' answers were analyzed descriptively. The analysis involved percentiles. Figure 3 shows the most commonly

used Web 2.0 tools by the participating in-service high school English teachers in Turkey. (n=100)
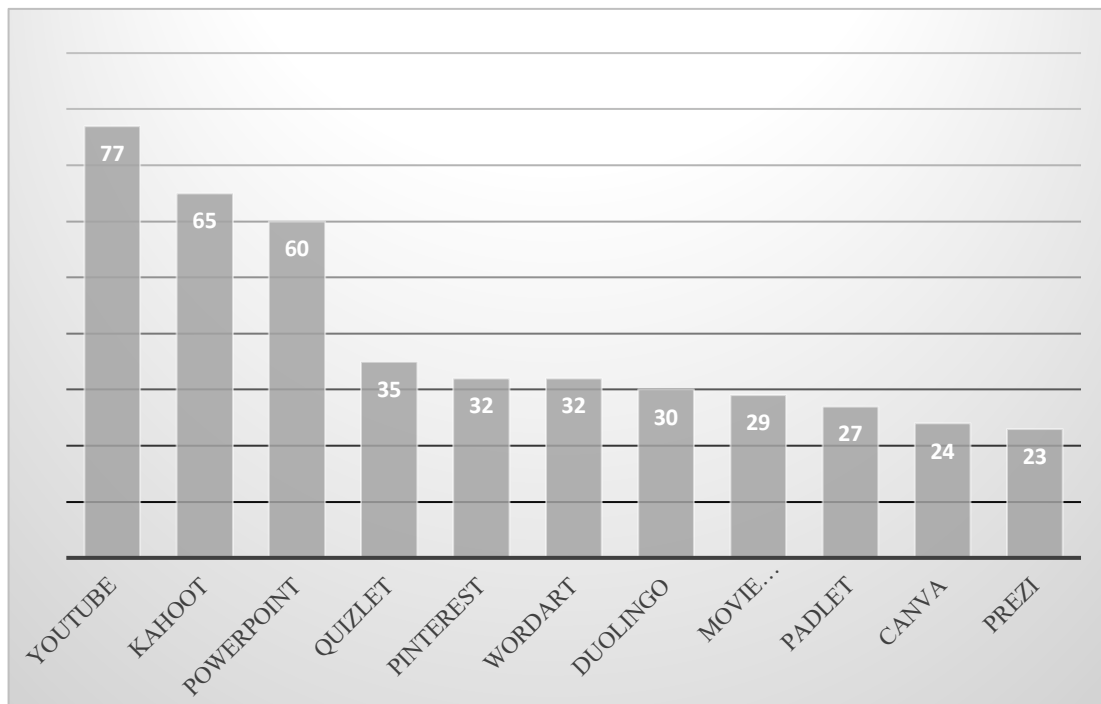
Figure 3: The most commonly used Web 2.0 tools by the participants

In the figure, each Web 2.0 tool that is used by more than 20 % of the participating teachers in their teaching is shown. YouTube is the most commonly used Web 2.0 tool by the participating Turkish in-service teachers of English working in high schools throughout Turkey. 77 out of 100 teachers (77 %) use YouTube in their language teaching. The second most commonly used Web 2.0 tool by the participants is Kahoot. 65 participating teachers (65 %) use Kahoot in their teaching. According to the analysis, the third most commonly used Web 2.0 tool by the participants is PowerPoint. (For the whole list of the Web 2.0 tools including those that are used by less than 20 % of the participants, see Appendix C)

4.2 Research Question 2. What are the Advantages of Using Web 2.0 Tools in English Language Teaching?

The participants were asked an open-ended question for the researcher to be able to answer this research question. The answers to the open-ended question were coded and these codes were divided into two categories a) *student-related advantages* and b) *teacher-related advantages. (*See Table 1 for the frequency of the codes).

4.2.1 Student-Related Advantages

The participating teachers believed that integrating Web 2.0 tools in their teaching offered students a variety of advantages. The most frequently stated advantage of technology integration was its potential to increase student motivation/attention. Most of the teachers stated that use of Web 2.0 tools increased their students' attention span significantly.

> *It helps the teacher to motivate the students and makes the lesson more interesting. (P-6)*

> *It makes learning environment much more entertaining, thus students pay more attention. (P-33)*

> *They attract the students' attention much more than the ordinary ones [traditional learning tools]. (P-31)*

> *[Web 2.0 tools] provide more visual tools. Students get more motivated when they use something in web. (p-13)*

> *[Technology] helps increasing the motivation and the interest of students. (p-66)*

> *Students stay focused during the class. (p-41)*

Thanks to these apps we can take the attention of the students much more. (p-68)

Table 1: Perceived advantages of using Web 2.0 tools in teaching

Category	Code	Frequency
Student-related Advantages		
	Increasing motivation/attention	28
	Increasing participation/engagement	14
	Promoting long-term learning	13
	Increasing interaction	8
	Providing access to a variety of materials	5
	Creating an active/rich learning environment	4
	Boosting creativity	3
	Increasing collaboration	3
	Addressing diverse learning styles	3
	Developing technological competence	2
	Supporting authentic learning	2
	Developing self-confidence	1
	Increasing academic competence	1
	TOTAL	87
Teacher-related advantages		
	Saving teachers' time	5
	Increasing self-confidence	1
	TOTAL	6
OVERALL TOTAL		93

Students are more motivated, and they learn better. (p-52)

The teachers also believed that using Web 2.0 tools in their classes increased student participation/engagement.

It helps students to be more active in the class. (P-22)

Using these kinds of applications helps students to participate in class willingly in a funny way. (p-13)

Now I see that there are many tools to use, but I've heard few of them so far. Of course, they would be many advantages such as taking attention, and providing participation. (p-35)

They help enhance the lesson. The students can be drawn to the subjects more easily. Engaged students are a big step forward to teaching. (p-67)

Additionally, according to the opinions of the participating teachers, their use of Web 2.0 tools in their English teaching classes promoted long-term learning.

It makes the lesson more enjoyable and memorable. (P-28)

They make teaching enjoyable and competition among students provides permanent learning. (p-38)

Quick, enjoyable and permanent knowledge. (p-42)

They make learning more efficient. (p-25)

Students enjoy learning and subconsciously they learn better. (p-24)

Those kinds of tools help teachers to get more motivation from the class and help learners to internalize what structure they have learnt in the target language. (p-98)

It makes it easy for me to season my classroom with fun activities as my students are digital natives. They enjoy dealing with technological activities and events in the classroom. Once you excel at using these tools, it's very easy to make use of different classroom activities to help students internalize what was taught to them. (p-78)

Furthermore, the participants stated that the use of Web 2.0 tools in their classrooms helped them create an interactive learning environment where their students were actively engaged.

It helps students to be more active in the class. Interactive learning is boosted. (p-2)

They are very enjoyable and instructional. They improve interaction, collaboration and technological skills of students. (p-77)

Using Web 2.0 tools makes my class more interactive, energetic and enjoyable. (p-9)

It is useful for having more interactions. (p-11)

They make the course more interesting and more interactive. (p-10)

According to the participating teachers, the use of Web 2.0 tools in teaching and learning also allowed their students to gain access to a variety of language materials.

[The use of Web 2.0 tools] provides access to worldwide knowledge and materials and easy to use. We may not find time always in order to prepare materials. (p-13)

They present more options. And, they make it easier to prepare many activities. (p-27)

Technology's potential to provide rich and active learning environments was also mentioned repeatedly by the teachers as exemplified by the following quotes:

Those applications help enriching the teaching environment. (p-27)

It enlarges teaching and makes more enjoyable. (p-42)

Technology's positive effect on boosting student creativity was another advantage pointed out by the teachers.

They contribute to students' imagination ... (P-11)

The participant teachers also emphasized Web 2.0 tools' role in facilitating collaboration and knowledge sharing among their students.

... They improve interaction, collaboration and technological skills of students. (p-77)

Another advantage of technology integration in teaching underlined by the high school English teachers was its ability to allow teachers to adjust the delivery of content to individual needs and learning styles.

... Some students have reluctant face-to-face class participation, and this generally hinders collaboration. These tools can provide the students with anonymity during a discussion... (p-92)

The effect of the use of Web 2.0 tools in their English teaching on developing their students' technological competence was also reported by the participating Turkish in-service high school teachers of English.

> *... They improve interaction, collaboration and technological skills of students ...(p-77)*

Authentic and meaningful learning experiences could be achieved through the use of Web 2.0 technologies, which offered user-centered participatory learning environments thanks to their collaborative and interactive nature. This was another advantage of integration of Web 2.0 tools in teaching, expressed by the participants.

> *[Web 2.0 tools] Make language learning interesting and useful, because using language in real life situations with these tools is important. (P-81)*

The participating teachers also indicated that Web 2.0 tools could be used to help students develop self-confidence in their abilities.

> *Students get involved in their learning process. A comfortable and fun way of learning is aimed by teachers. So, Web 2.0 tools make both teachers and students more confident and they have fun through teaching and learning process. (p-75)*

Lastly, according to the English teachers working in Turkish high schools, Web 2.0 tools could be used to develop student academic competence.

> *They are very useful thanks to their visuality because the students like learning by watching and they can speak easier. (P-96)*

> *They are quite effective on learning. Students are more motivated, and they learn better. (P-3)*

4.2.2 Teacher-Related Advantages

In addition to the perceived advantages of using of Web 2.0 tools for students, the study participants also listed teacher-related advantages. Firstly, the participating teachers stated that using Web 2.0 tools in their teaching is advantageous for them because it saves time.

> *… Tech is a simply motivation tool and great time saver… (p-29)*

The participants also stated that integrating Web 2.0 tools in their teaching increased their confidence in their abilities.

> *… So, Web 2.0 tools make both teachers and students more confident and they have fun through teaching and learning process. (p-75)*

4.3 Research Question 3. What are the Disadvantages of Using Web 2.0 Tools in English Language Teaching?

The participants were asked an open-ended question for the researcher to be able to answer this research question. The answers to the open-ended question were coded and these codes were divided into two categories a) *student-related disadvantages* and b) *teacher-related disadvantages. (*See Table 2 for the frequency of the codes)

4.3.1 Student-Related Disadvantages

The participating teachers believed that integrating Web 2.0 tools in their teaching came with some student-related disadvantages. The most frequently stated disadvantage of technology integration was the need for an internet connection.

> *Most of the students have limited access to internet at home so it becomes hard to use the tools out of the class. (P-100)*

> *Some Web 2.0 tools require cellphones and internet connection. Not all students can cope with this. (P-48)*

Most of them [Web 2.0 tools] require mobile phones and internet connection, which most students do not have… (P-14)

Table 2: Perceived disadvantages of using Web 2.0 tools in teaching

Category	Code	Frequency
Student-related disadvantages		
	Need for an internet connection	15
	A shift in focus	9
	Need for resources/facilities/equipment	9
	Student attitudes/beliefs	4
	Irrelevant content	3
	Adjustment problems	3
	Need for necessary technological skills	1
	Impact on creativity	1
	Cost	1
	TOTAL	46
Teacher-related disadvantages		
	Time consuming	23
	Classroom management problems	10
	Technical problems	5
	Need for training/necessary technological skills	4
	TOTAL	42
OVERALL TOTAL		88

The second most commonly stated student-related disadvantage of using Web 2.0 tools in language classrooms was that their use might result in a shift in emphasis away from learning.

> *Student can give their whole attribution to web tool and miss the essential aim. (P-21)*

> *Some students may pay more attention to the tools than the subject itself. (P-11)*

> *They [Web 2.0 tools] may hinder student communication and cooperation because they may create a race among them. (P-83)*

Another reported student-related disadvantage of integration of Web 2.0 tools in teaching was that their use necessitated the availability of certain facilities in the classrooms and facilities that were available for student use at home. The participating teachers expressed that their students lacked these facilities.

> *Not all the students can be actively involved in due to insufficient technological devices. (P-5)*

> *Everyone may not have the opportunity to possess a pc. (P-25)*

> *Some Web 2.0 tools require cellphones and internet connection. Not all students can cope with this. (P-48)*

> *Most of them [Web 2.0 tools] require mobile phones and internet connection, which most students do not have… (P-14)*

Unfavorable student attitudes and beliefs toward technology-integrated learning was another disadvantage stated by the teachers. The teachers expressed that unfavorable

student attitudes and beliefs limited the integration of Web 2.0 tools in their teaching as exemplified by the following participant quotations:

> *Students can get rid of everything easily; they are not satisfied although teacher spend long hours to prepare an activity for class… (P-54)*

> *Using such programs seems like unnecessary and unrelated things to some students. (P-93)*

> *… Making use of these Web 2.0 tools in the classroom can be manipulated by some students… (P-47)*

Moreover, the participating teachers believed that although some Web 2.0 tools had great educational potential, they could be fraught with misleading and irrelevant content. This was another student-related disadvantage reported by the teachers.

> *It [The internet] sometimes includes many advertisements. (P-44)*

> *When they are working on computers, there are many other things to attract their attention. (P-56)*

The participating teachers stated that some of their students experienced adjustment problems.

> *… Also, some students cannot concentrate on what is done. (P-54)*

> *Sometimes students can be lost. (P-9)*

According to the teachers, the students lacking necessary computer skills caused technology integration problems, too. The teachers expressed that the students lacking necessary computer skills disrupted the flow of the lessons and impeded their ability to manage the class.

> *... It requires media literacy and technological skills, which all students may not have. (P-47)*

Although some of the participants believed that the use of Web 2.0 tools in English language classes had the potential to promote student creativity, several teachers stated that it also could lead to inhibition of student creativity.

> *They [Web 2.0 tools] disable creativity. (P-12)*

Lastly, the cost of the integration of Web 2.0 tools in teaching was another disadvantage pointed out by the participating teachers in the study.

> *Limited if it is not free. (P-26)*

4.3.2 Teacher-Related Disadvantages

The other category of the disadvantages of using Web 2.0 tools in English language teaching was the teacher-related disadvantages category. The participating teachers stated that integrating Web 2.0 tools in their teaching came also with some teacher-related disadvantages. The most frequently stated teacher-related disadvantage of technology integration was that it could be very time consuming.

> *It can be time-consuming as you always need to update yourself and be prepared all the time. (P-37)*

> *As a teacher, when I want to use Web 2.0 tools, I have to spend a lot of time to prepare materials. (P-49)*

> *They require so much preparation and technological base. (P-96)*

> *[It] takes time to search and apply the right activity for each level. (P-79)*

It is often time consuming to prepare them and we as teachers do not have sufficient time to do it. (P-37)

The second most frequently stated teacher-related disadvantage of Web 2.0 tool use in teaching was that it impeded the teachers' ability to manage the class especially in crowded classes.

You may lose the control [of class] while you are trying to arrange the tools. (P-39)

Discipline becomes difficult. (P-67)

If the classroom is crowded, classroom management may be difficult… (P-72)

Another teacher-related disadvantage of the integration of Web 2.0 tools in teaching was the technical problems that the participating teachers experienced when using the tools.

Sometimes we have technical problems. (P-82)

It is sometimes time consuming especially because of technical disadvantages. (P-74)

The last teacher-related disadvantage experienced by the participating teachers was that the technology integration necessitated training for efficient use and possessing a certain level of digital proficiency.

[We are] not able to know every detail of the tool. (P-49)

They require so much preparation and technological base. (P-96)

… as you always need to update yourself and be prepared all the time…
(P-37)

The participating teachers also expressed that technological facilities in schools should be immediately improved. They stated that although the classrooms are equipped with interactive white panels and internet connection, and they have tablets, schools do not hire technical staff to manage technology-related problems in schools. Therefore, software programs in their technological devices are not updated, which causes compatibility problems. These technical problems decrease their motivation and willingness to integrate technology into their teaching practices. It was also stated by the participant teachers that EBA (Educational Informatics Network) contains limited number of materials and these materials fail to address students' needs and interests. In conclusion, it was stressed that schools/stakeholders should improve the availability and development of digital learning in schools.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter will present the discussion of the study results, conclusions reached through the findings, implications for pedagogical practice, limitations of the study and future research suggestions.

5.2 A Summary of the Findings and Discussion

The results of the study revealed that the participant teachers were using a variety of Web 2.0 tools in their English language teaching practices. Additionally, the teachers' perceptions regarding the advantages and disadvantages of the integration of Web 2.0 tools in their teaching were indicated. (See Table 3 for the overall results of the present study)

The results of the study indicated that the most commonly used Web 2.0 tools by Turkish high school EFL teachers in their English teaching practices were YouTube, Kahoot, PowerPoint, Quizlet, Pinterest, WordArt, Duolingo, Movie Maker, Padlet, Canva and Prezi. The most prominent advantages, stated by the participants, of their Web 2.0 tool use in their English language teaching practices were (1) It increased student motivation/attention, (2) It increased student participation/engagement, (3) It promoted long-term learning, (4) It increased student interaction, (5) It provided access to a variety of materials, and (6) It saved teachers' time.

The participants also stated their perceptions regarding the disadvantages of their Web 2.0 tool use in their teaching practices. The most prominent disadvantages stated by the participating teachers were (1) It was time consuming, (2) It required an internet connection, (3) It caused classroom management problems, (4) It required

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Table 3: The overall results of the present study

The most commonly used Web 2.0 tools by the participants		f
	YouTube	77%
	Kahoot	65%
	PowerPoint	60%
	Quizlet	35%
	Pinterest	32%
Web 2.0 tools	WordArt	32%
	Duolingo	30%
	Movie Maker	29%
	Padlet	27%
	Canva	24%
	Prezi	23%
	Prominent codes	**f**
	Increases motivation/attention.	28
	Increases participation/engagement	14
Advantages of Web 2.0 tool use	Promotes long-term learning.	13
	Increases interaction	8
	Provides access to a variety of materials.	5
	Saves teachers' time	5
	Time consuming	23
	Need for an internet connection	15
Disadvantages of Web 2.0 tool use	Classroom management problems	10
	Need for resources/facilities/equipment	9
	A shift in focus	9
	Technical problems	5

resources/facilities/equipment, (5) It caused a shift in focus, and (6) It required technical support because of technical problems.

5.2.1 Discussion in Relation to the Research Question 1 (What are the Most Commonly Used Web 2.0 Tools by Turkish High School EFL Teachers in Their Teaching?)

In order to answer the research question, a multi-select multiple choice question was asked to the participants as stated earlier. The descriptive analysis of the answers revealed that the most commonly used Web 2.0 tools in English language teaching by English teachers working in high schools throughout Turkey were YouTube, Kahoot, PowerPoint, Quizlet, Pinterest, WordArt, Duolingo, Movie Maker, Padlet, Canva and Prezi. The report of McDougald (2013) on the use of Web 2.0 tools by graduates from a master's program in English language teaching at a Colombian university also found out that YouTube was one of the most commonly used Web 2.0 tools by the participating teachers. Moreover, a similar study conducted by Alsulami (2016) investigating the effect of using technology in teaching inside and outside the classroom on foreign language learning also showed that YouTube was one of the most frequently used Web 2.0 tools by the participants inside and outside the classroom for improvement of English language skills.

In line with the answers for the first research question, it can be stated that video publishers such as YouTube have provided English teachers with countless video and audio resources that they can benefit from in their daily English teaching classes. English teachers can readily find, download, use and share these resources with other English teachers. On these platforms, teachers can subscribe to channels they are interested in, use key words to search for videos that they can use in their English classes, and filter these videos by duration, view count, type, upload date and resolution options. Also, teachers can turn on and off subtitles of these videos according to the needs of a particular language class. Moreover, these audio and video resources can be accessed at any time and place. Since these resources address both auditory and visual needs, they present ample opportunities for language practice to improve communication and listening skills of students. These features make these

video sharing platforms attractive to English teachers. A sample step-by-step lesson plan, in which a video sharing Web 2.0 tool, YouTube, was used, was provided in Appendix E.

Similarly, the results revealed that Voscreen, a Web 2.0 tool for listening practice, is another commonly used Web 2.0 tool by high school English teachers, which is a free Web 2.0 tool that offers opportunities for listening practice. The tool presents video clips from documentaries, movies, cartoons and music videos exposing learners to natural language, which helps learners improve their listening as well as pronunciation skills. It allows learners to sort videos based on their level of English.

Jing is another popular We 2.0 tool among Turkish high school teachers of English according to the results of the first research question. It attracts English teachers because it allows teachers to capture and record a screen while adding written or spoken comments or visuals on it. Thus, it can be a great tool to give individualized feedback to learners on their work in electronic format. Although the aim is to give students feedback on their written work, teachers' audio comments can help students practice their listening skills.

Powtoon is another attractive Web 2.0 tool for Turkish high school teachers of English as the results suggested. This can be explained on the grounds that Powtoon has the potential to make lesson material engaging and interactive because it is an animation and presentation tool. Teachers can choose among such animation styles as cartoons, infographics and whiteboards to present the lesson content. Also, teachers can access their projects on Powtoon at any time and place as long as an internet connection is available. Moreover, students can also benefit from Powtoon in various ways because Powtoon can be a great tool for pair and group projects. Any roleplay script or story can be brought into life using one of the animation styles. Some activities that can be carried out using Powtoon are: Five facts about subject, Mission impossible challenge, Interview with a scientist or a historical figure and A slide for each day project.

Another story building tool, StoryJumper, is another popular tool among the participating teachers according to the results of the study. As with Powtoon, students can write, create and publish their own stories using StoryJumper. StoryJumper offers simple story creating tools that have the potential to engage learners' creativity and curiosity to find effective ways to demonstrate their storybook creating abilities. The tool captures students' attention and turns writing into an enjoyable activity for them. Also, by allowing leaners to create their own stories, teachers can help them become familiar with story-related concepts such as plot planning and sequencing.

Furthermore, the results showed that online quiz makers such as Socrative, Kahoot and Quizizz are commonly used by Turkish high school teachers of English. It is because these tools can be used for formal and informal assessment and because these tools make assessment process highly competitive, entertaining and interesting for students. Teachers can create their own quizzes or search among available ones by topic. One by one, quiz questions are displayed on a screen, i.e. smartboard, in class, and students' mobile devices become their keypad. A time limit can be set for each question by teachers and after each question, results are shown on the screen. Once a quiz is concluded, teachers can download quiz results and decide where more practice is needed. These online quiz makers allow teachers to assess learning of all students including those that stay silent during lessons.

Additionally, virtual classroom communities such as Edmodo, Google Classroom and Padlet are widely popular among the participating English teachers according to the results of the study. The popularity of these Web 2.0 tools among the Turkish high school teachers of English can be attributed to the fact that such platforms offer a collaboration, communication, interaction and coaching environment through which teachers are able to share content, create, assign and grade assignments, and generate language practice activities for their students in a private learning environment. Students can also benefit from these virtual platforms. They can review lesson content, submit assignments, access learning resources and receive feedback from their peers and teacher easily.

However, differently from the findings of the present study, in addition to YouTube, the Colombian teachers in McDougald's study (2013) preferred such Web 2.0 tools as instant messaging programs, Skype, Moodle, blogging tools, Hot Potatoes and Facebook. These contradictory results can be viewed in light of the fact that telecommunication platforms such as Skype and Facebook were the most popular social media platforms in 2013. As new Web 2.0 tools emerge, teachers' preferences change. For example, the participants in the study of Alsulami (2016) preferred podcasts, online dictionaries, Google Docs, Facebook, Twitter, WhatsApp and blogs along with YouTube for improvement of English language skills. In this case, WhatsApp replaced Skype because WhatsApp had better user interface and because Skype required a high-speed internet, which meant that teachers started to use WhatsApp as an educational tool instead of Skype. Moreover, as with Moodle, as new educational virtual platforms emerge such as Edmodo, Padlet and Google Classroom, teachers change their preferences according to their students' needs, profiles and interests. All in all, these changes in Web 2.0 tool preferences are not actual changes. Tool names change but not the purposes that they are used for.

5.2.2 Discussion in Relation to the Research Question 2 (What are the Advantages of Using Web 2.0 Tools in English Language Teaching?)

In order to answer the research question, an open-ended question was asked to the participants as stated earlier. The findings indicated that the participating teachers regarded the integration of Web 2.0 tools in their teaching practices advantageous for a variety of reasons. The reported advantages were evaluated under the categories of student-related advantages and teacher-related advantages.

The findings showed that the most commonly stated student-related advantages of the use of Web 2.0 tools in English language teaching were: (1) It increased student motivation/attention, (2) It increased student participation/engagement, (3) It promoted long-term learning, (4) It increased student interaction, and (5) It provided access to a variety of materials. The findings also showed that (6) It created an active/rich learning environment, (7) It boosted student creativity, (8) It increased student collaboration, and (9) It had the potential to address diverse learning styles.

The most commonly stated student-related advantage of the use of Web 2.0 tools in English language teaching was that it increased student motivation/attention. Compatible with the findings obtained from the first and second survey questions of the present study, the single case experimental study conducted by Zakaria, Haini, Hamdan and Norman (2018) indicated that using Kahoot, which was also reported to be one of the most commonly used Web 2.0 tools in the current study, as an online assessment tool increased student motivation. Moreover, the study of Satıç, Günbay and Elma (2016) investigating the impact of another Web 2.0 tool, WebQuests, also revealed that WebQuests were effective in improving student writing by reducing writing anxiety and increasing student motivation. In addition, Brereton and Dunne (2016) suggested that majority of the participants in his study found it useful and motivating to receive constructive feedback in the form of ScreenCast videos from their teacher and in the form of comments from their peers. Turgut and Irgin (2009) and Kaya (2015) reviewed a variety of Web 2.0 tools focusing on possible ways they could be used in English language teaching and learning and suggested that Web 2.0 tools could be used to create a motivating learning environment for English language learners. Furthermore, the study of Gürışık and Demirkan (2019) conducted with high school students reported that the use of Plickers as an assessment tool was found to be motivating, informative, easy to use and less stressful than traditional assessment methods. Similarly, in the study of Mouza (2008), the participating teachers stated that their use of Web 2.0 tools in their teaching practices increased student motivation. The study carried out by An and Williams (2010) exploring the participating instructors' perceptions regarding the advantages and disadvantages of technology use in their classrooms indicated that Web 2.0 tools in their English teaching helped instructors relate to students more and motivated students. In addition, in the review paper undertaken by Costley (2014), it was suggested that one of the pedagogical benefits of technology integration in education was that it had the potential to increase student motivation and attention. Similarly, Baytak, Tarman and Ayas (2011) conducted a phenomenological study with 6 male students investigating their experiences of technology use in their education and reported that technology integration motivated the students. The action research conducted by Parvin and Salam (2015) also suggested

that technology integration in English language teaching was advantageous because it increased student motivation. Lastly, Nobre and Moura (2017) conducted a qualitative study to explore the opinions of high school students regarding the integration of the Web 2.0 tools, Kahoot, Socrative, Plickers, Quizlet, Quizizz and GoSoapBox, in their language learning process. The results of the qualitative study showed that the students believed that the integration of Web 2.0 tools in their learning process helped them become more motivated to learn. All in all, technology integration in English teaching practices makes knowledge transfer easier, helps English teachers help their students follow lesson content easily and helps teachers break up with the routine of using one and the same approach, which inevitably becomes boring for learners.

The second most commonly stated student-related advantage of the use of Web 2.0 tools in English language teaching was that it increased student participation/engagement. Compatible with the results, Sharma and Unger (2016) suggested that the use of Web 2.0 technologies, offer user-centered participatory learning environments thanks to their collaborative and interactive nature. One of the Web 2.0 tools that were mentioned in the study was Padlet, which was also reported to be one of the most commonly used Web 2.0 tools in the current study. Similarly, the participating teachers in the study conducted by Mouza (2008) stated that student use of some Web 2.0 tools in their classes promoted student engagement in schoolwork. Costley (2014) also reported that one of the seven pedagogical benefits of technology integration in education was that it promoted student engagement. Lastly, the study of Parvin and Salam (2015) investigating the participating teachers' perceptions regarding the value of technology integration in their classrooms found that the teachers believed that the integration increased their students' engagement in the English lessons. In parallel with the first stated advantage, if student motivation increases, so does their participation in class activities and engagement in schoolwork. Web 2.0 tools are a great way to channel student engagement and energy towards pedagogically effective activities.

The third most commonly stated student-related advantage of the use of Web 2.0 tools in English language teaching was that it promoted long-term learning of students.

Compatible with the findings, Costley (2014) stated that in such a technologized world as the one we live in, the use of Web 2.0 tools in English language teaching and learning could ensure a positive and long-term impact on student learning. Technology use in English teaching classes allows students to become content creators. By becoming content creators, they manage and direct their own learning. In other words, they do and learn what they wish to do and learn, which ensures a positive impact on their learning.

Another most commonly stated student-related advantage of the use of Web 2.0 tools in English language teaching was that it increased student interaction. In harmony with the findings of the present study, Sharma and Unger (2016) stated that Web 2.0 tools could offer interactive learning environments. Similarly, Zhang (2009) wrote a review paper about the use of blogs in teaching English writing and suggested that use of blogs allows students to interact and collaborate in the blog writing process, which involves encountering and evaluating new ideas and this evaluation process fosters critical thinking skills. Moreover, in the study of Mouza (2008), one of the listed advantages of Web 2.0 tool use in education was that it encouraged student interactions. In addition, the study carried out by An and Williams (2010) exploring the participating instructors' perceptions regarding the advantages and disadvantages of technology use in their classrooms revealed that the teachers believed that using Web 2.0 tools in teaching stimulated student communication and interaction. Lastly, in the study of Satıç, Günbay and Elma (2016) investigating the perceived advantages and disadvantages of using a Web 2.0 tool, WebQuest, the analysis of the questionnaire data showed that the students believed that WebQuests helped them interact with each other more. All in all, it can be stated that increasing student interaction is an expected result of technology integration in education. Such Web 2.0 tools as Edmodo, Google Classroom and Padlet are great platforms for pair and group work and even introvert students enjoy learning English in virtual environments.

Finally, the last most commonly stated student-related advantage of the use of Web 2.0 tools in English language teaching was that it provided access to a variety of materials. Compatible with the findings, Satıç, Günbay and Elma (2016) reported that

the student use of WebQuests in improving their writing helped them gain access to a variety of reliable language materials. In other words, through Web 2.0 tools, English teachers can create secure and private virtual language learning platforms where irrelevant and potentially harmful content on the internet do not distract learners and where teachers provide certain exercises to supplement student learning objectives.

The participants in the present study also listed several teacher-related advantages of using Web 2.0 tools in their English teaching practices. The findings showed that the most commonly stated teacher-related advantage of the use of Web 2.0 tools in English language teaching was that it saved teachers' time. This finding contradicts with the findings obtained from the third survey question of the present study in that the participating teachers also found the use of Web 2.0 tools in their English language teaching practices time consuming. This contradiction could be better understood through an example. For example; Kahoot can be used to prepare online quizzes for learning assessment. However, preparing the questions, arranging the classroom, and managing the mobile devices can be time consuming. On the other hand, such a Web 2.0 tool as Plickers can be used for a very quick assessment of student knowledge and learning. Therefore, the use of Web 2.0 tools in teaching could be both time consuming and time saving for teachers.

5.2.3 Discussion in Relation to the Research Question 3 (What are the Disadvantages of Using Web 2.0 Tools in English Language Teaching?)

In order to answer the research question, an open-ended question was asked to the participants as stated earlier. The findings indicated that the participating teachers regarded the integration of Web 2.0 tools in their teaching practices disadvantageous for a variety of reasons. The reported disadvantages were evaluated under the categories of student-related disadvantages and teacher-related disadvantages.

The findings showed that the most commonly stated student-related disadvantages of the use of Web 2.0 tools in English language teaching were: (1) It required an internet connection, (2) It caused a shift in focus, and (3) It required resources/facilities/equipment. The findings also showed that (4) Unfavorable student attitudes and beliefs toward technology-integrated learning, (5) Misleading and

irrelevant content., (6) Adjustment problems, (7) A need for necessary technological skills, (8) Its impact on creativity, and (9) Its cost were among the student-related disadvantages expressed by the participating teachers. The most commonly stated student-related disadvantage of the use of Web 2.0 tools in English language teaching was that it required an internet connection. In Turkish state schools, with the launch of FATIH project, classrooms were equipped with interactive white panels and network infrastructure. However, the internet connection in classrooms is filtered. Consequently, digital lesson materials prepared by English teachers become useless because of the filtered connection. Compatible with the findings, in Grosseck (2009), the need for an internet connection was also listed as a disadvantage. Similarly, in the survey study conducted by Küfi and Özgür (2009), the analysis of the opinions of 200 first year undergraduate students regarding the use of an interactive web environment revealed that the internet connection was frequently stated to be disadvantage of the use of the interactive web environment. In addition, Tella et. al. (2007) investigated secondary level teachers' use of Web tools and reported that the participating teachers lacked internet access at their institutions, and it impeded the teachers' efficient use of Web tools.

The second most commonly stated student-related disadvantage of the use of Web 2.0 tools in English language teaching was that it caused a shift in focus away from learning. This finding corroborated the finding of Parvin and Salam (2015), who conducted a study in 18 schools with 23 participating teachers. The participants stated that technology integration in the classroom resulted in a focus on task completion over language competency. In Turkey, use of mobile devices in Turkish state schools is completely banned. The reason for this was that when students are allowed to use their tablets or mobile phones during lessons, their focus shifts away from learning. They are either distracted by technical issues or by irrelevant content on the web. All in all, it is not wrong to assume that Turkish students are not completely ready to learn with technology in Turkish state schools.

The third most commonly stated student-related disadvantage of the use of Web 2.0 tools in English language teaching was that it required resources/facilities/equipment.

This finding confirmed the findings of Hennessy et al. (2005), Drayton et al. (2010), and Küfi and Özgür (2009), who pointed out that being technologically competent ensures that teachers reach a wide variety of resources, and absence of these resources impedes a teacher's efficient use of Web 2.0 technologies for educational purposes. In Turkish context, there are students who come from diverse socio-economic backgrounds in state high schools. While some students can afford to buy several mobile devices, some students cannot afford to have even an internet connection at home. Therefore, when English teachers intend to use digital content in English language classes, these students do not have access to this content or any supplementary digital content outside of classrooms. For this reason, not having access to technological facilities poses a big problem for students and English teachers.

The participants in the present study also listed several teacher-related disadvantages of the use of Web 2.0 tools in their English teaching practices. The findings showed that the most commonly stated teacher-related disadvantages of the use of Web 2.0 tools in English language teaching were: (1) It was time consuming, (2) It caused classroom management problems and (3) It required technical support because of technical problems. The findings also showed that (4) a need for training/necessary technological skills was also stated by the participants as a disadvantage.

The most commonly stated teacher-related disadvantage of the integration of Web 2.0 tools in English language teaching was that it was time consuming for the teachers. The participating teachers stated that planning, designing and conducting technology-based lessons took a lot of time. This finding was in consistent with the finding of Coşkun and Marlowe (2015), who reported that the two instructors in their study were reluctant to use these Web 2.0 tools stating that it would take a lot of time to prepare a presentation on these tools. Moreover, this finding also confirmed the finding of Hennessy et al. (2005), who found out that preparation time required for learning with technology was a frequently stated disadvantage of the use of Web 2.0 tools by secondary level English, Mathematics and Science teachers in their study. In Turkey, pre-service English teachers do not receive adequate training on technology integration in teaching practices in teacher preparation programs of universities.

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Therefore, when they start teaching, they cannot use technological resources in their teaching practices efficiently. Preparing lessons using Web 2.0 tools such as PowerPoint or Kahoot becomes highly time consuming for them, and compatibility and other technical problems deter them from using technological resources too. For this reason, technology integration can be a time-consuming process for high school English teachers in Turkey.

The second most commonly stated teacher-related disadvantage of the use of Web 2.0 tools in English language teaching was that it caused classroom management problems. The teachers expressed that the students lacking necessary computer skills disrupted the flow of the lessons and impeded their ability to manage the class. This finding corroborated the finding of Hişmanoğlu (2012), who investigated prospective English teachers' perceptions regarding the use of Web technologies in their future English teaching practices. The teachers in the study regarded technology integration in classrooms as a process which was hard to manage. Inadequate technological facilities and resources, limited technological skills of both students and teachers, filtered or no internet connection, outdated software and operating systems, and students' and teachers' lack of technological training are the reasons why flow of the lessons is disrupted during technology integration process.

The third most commonly stated teacher-related disadvantage of the use of Web 2.0 tools in English language teaching was that it required technical support because of technical problems. This finding confirmed the findings of Mouza (2008), Drayton et al. (2010), An and Williams (2010), Baytak, Tarman and Ayas (2011), Parvin and Salam (2015), and Satıç, Günbay and Elma (2016), who reported that the teachers in their studies experienced technical problems during the technology integration process in their teaching practices. As it was mentioned before, schools do not hire technical staff to manage technology-related problems in schools. Interactive boards' hardware and software are rarely updated. Also, during break times, several students race to the boards to use smart boards for noneducational purposes such as playing video games, listening to music or watching movies, which causes device malfunctions. Therefore,

the need for technical support was stated as a disadvantage of technology integration in their classrooms.

5.3 Pedagogical Implications

It is believed that the research findings reported here have important implications for teachers, teacher trainers, policy makers, other stakeholders and researchers, who play an active role in teachers' professional development. To begin with, the teachers in the present study were active users of Web 2.0 technologies. They made use of a variety of Web 2.0 tools for a variety of educational objectives. These Web 2.0 technologies offered teachers opportunities to e.g. develop their confidence in their abilities and to gain access to a variety of educational materials. In other words, overall, the participating teachers believed that these technologies had the potential to make their teaching practices more effective. It can be concluded that the use of Web 2.0 tools in teaching should be given more importance in such a technologized world as the one we live in. For this reason, teachers need to be given necessary training to incorporate technology in their teaching practices during both their pre-service and in-service training.

It could also be concluded from the findings that there were a variety of factors that either facilitated or impeded Web 2.0 tool integration in teachers' English teaching practices. A significant number of factors that impeded the teachers' ability to integrate technology in their teaching practices stemmed from extrinsic reasons such as the absence of an internet connection and technical problems. In other words, the teachers believed in the potential of the technology integration, but they were restrained by "practical" obstacles. Therefore, when these "practical" obstacles are overcome, teachers could make an efficient use of Web 2.0 technologies in their teaching practices. All in all, it can be said that support is expected from stakeholders regarding technology infrastructure in the schools.

5.4 Study Limitations and Suggestions for Further Research

The data for the present study were collected through an online survey. The potential study participants were informed via Facebook and contacted via email. Therefore, it

was less likely for certain populations to participate in the study e.g. those teachers that did not have a Facebook account or those who did not have an email address. The study participants were already active users of Web 2.0 technologies. Therefore, the findings should be interpreted accordingly.

In addition, longitudinal studies in which teachers are observed during their technology integration process in classrooms are suggested. Additionally, a study that is conducted with only private school teachers might provide different results. Lastly, further studies investigating students' perceptions regarding Web 2.0 tool use in their learning process could provide valuable insights into the effectiveness of learning with technology.

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APPENDICES

APPENDIX A: APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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01 AĞUSTOS 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Gölge SEFEROĞLU

Danışmanlığını yaptığınız **Sümeyra KAYAR'ın "Liselerde İngilizce Öğretmenleri Tarafından En Çok Kullanılan Web 2.0 Araçları: Bir Karma Yöntem Çalışması"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **300 ODTÜ 2019** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Tülin GENÇÖZ

Başkan

Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

A STUDY ON THE MOST COMMONLY USED WEB 2.0 TOOLS AMONG TURKISH HIGH SCHOOL TEACHERS OF ENGLISH

Sayın meslektaşım,

Bu anket, Orta Doğu Teknik Üniversitesi kapsamında yürütülen liselerde çalışan İngilizce öğretmenlerinin Web 2.0 araçlarını kullanma durumlarının incelendiği bir tez konusu kapsamında veri toplamak amacıyla hazırlanmıştır. Anketteki sorulara vereceğiniz yanıtlar yalnızca bu çalışma için kullanılacaktır. Ankette yer alan tüm soruları cevaplamanız, araştırmanın amacı için büyük önem taşımaktadır.

Katılımınız ve değerli katkınız için şimdiden çok teşekkür ederim.

Sümeyra KAYAR
Orta Doğu Teknik Üniversitesi Eğitim Bilimleri Enstitüsü
İngiliz Dili Eğitimi Anabilim Dalı
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Eposta adresi: sumeyra.kayar@metu.edu.tr

Hedef Kitle: Liselerde çalışan İngilizce öğretmenleri

* Gerekli

Ankete gönüllü olarak katılmayı kabul ediyorum. *

☐ Evet

This is a survey which will be used to find out the most commonly used Web 2.0 tools in English teaching in high schools in Turkey and the advantages and disadvantages of using them according to the English teachers' perspectives. This survey is conducted for a master's thesis. Thank you for your participation.

1. Please check off all the Web 2.0 tools that you use in your English teaching. If an application you use is not listed, please add to the list. If there is more than one application you would like to add, please use a comma. *

Kahoot

Quizlet

Wordwall

Prezi

Powtoon

Genially

Emaze

Biteable

Canva

Mentimater

Socrative

Actionbound

Joomag

Voki

StoryJumper

MyStorybook

Padlet

Popplet

123 Certificates

Animoto

Kizoa

Aurasma

Cram

Plickers

GoConqr

Quizizz

Edmodo

Google Classroom

ClassDojo

Gimkit

JeopardyLabs

Youtube

Pinterest

Quiznetic

WordArt

Cambly

Blogger

Magisto

PowerPoint

Edpuzzle

Memrise

Duolingo

iTalk

Jing

Wonderopolis

Tagul

Easel.ly

Thinglink

Livebinders

Edmodal

FreeRice

Audioboom

Wordpress

PiktoChart

Audacity

MovieMaker

WebQuest

Moodle

SonicPics

Quill

Actively Learn

Telegram

Diğer:

2. What are the advantages of using Web 2.0 tools in your English teaching?

_____

_____

_____

_____

3. What are the disadvantages of using Web 2.0 tools in your teaching?

_____

_____

_____

_____

Thank you for your participation!

APPENDIX C: THE LIST OF THE WEB 2.0 TOOLS

Web 2.0 Tools	Percentages (n=100)	Web 2.0 Tools	Percentages (n=100)
YouTube	77%	Popplet	6%
Kahoot	65%	Genially	5%
PowerPoint	60%	Emaze	5%
Quizlet	35%	MyStorybook	5%
WordArt	32%	Cambly	5%
Pinterest	32%	Socrative	4%
Duolingo	30%	Aurasma	4%
Movie Maker	29%	Voscreen	4%
Padlet	27%	123 Certificates	3%
Canva	24%	Blogger	3%
Prezi	23%	Edpuzzle	3%
Cram	16%	Audacity	3%
Plickers	16%	iTalk	2%
Voki	14%	Easel.ly	2%
ClassDojo	14%	FreeRice	2%
Quizizz	13%	Moodle	2%
JeopardyLabs	13%	Gimkit	1%
Actionbound	12%	Quiznetic	1%
Edmodo	12%	Magisto	1%
Google Classroom	12%	Audioboom	1%
Wordwall	11%	PiktoChart	1%
Kizoa	10%	WebQuest	1%
Memrise	9%	Actively Learn	1%
Tagul	9%	Telegram	1%
Thinglink	9%	Ororo	1%
Wordpress	9%	iMovie	1%
Powtoon	8%	SoundCloud	1%
StoryJumper	8%	Wordsmyth	1%
Biteable	7%	Beyazpano	1%
Mentimater	7%	LyricsTraining	1%
Joomag	7%	LearnEnglish Teens	1%
Animoto	7%	LearningApps	1%

APPENDIX D: SAMPLE CODINGS

Advantages	It will possibly increase interaction and communication among the students. Some students have reluctant face-to-face class participation, and this generally hinders collaboration. These tools can provide the students with anonymity during a discussion. Use of these web tools helps teachers give immediate and effective feedback for each student.
Disadvantages	It can be time-consuming as you always need to update yourself and be prepared all the time. Making use of these web tools in the classroom can be manipulated by some students. It requires media literacy and technological skills, which all students may not have.

- Class size: 25-30
- Proficiency level: Pre- intermediate
- Age: 14-15

Objectives:

- To allow the students to make guesses about the content and the characters by looking at a cover picture.
- To have the students think of what will happen next after seeing a part of the video.
- To make the students speak spontaneously about their predictions about the events.
- To make students discuss their predictions.
- To make students use listening, speaking and writing skills to perform prediction tasks.

Stage	Activity number	Activity name	Aids	Interaction	Procedure	Time
Pre-Listening	1	Warm-up activity	Cover photo	T ↔ C	• T shows the cover page of the story "The gift of the Magi" without saying anything about the title and story and asks them to share what they see in the picture.	8'
				T ↔ C	• Then T wants them to share their predictions about the content, the characters, and their relationship and to discuss about the title of the story with their partners. C make guesses about them and try to find a suitable title for the story.	
While-listening	2.	Main Activity	Interactive white panel pictures of the characters from the video.	T → C	• Firstly, T informs the students that they will watch the video of the story in three parts. T says that now they will watch the first part and then she will stop the video. Then they watch the first part of the video.	25'
				T → C	• C watch the video until the scene (01.21) in which Della was looking at her coins on the table. T stops the video and summarizes the	

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beginning of the story and talks about the characters in a few sentences to ease the comprehension process while sticking the characters' pictures on the board.	
• T wants the students to predict Della's feelings, and what she might think about the gift for Jim. Students share their ideas with the class.	T↔C
• Then C watches the second part of the video until the scene (02.14) in which Jim was looking at a shop window.	T→C
• T wants Ss to share their ideas about what he might have seen and what he might be thinking about at this moment. (T sticks the picture of the scene on the board too)	T↔C
• Finally, C watch the last part of the story and T wants them to predict what could have happened in the	T↔C

Stage	No.	Activity	Materials	Interaction	Procedure	Time
					meanwhile for that kind of an end, how the story came to this point, what Della or Jim could have done to buy such precious gifts for each other.	
Post-listening	3.	If I were..	Piece of papers on which the sentence "If I were in their shoes, I would…" is written.	T ↔ C	● T distributes the papers to the students and asks them to write an answer to the question "If you were in their shoes, in that kind of a situation, what would you do?" T gives them a few minutes to think about the story and write down their opinions. T	7'
				T → C	● T randomly picks up some of them and reads them aloud in the class.	

TÜRK LİSE İNGİLİZCE ÖĞRETMENLERİ TARAFINDAN EN ÇOK KULLANILAN WEB 2.0 ARAÇLARI ÜZERİNE BİR ÇALIŞMA

Bu çalışma Türkiye'deki liselerde çalışan 100 İngilizce öğretmeninin dil öğretiminde Web 2.0 araçlarını kullanımına yönelik bilgi toplamak amacıyla yürütülmüştür. Çalışmadaki veriler çevrimiçi bir anket aracılığıyla toplanmıştır. Bu çevrimiçi anket 3 sorudan oluşmaktadır. Birinci soruda katılımcılar önceden oluşturulmuş bir listede İngilizce öğretiminde sınıflarında en çok kullandıkları Web 2.0 araçlarını işaretlemişlerdir. Ayrıca bu kısımda, katılımcılar listeye, kullandıkları ama listede olmayan başka Web 2.0 araçları da ekleyebilmişlerdir. İkinci ve üçüncü soruda ise, Web 2.0 araçlarını kendi İngilizce sınıflarında kullanmanın avantaj ve dezavantajlarını listelemişlerdir. Anketten elde edilen nicel ve nitel veri karma bir analiz yöntemi kullanımını gerekli kılmıştır.

Bugünün dünyasında teknoloji hayatlarımızın vazgeçilmez bir parçası haline gelmiştir. Teknolojik gelişmeler yaşama, çalışma ve iletişim kurma şekillerimizi değiştirdiği gibi öğrenme biçimlerimizi de değiştirerek eğitim hayatlarımızın vazgeçilmez bir parçası olmuştur. Bu denli teknolojikleşen eğitim ortamlarında öğretmen ve kontrol odaklı öğretim yöntem ve tekniklerini kullanmaya devam eden öğretmenler, zorluklarla karşılaşmaya ve etkisiz kalmaya mahkumdurlar (Ross, 2013). Eğer İngilizce öğretmenleri, öğrencilerine ve bu çağa ayak uydurmak istiyorlarsa, dil öğretimlerine teknolojiyi entegre etmeleri gerekmektedir. Bugünün çocukları, eğitim sistemine teknoloji ve internetle çevrelenmiş halde girmektedirler. Bu öğrenciler öğretmenlerinden bilgi aktarıcı olmalarını değil, bilgiye ulaşmalarını kolaylaştırıcı, teknolojiyi aktif kullanan bireyler olmalarını beklemektedirler (Lemoine et. al., 2016; Thompson, 2007; Kvavik and Caruso, 2005).

Bugünün sınıflarındaki öğrencilerin %66'sından fazlası evlerinde en az bir tane mobil cihaza sahiptir (Nobre and Moura, 2017). Bu cihazlara indirdikleri Web 2.0 araçlarıyla okuldaki öğrenim süreçlerini destekleyen öğrenci sayısı giderek artmaktadır. Bu durum, öğretmen merkezli ve ezberci bir sistemde yetişmiş öğretmenleri, öğretim yöntem ve tekniklerini güncellemeye zorlamaktadır. Bu güncelleme gereklidir çünkü Web 2.0 teknolojileri, ders içeriğini öğrenci ihtiyaçlarına ve farklı öğrenme tarzlarına göre adapte etmeye olanak verir. Öğretmenler öğretim yöntem ve tekniklerini güncel tutarak bu olanaktan yararlanabilirlerse, sınıflarındaki öğrenci başarısı artmaktadır (Hoesein, 2015; Adada, 2007). Bu artan öğrenci başarısı öğretmenlerin mesleki memnuniyet düzeyini artırmaktadır; ki bu durum da öğretmenlerin dijital becerilerini sürekli geliştirmek istemesini sağlamaktadır. Üstelik, teknolojik olarak yetkin öğretmenler daha fazla çeşit öğretim materyaline ulaşabilmekte, dersleri için müfredatla ilgili ve müfredat dışı daha fazla çeşit aktivite hazırlayabilmekte ve çevrimiçi kurslardan yararlanabilmektedirler. Bu noktada, eğer öğretmenler bu teknolojik mucizelerin hüküm sürdüğü dünyada etkin öğretmenler olarak kalmak istiyorlarsa, öğretim yöntem ve tekniklerine teknolojiyi entegre etmeleri zaruri hale gelmektedir.

Teknolojik gelişmelerin eğitim ortamlarımızı bu denli etkilemesi teknolojinin İngilizce öğretiminde de kullanılabilirliği üzerine birçok çalışma yapılmasını sağlamıştır. Bu çalışmalar İngilizce öğretmenlerini teknolojiyi dil öğretimlerinde kullanmaya teşvik etmiştir. Yapılan çalışmalar İngilizce öğretmenlerinin dil öğretiminde sınıflarında birçok farklı Web 2.0 aracını kullandıklarını göstermiştir. Yapılan bu çalışmalar aynı zamanda Web 2.0 araçlarını dil öğretiminde kullanmalarının bazı avantajları ve dezavantajları olduğunu da ortaya koymuştur. Ancak, literatürdeki çalışmaların her biri çoğunlukla yalnızca tek bir Web 2.0 aracının dil öğretiminde kullanılmasına odaklanmıştır. İngilizce öğretmenlerine, dil öğretiminde yararlanabilecekleri çeşitli Web 2.0 araçları ve bu araçların sınıflarda kullanımın avantajları ve dezavantajları hakkında bilgi vermeyi amaçlayan çalışma sayısı sınırlıdır. Bu nedenle bu çalışma İngilizce öğretmenlerinin bugünün gittikçe daha çok teknolojikleşen toplumunda teknolojiyi dil öğretimlerine entegre etmesi için Türkiye'deki lise İngilizce öğretmenleri tarafından en çok kullanılan Web 2.0

araçlarını belirleyip, bu kapsamlı listeyi diğer İngilizce öğretmenlerine dil öğretimlerinde yararlanabilecekleri bir rehber niteliğinde sunmayı amaçlamaktadır. Ayrıca, Web 2.0 araçlarının dil öğretimine entegre edilmesinin avantajları ve dezavantajlarının da ortaya konması amaçlanmaktadır. Türkiye'deki liselerde çalışan İngilizce öğretmenleri Web 2.0 araçlarını dil öğretimlerinde kullanarak dil öğretimlerini daha etkili bir hale getirebilirler.

Bu çalışmada şu araştırma sorularına cevap aranmıştır:

1. Türkiye'deki liselerde çalışan Türk İngilizce öğretmenlerinin İngilizce öğretimlerinde en çok kullandıkları Web 2.0 araçları nelerdir?
2. Türkiye'deki liselerde çalışan Türk İngilizce öğretmenlerine göre İngilizce öğretimlerinde Web 2.0 araçlarını kullanmalarının avantajları nelerdir?
3. Türkiye'deki liselerde çalışan Türk İngilizce öğretmenlerine göre İngilizce öğretimlerinde Web 2.0 araçlarını kullanmalarının dezavantajları nelerdir?

Literatürdeki çalışmalar, genel olarak, Web 2.0 teriminin bir tanımını vermeye çalışmamışlardır. Bu çalışmalar çoğunlukla, Web 2.0 araçlarının dil öğretiminde kullanımını ve dil öğrenimi üzerindeki etkisini araştırmışlardır (Richardson, 2009; Alexander, 2006; Brown and Adler, 2008; Bonk, 2009; Downes, 2005; Attwell, 2007). Bununla birlikte, literatürde birkaç tanım yer almaktadır (Parameswaran and Whinston, 2007; Kim, Kwok-Bun, Hall, and Gates, 2009; Raman, 2009b; Sutter, 2009; O'Reilly, 2008; Siemens, 2008; Alexander, 2006; Zimmer, 2007). Bu çalışma kapsamında Web 2.0, kullanıcıların katılabileceği, üzerinde etkileşim kurabileceği, üzerinde ortak çalışma yapabileceği ve üzerinde paylaşım yapabileceği ortamlar sunan bir platform olarak kabul edilmiştir (Brown and Adler, 2008). Web 2.0 araçları da bu platform üzerinde sunulan internet tabanlı ortamlar ya da hizmetlerdir. Bu çalışmada Web 2.0 araçları, liselerde çalışan Türk İngilizce öğretmenlerinin dil öğretiminde kullandıkları ikinci nesil web siteleri veya internet tabanlı uygulamalar olarak tanımlanmıştır.

Liselerde çalışan İngilizce öğretmenleri çeşitli Web 2.0 araçlarını derslerine entegre etmektedirler. Literatürdeki çalışmaların her biri genellikle tek bir Web 2.0 aracının dil öğretiminde kullanılmasına veya dil öğrenimi üzerindeki etkisine odaklanmıştır (Girgin, 2011; Küfi & Özgür, 2009; Chotimah & Rafi, 2018; Satıç, Günbay & Elma, 2016; Bölükbaş, 2016; Zhang, 2009; Coşkun & Marlowe, 2015; Alsaleem, 2013; Irgin & Turgut, 2009; Arslan & Şahin-Kızıl, 2010). Bu çalışmalar genellikle Web 2.0 araçlarının dil öğrenimi üzerindeki olumlu etkisinden bahsetmektedirler. Türkiye'de yapılan çalışmalarda Girgin (2011) bir Web 2.0 aracı olan *Wix*'in, Küfi ve Özgür (2009) *Moodle* ve *Wiki*'nin, Satıç, Günbay ve Elma (2016) *WebQuest*'in, Bölükbaş (2016) *Actively Learn*'ün, Başal ve Aytan (2012) *Blendspace, Padlet, Scoop.it, LiveBinders, Google Drive, Vialogues, Voxopop* ve *LessonWriter*'ın, Coşkun ve Marlowe (2015) *Animoto* ve *Fotobabble*'ın, Irgin ve Turgut (2009) *Animoto*'nun, Kaya (2015) *Edmodo, Blogs, Jing, Padlet* ve *Socrative*'in, Arslan ve Şahin-Kızıl (2010) *Blog*'un, Çetinkaya (2017) *WhatsApp*'in, ve Gürışık ve Demirkan (2019) da *Plickers*'ın dil öğrenimi üzerindeki etkisini araştırmıştır.

Literatürde aynı zamanda bu Web 2.0 araçlarının dil öğretiminde kullanılmasının avantajları ve dezavantajlarından da bahsedilmiştir. Bahsedilen avantajları arasında teknolojinin, zengin ve aktif öğrenme ortamları sunması, anlamlı öğrenmeyi teşvik etmesi, öğrenci motivasyonunu ve derse katılımını artırması, öğrenci etkileşimini teşvik etmesi, öğrencinin akademik başarısını artırması, öğrencinin kendine güvenini artırması (Mouza, 2008); öğrencinin dil becerilerini geliştirmesi, öğrencilerin yaratıcılığını artırması (Alsulami, 2016); öğrencilere topluluk duygusu kazandırması, öğrenciler, eğitmenler ve diğer insanlar arasında işbirliği ve bilgi paylaşımını artırması, öğrencilere içerik üretme olanağı sağlaması, öğrencilerin kendi öğrenme süreçlerini yönetmelerine imkan vermesi, esnek öğrenme ortamları oluşturması, öğrencilerin teknolojik becerilerini geliştirmesi (An & Williams, 2010); öğrencilerin ve öğretmenlerin bilgiye erişme hızını artırması, kaynak paylaşımını teşvik etmesi (Grosseck, 2009); öğrencilere yaparak öğrenme fırsatı vermesi (Costley, 2014); öğrenci özerkliğini artırması (Baytak, Tarman & Ayas, 2011); öğretmenlerin profesyonel gelişimini desteklemesi, öğretmenlerin teknolojik becerilerini geliştirmesine fırsat vermesi (Parvin & Salam, 2015); öğrencilere ders saatleri dışında

öğretmenden dönüt alabilme imkanı sunması, çevrimiçi tartışma ortamları düzenlemeye imkan vermesi, öğrencilerin ödevlerini çevrimiçi teslim etmesine olanak sağlaması (Küfi & Özgür, 2009); ders içeriğiyle ilgili güvenilir materyallere ulaştırması (Satıç, Günbay & Elma, 2016); ve öğrencilerin daha üretken olmalarını teşvik etmesi (Nobre & Moura, 2017) gibi avantajlar yer almaktadır.

Web 2.0 araçlarının İngilizce öğretiminde kullanılması üzerine yapılan literatürdeki çalışmalar incelendiğinde genel anlamda olumlu bir etkiden bahsedilse de bunların kullanımının dezavantajlarından bahseden çalışmalar da mevcuttur. Web 2.0 araçlarıyla ders içeriği hazırlamanın zaman alıcı olması, öğretmenlerin bu araçların etkin kullanımı için eğitime ihtiyaç duyması, bu araçların kullanımı için yeterli donanıma ihtiyaç duyulması, öğretmenlerin eğitimsel inançları (Hennessy, Ruthven & Brindley, 2005); bu araçları kullanabilmek için eğitimsel ve teknik desteğe ihtiyaç duyulması (Mouza, 2008); bu araçları etkin kullanmaları için öğretmenler üzerinde kurulan baskı, öğrencilerin teknolojiyle öğrenmeye karşı tutumları, okul kültürü (Drayton et al., 2010); içine kapanık öğrenciler için teknolojiyle öğrenmenin öğrenci merkezli olması (An & Williams, 2010); internet bağlantısına ihtiyaç duyulması, internetteki uygunsuz ve zararlı içerik, yetişkin denetimine ihtiyaç duyulması, düşük ağ güvenliği (Grosseck 2009); ebeveynlerin teknolojiyle öğrenmeye karşı tutumu, monitör ekranların göz sağlığı üzerindeki olumsuz etkisi (Baytak, Tarman & Ayas, 2011); teknolojiyle öğrenmenin dil becerilerinin geliştirilmesine değil de görev tamamlama üzerine odaklanması, öğrencilerin kitap gibi dokunabildikleri fiziksel öğrenme materyallerini tercih etmesi (Parvin & Salam, 2015); öğrencilerin öğrenme stilleri (Küfi & Özgür, 2009); öğrencilerin teknolojiyle öğrenmeye uyum problemleri (Satıç, Günbay & Elma, 2016); finansal sorunlar ve Web 2.0 araçlarının yazılımlarını düzenli güncelleme gereksinimi (Sharma & Unger, 2016) literatürde bahsedilen dil öğretiminde teknoloji kullanımının dezavantajları arasındadır.

Bu çalışmada, son zamanlarda daha yaygın olarak kullanılan karma yöntemden yararlanılmıştır. Bu yöntemde hem nitel hem nicel veriler toplanarak, bu verilerin araştırma sorularını cevaplarken birbirlerini desteklemesi hedeflenmektedir. Karma yöntemler, nitel ve nicel veriyi birbiriyle bütünleştirip herhangi spesifik bir araştırma

problemini cevaplamaya çalışmanın, aynı problemi cevaplarken nicel bir yöntemi veya nitel bir yöntemi tek başına kullanmaktan çok daha fazla avantajlı olması sebebiyle tercih edilmektedirler. Bu çalışmada yakınsayan paralel karma yöntem deseni kullanılmıştır. Bu desenin gereği olarak nicel ve nitel veriler aynı anda toplanmış, bulgular bölümünde ayrı olarak paylaşılmış ve tartışma bölümünde beraber değerlendirilmiştir.

Bu çalışmanın verileri çevrimiçi bir anket aracılığıyla toplanmıştır. Veri toplama aracı olarak bir anket seçilmiştir çünkü anketler kısa sürede daha fazla insana ulaşılıp daha fazla veri toplanmasını sağladığı için yabancı dil eğitiminde sıkça kullanılmaktadır. Öte yandan, veri toplamak için anket hazırlanırken bazı hususlara dikkat edilmelidir. Anketin tamamlanması 30 dakikayı geçmemeli ve anket anonim olarak doldurulabilmelidir. Bu çalışmada veri toplamak için uygulanan anketin tamamlanması 15 dakikadan fazla sürmemektedir ve katılımcıların anketi doldurabilmek için herhangi bir demografik bilgi sağlaması gerekmemiştir. Geçerliliğini ve güvenirliğini artırmak için, hazırlanan anket 3 alan uzmanı tarafından incelenmiş ve onlardan alınan dönüt doğrultusunda bu anket, soruların ifade tarzında küçük değişiklikler yapılarak düzenlenmiştir. Anket üç sorudan oluşmaktadır. Birinci soruda katılımcılar önceden oluşturulmuş bir listede İngilizce öğretiminde en çok kullandıkları Web 2.0 araçlarını işaretlemişlerdir. Ayrıca bu kısımda, katılımcılar listeye, kullandıkları ama listede olmayan başka Web 2.0 araçları da ekleyebilmişlerdir. İkinci ve üçüncü sorular açık uçlu sorulardır. İkinci soruda katılımcılar, Web 2.0 araçlarını kendi İngilizce öğretimlerinde kullanmanın avantajlarından ve üçüncü soruda ise dezavantajlarından bahsetmişlerdir. Çalışma için gereken nicel veriyi birinci araştırma sorusuna verilen cevaplar; nitel veriyi ise ikinci ve üçüncü araştırma sorularına verilen cevaplar sağlamıştır.

Bu çalışmada uygulanan anketi Türkiye'nin çeşitli illerinde çalışan 100 hizmetiçi lise İngilizce öğretmeni doldurmuştur. Katılımcı lise öğretmenleri uygun örnekleme tekniğiyle seçilmişlerdir. Katılımcılar Facebook'ta 23.00 üyesi bulunan Türkiye'de çalışan lise İngilizce öğretmenleri grubunda yayınlanan duyuru sonrasında gönüllü olarak çalışmaya katılmak isteyen öğretmenlerdir. Gönüllü olarak çalışmaya katılmak

isteyen bu öğretmenler eposta aracılığıyla araştırmacıya ulaşıp bu isteklerini belirtmişlerdir. Araştırmacı da kendisine ulaşan bu katılımcılara eposta aracılığıyla Google Forms kullanılarak hazırlanan çevrimiçi anketin bağlantı adresini göndermiştir. Epostada çalışmaya katılmanın tamamen gönüllü olduğu, demografik bilgi vermeleri gerekmeyeceği, cevaplarını anonim olarak verecekleri ve anketi yanıtlarken istedikleri zaman yanıtlamayı bırakıp çalışmadan çekilebilecekleri vurgulanmıştır. Çalışmayla ilgili bu bilgiler çevrimiçi anketin giriş kısmında da belirtilmiştir. Çalışmaya katılımın gönüllülük esasına bağlı olduğu çevrimiçi anketin giriş kısmına konulan bir onay kutucuğuyla da garantilenmiştir. Gönüllü olarak katıldıklarını belirten bu kutucuğu işaretlemeden katılımcının anketi tamamlaması mümkün olmamıştır.

Anketin birinci sorusuna verilen cevaplar (nicel veri) sosyal bilimlerin araştırmalarında istatistiksel veri analizi için kullanılan bir analiz paketiyle (SPSS) betimsel analiz edilmiştir. Betimsel analiz sonucu her bir Web 2.0 aracının kullanılma sıklığı ve yüzde dağılımı elde edilmiştir. İkinci ve üçüncü sorulara (açık uçlu sorular) verilen cevaplar (nitel veri) bir nitel veri analiz programı olan MAXQDA kullanılarak analiz edilmiştir. Nitel veri analizinde bir nitel veri analiz programı kullanılmıştır çünkü nitel veri analiz programları araştırmacının "materyalin yerini kolayca saptamasına", "düzenli bir dosya depolama sistemine" sahip olmasına, "kodlar ve temalar arasındaki ilişkiyi görselleştirmesine" ve anahtar kelimeler kullanarak dosya içindeki "kısa notları bulup getirmesine" olanak tanır (Creswell, 2013, p. 201). Bu verinin analizi için ilk olarak veri baştan sona dikkatlice okunmuştur. Okunduktan sonra kodlama için veriden kısımlar seçilmiştir ve bu kısımlarla ilgili bir kod listesi oluşturulmuş ve bu kodlardan kategoriler elde edilmiştir. Bu kategoriler farklı kodlar ve katılımcıların cevaplarından alıntılarla desteklenmiştir.

Elde edilen sonuçlar, katılımcı öğretmenlerin İngilizce derslerinde birçok Web 2.0 aracından faydalandığını göstermiştir. Analiz sonuçları YouTube'un Türk hizmetiçi lise İngilizce öğretmenleri tarafından İngilizce derslerinde en çok kullanılan Web 2.0 aracı olduğunu göstermiştir (%77). İkinci en çok kullanılan Web 2.0 aracı Kahoot olarak belirlenmiştir (%65). Ve analiz sonuçlarına göre katılımcı öğretmenler

tarafından İngilizce derslerinde en sık kullanılan üçüncü Web 2.0 aracı PowerPoint olarak belirlenmiştir (%60). Katılımcı İngilizce öğretmenleri tarafından işaretlenen veya listeye eklenen bütün Web 2.0 araçları Ek B'de bir liste halinde kullanılma sıklığı ile birlikte verilmiştir.

Araştırma sorularının ikincisinde öğretmenlere Web 2.0 araçlarını İngilizce öğretimlerinde kullanmalarının avantajları sorulmuştur. Katılımcıların verdikleri cevaplar iki kategoride sınıflandırılmıştır: Öğrenciyle ilgili avantajlar ve öğretmenle ilgili avantajlar. Öğrenciyle ilgili avantajlar kategorisinde en sık bahsedilen avantaj Web 2.0 araçlarının İngilizce öğretiminde kullanılmasının sınıfta öğrencinin motivasyonunu ve ilgisini artırması olmuştur. Bu kategoride ikinci en sık bahsedilen avantaj Web 2.0 araçlarının kullanımının öğrencilerin derse katılımını artırması olmuştur. Son olarak bu kategoride üçüncü en sık bahsedilen avantaj Web 2.0 araçlarının İngilizce öğretiminde kullanılmasının kalıcı öğrenmeyi sağlaması olarak belirlenmiştir. Öğretmenle ilgili avantajlar kategorisinde en sık bahsedilen avantaj, Web 2.0 araçlarının İngilizce öğretiminde kullanılmasının öğretmene zaman kazandırması olarak belirlenmiştir. Bu kategoride ikinci en sık bahsedilen avantaj, Web 2.0 araç kullanımının öğretmenlerin kendi yeteneklerine olan inancını artırması olarak belirtilmiştir.

Araştırma sorularının üçüncüsünde öğretmenlere Web 2.0 araçlarını İngilizce öğretimlerinde kullanmalarının dezavantajları sorulmuştur. Katılımcıların verdikleri cevaplar iki kategoride sınıflandırılmıştır: Öğrenciyle ilgili dezavantajlar ve öğretmenle ilgili dezavantajlar. Öğrenciyle ilgili dezavantajlar kategorisinde en sık bahsedilen dezavantaj, Web 2.0 araç kullanımının internet bağlantısı gerektirmesi olmuştur. Bu kategoride ikinci en sık bahsedilen dezavantaj, Web 2.0 araç kullanımının, dersin odak noktasını dil öğrenmekten başka bir yere taşıması olarak belirlenmiştir. Bu kategorideki üçüncü en sık bahsedilen dezavantaj Web 2.0 araçlarının dil derslerinde kullanılmasının kaynak ve ekipman gerektirmesi olmuştur. Öğretmenle ilgili dezavantajlar kategorisinde en sık bahsedilen dezavantaj, dil öğretiminde Web 2.0 araç kullanımının çok fazla zaman alması olarak belirtilmiştir. Bu kategoride ikinci en sık belirtilen dezavantaj, Web 2.0 araç kullanımının sınıfta

sınıf yönetimi problemlerine yol açması olarak ifade edilmiştir. Bu kategoride üçüncü en sık belirtilen dezavantaj, Web 2.0 araçlarının kullanımında karşılaşılan teknik problemler olarak belirtilmiştir.

Araştırma sonuçları YouTube, Kahoot, PowerPoint, Quizlet, Pinterest, WordArt, Duolingo, Movie Maker, Padlet, Canva ve Prezi Web 2.0 araçlarından her birinin katılımcı öğretmenlerin %20'sinden fazlası tarafından kullanıldığını ortaya çıkarmıştır. Araştırma sonuçlarına göre YouTube gibi video paylaşım siteleri katılımcı öğretmenler tarafından dil öğretimlerinde sık sık kullanılmaktadır. Bu Web 2.0 araçları İngilizce öğretmenlerine derslerinde kullanabilecekleri sayısız görsel ve işitsel kaynak sağlamaktadır. İngilizce öğretmenleri bu kaynaklar içinde aradığını kolayca bulabilir, indirebilir, kullanabilir ve bu kaynakları diğer İngilizce öğretmenleriyle paylaşabilir. Bu video paylaşım sitelerinde ayrıca ilgilerini çeken kanallara abone olabilir, derslerinde kullanmak üzere aradıkları videoyu bulabilmek için anahtar kelimeler kullanabilir ve anahtar kelimeleri girdikten sonra ortaya çıkan videoları süre, izlenme sayısı, tür, yüklenme tarihi ve çözünürlük gibi özelliklerine göre filtreleyebilir. Ayrıca, öğrencilerinin ihtiyaçlarına göre videoların altyazı özelliğini kapatıp açabilir. Üstelik, öğretmenler, internet bağlantısı olduğu sürece, bu görsel ve işitsel kaynaklara her an her yerden ulaşabilirler. Bütün bu özellikler video paylaşım sitelerini öğretmenler için çekici hale getirmektedir.

Powtoon ve StoryJumper gibi Web 2.0 araçları da katılımcı öğretmenler tarafından sıklıkla derslerinde kullanılmaktadır. Bu Web 2.0 araçları öğrencilere kendi hikayelerini animasyon haline getirerek sunma imkânı sağlamaktadır. Bu tür araçlar ders içeriğini ilgi çekici ve interaktif hale getirme potansiyeline sahiptir çünkü bu tür araçlar ikili çalışmalar ve grup çalışmaları için mükemmel araçlardır. Bu tür animasyon sunum araçları herhangi bir rol yapma etkinliğine ya da hikâyeye hayat vermek için kullanılabilir. Ayrıca, yazma aktiviteleri bu tür Web 2.0 araçları sayesinde öğrenciler için eğlenceli aktivitelere dönüştürülebilir.

Çalışma sonuçları ayrıca Socrative, Kahoot ve Quizizz gibi çevrimiçi quiz araçlarının çalışmaya katılan lise İngilizce öğretmenleri tarafından en çok kullanılan araçlar

arasında olduğunu göstermiştir. Bu durum, bu araçların hem resmi hem de gayri resmî değerlendirme yapılırken kullanılabilmesiyle açıklanabilir. Bu araçlar değerlendirme sürecini, İngilizce öğrenen öğrenciler için rekabetçi, eğlenceli ve ilginç hale getirebilmektedir.

Edmodo, Google Classroom ve Padlet gibi sanal sınıf uygulamalarının da İngilizce öğretmenleri için yararlı uygulamalar arasında olduğunu araştırma sonuçları göstermiştir. Bu sanal sınıf ortamları öğrenciler için iş birliği, iletişim, paylaşım ve etkileşim fırsatları sunar. Bu platformlar üzerinde öğretmenler içerik paylaşabilir, ödevlendirme yapabilir, ödevleri kontrol edip notlandırabilir, ödevler hakkında dönüt verebilir ve öğrencilerin İngilizce öğrenimine yönelik alıştırmalar hazırlayabilir.

Dil öğretiminde Web 2.0 kullanmanın avantajları arasında katılımcı öğretmenler tarafından en sık bahsedilen avantaj öğrencileri motive etmesi olmuştur. İngilizce öğretimine teknolojinin entegre edilmesi bilgi aktarımını kolaylaştırmakta, öğrencilerin dersin içeriğini takip edebilmesine imkân vermekte ve aynı öğretim yöntem ve tekniklerinin devamlı kullanılmasının neden olduğu sıradanlıktan öğrencileri ve öğretmeni kurtarmaktadır. Bu durum da öğrencilerin derse olan ilgisini artırmaktadır. Öğrencilerin derse ilgisinin artmasının doğal bir sonucu olarak da öğrencilerin derse katılımları artmaktadır. Katılımcı öğretmenler teknoloji kullanımının kalıcı öğrenmeyi sağladığını da belirtmişlerdir. Web 2.0 araçları öğrencilerin kendi içeriklerini üretmesine ve böylece kendi öğrenimlerini yönetmesine izin verir. Diğer bir deyişle, öğrenciler neyi öğrenmek istiyorlarsa onu öğrenirler; ki bu da öğrenme üzerinde kalıcı ve olumlu bir etki oluşmasına katkı sağlar. Öğretmenler tarafından bahsedilen bir başka avantaj ise Web 2.0 araçlarının öğrenci etkileşimini artırmasıdır. Edmodo, Google Classroom ve Padlet gibi Web 2.0 araçları öğrencilerin ikili veya grup halinde çalışmasına olanak sağlar. İçine kapanık öğrenciler bile bu tür sanal ortamlarda diğer öğrencilerle etkileşime girmekten ve paylaşım yapmaktan çekinmemektedirler. Kısaca Web 2.0 araçlarının dil öğretiminde kullanılması öğrenci etkileşimini teşvik etmektedir.

İngilizce öğretimine teknolojinin entegre edilmesinin en sık bahsedilen dezavantajı ise bir internet bağlantısının gerekliliği olmuştur. Devlet liselerindeki internet

bağlantısının filtrelenmiş olması öğretmenlerin hazırladığı dijital içeriklerin çoğunu kullanılamaz hale getirmektedir. Bunun sonucu olarak da filtrelenmemiş bir internet bağlantısı ihtiyacı bir dezavantaj olarak ortaya çıkmaktadır. Bir başka bahsedilen dezavantaj, Web 2.0 araçlarının kullanımının dersin odağını öğrenmeden uzağa taşıması olmuştur. Öğrencilerin tablet veya akıllı telefonlarını kullanmasına izin verildiğinde ya teknik sebeplerden ya da internet ortamındaki alakasız ve zararlı içerikten dolayı öğrencilerin dikkatleri dağılmaktadır. Üçüncü en sık bahsedilen dezavantaj ise teknolojiyle öğrenmenin kaynak ve ekipman gerektirmesi olmuştur. Türk devlet liselerinde sosyoekonomik düzeyi hem yüksek hem düşük ailelerin çocukları bir arada eğitim görmektedir. Bazı öğrenciler birkaç farklı mobil cihaz sahibi olabilirken, bazılarının ekonomik durumu ise herhangi bir mobil cihaza sahip olmaya uygun değildir. Bazı öğrencilerin de evlerinde internet bağlantısı bulunmamaktadır. Bu sebeple öğretmenlerin İngilizce öğretimi için hazırladığı dijital içeriklere bazı öğrencilerin okul dışında erişebilmesine imkân yoktur. Bu durum Web 2.0 araçlarının İngilizce öğretiminde kullanılmasının en büyük dezavantajlarından birisidir. Öğretmenler tarafından bahsedilen bir başka dezavantaj ise Web 2.0 araçlarıyla ders içeriği hazırlamanın zaman alıcı olmasıdır. Bu durum en çok Türkiye'deki üniversitelerden mezun İngilizce öğretmenlerinin üniversitelerin öğretmen yetiştirme programlarında teknolojiyi dil öğretimine entegre etmeye yönelik yeterli bir eğitim almamasından kaynaklanmaktadır. Yeterli teknolojik beceriye sahip olmayan öğretmenler için dijital ders içeriği hazırlamak hayli zaman alıcı hale gelmekte; bu durum da öğretmenleri derslerinde teknoloji kullanımından uzaklaştırmaktadır.

Çalışma yapılırken etik hususlara dikkat edilmiştir. Çalışma yapılmadan önce üniversitenin etik kurulundan gerekli izinler alınmıştır. Gerekli izinler alındıktan sonra, çalışmaya katılmaya gönüllü olan öğretmenler çalışmanın amacı, ilerleyişi, verilerin nasıl toplanacağı ve değerlendirileceği konularında bilgilendirilmiştir. Ayrıca, katılımcılar bu çalışmada kullanılan ankete katılımlarının tamamen gönüllülük esasına bağlı olduğu konusunda da bilgilendirilmişlerdir. Katılımın gönüllü olduğunun vurgulanması için ayrıca anketin ilk kısmına bir madde eklenmiştir. Katılımcılar bu maddeyi işaretlemeden anketi dolduramamışlardır. Katılımcılar verdikleri cevapların

gizli tutulacağı konusunda da bilgilendirilmişlerdir. Katılımcıların anketi doldururken herhangi bir demografik bilgi vermesi gerekmemiştir.

APPENDIX G: TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü / Graduate School of Natural and Applied Sciences ☐

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Enformatik Enstitüsü / Graduate School of Informatics ☐

Deniz Bilimleri Enstitüsü / Graduate School of Marine Sciences ☐

YAZARIN / AUTHOR

Soyadı / Surname   : Kayar
Adı / Name   : Sümeyra
Bölümü / Department   : İngiliz Dili Eğitimi / English Language Teaching

TEZİN ADI / TITLE OF THE THESIS (**İngilizce** / English): A Study On The
Most Commonly Used Web 2.0 Tools Among Turkish High School Teachers Of English

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ■   **Doktora** / PhD ☐

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