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DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE EDUCATION PROGRAM

ENGLISH LANGUAGE INSTRUCTORS' FAMILIARITY WITH AND UTILIZATION OF THE INTERNET AND WEB 2.0 TOOLS DESIGNED TO ENHANCE LANGUAGE LEARNING AND TEACHING IN HIGHER EDUCATION

MASTER'S THESIS

HATİCE DOĞAN

SUPERVISOR
PROF. DR. ABDULVAHIT ÇAKIR

ANKARA
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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

† Tezimin/Raporumun tamamı her yerden erişime açılabilir.

30./05/2024

Hatice DOĞAN

DEDICATION

To my beloved sons Yağız Mirza and Oğuz Kağan

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First of all, I would like to thank to my supervisor, Dr. Abdulvahit Çakır for without his support and guidance this thesis could not have been completed. I would also like to thank the jury members, Assoc. Prof. Dr. Ceyhun Karabıyık and Dr. Tuğba Şimşek Rackelmann for their valuable comments and suggestions.

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I also wish to acknowledge to my husband Sinan Doğan for his support and faith in me.

ÖZ

DOĞAN, Hatice. İngilizce Eğitmenlerinin Yükseköğretimde Dil Öğrenme ve Öğretmeyi Geliştirmek için Tasarlanmış İnternet ve Web 2.0 Araçlarına Aşinalığı ve Kullanımı, Yüksek Lisans Tezi, Ankara, 2024.

Araştırmada, İngilizce dili öğretim elemanlarının yükseköğretimde dil öğrenimi ve öğretimini ilerletmek amacıyla tasarlanan İnternet ve Web 2.0 araçlarına aşinalıkları ve kullanmaları incelenmiştir. Araştırmanın amacı İngilizce dili öğretim elemanlarının yükseköğretimde dil öğrenimi ve öğretimine yardımcı olan İnternet ve Web 2.0 araçlarının farkında olma, bu araçları takip etme ve kullanma durumunu ortaya çıkarmaktır. Ayrıca Ankara'daki yükseköğretim kurumlarında görev yapan İngilizce dili öğretim elemanlarının katılımıyla, İngilizce dili öğretim elemanlarının yükseköğretimde dil öğrenimine ve öğretimine yardımcı olan internet ve web 2.0 araçlarını takip etme ve kullanma konusundaki farkındalıklarını belirlemek amacıyla bir alan araştırması yapılmıştır. Alan araştırmasının bulguları dört tema altında sunulmuş olup bu temalar şunlardır: demografik faktörlerin İngilizce dili öğretim elemanlarının teknolojiyle etkileşimi üzerine etkileri (*Tema 1*); İngilizce dili öğretim elemanları tarafından sık kullanılan Web 2.0 araçları (*Tema 2*); İngilizce dili öğretim elemanlarının İnternet ve Web 2.0 araçlarını kullanma konusundaki algıları, yeterlilikleri ve tercihleri (*Tema 3*); ve İngilizce dili öğretim elemanlarının öğretim uygulamalarında İnternet ve Web 2.0 araçlarını kullanmaya yönelik tutumları (*Tutum 4*). Alan araştırmasının sonuçlarına göre dil öğretim elemanlarının teknolojinin öğretim amaçlı kullanımına ilişkin algıları cinsiyet, yaş, mezun olunan bölüm, mesleki kıdem ve bilgisayar tecrübesine göre değişiklik göstermemektedir. İngilizce dili öğretim elemanlarının çoğu İnterneti arama motorlarında herhangi bir şeyi aramak, e-posta göndermek, haber gruplarına ve forumlara ulaşmak için kullanmaktadır. İngilizce dili öğretim elemanları tarafından en sık kullanılan Web 2.0 araçları sosyal ağ siteleri ve anlık mesajlaşmadır. İngilizce dili öğretim elemanlarının en az kullandıkları Web 2.0 araçları ise bloglar ve wikilerdir. İngilizce dili öğretim elemanlarının İnternet kullanımıyla ilgili algıları genel olarak olumludur. İngilizce dili öğretim elemanları İnternet ve Web 2.0 araçlarının öğretim amaçlı kullanımına yönelik genel olarak olumlu bir algıya ve tutuma sahiptirler.

Anahtar Sözcükler: Dil öğrenimi, öğretim, yükseköğretim, İngilizce dili öğretim elemanları, algı, tutum, bilgisayar kullanımı, İnternet, Web 2.0 araçları, anlık mesajlaşma, podcastlar, online forumlar, bloglar, wikiler.

ABSTRACT

DOĞAN, Hatice. English Language Instructors' Familiarity With And Utilization Of The Internet And Web 2.0 Tools Designed To Enhance Language Learning and Teaching In Higher Education, Master's Thesis, Ankara, 2024.

In the study, English language instructors' familiarity with and utilization of the Internet and Web 2.0 tools designed to enhance language learning and teaching in higher education examined. The aim of the study is to find out the English language instructors' awareness of following and using the Internet and web 2.0 tools that help language learning and teaching in higher education. Within the scope of the research, by several researchers on the research subject conducted previous studies examined. Also a field research carried out with the participation of English language instructors who work in higher education institutions in Ankara to find out the English language instructors' awareness of following and using the Internet and web 2.0 tools that help language learning and teaching in higher education. The findings of the field research presented under four themes, these are; effects of demographic factors on English language instructors' engagement with technology in teaching English language (*Theme 1*); frequently used Web 2.0 tools by English language instructors (*Theme 2*); English language instructors' perceptions on and proficiency and preferences in using the Internet and Web 2.0 tools (*Theme 3*); and English language instructors' attitudes towards using the Internet and Web 2.0 tools in their teaching practices (*Theme 4*). According to the results of the field research, as of gender, age, graduated department, professional seniority and computer experience, language instructors' perceptions regarding the use of technology for teaching purposes do not differ. Most of English language instructors use the Internet for searching anything in search engines, e-mail sending and reaching newsgroups and forums. Most frequently utilized Web 2.0 tools by English language instructors are social network sites and instant messaging. As for least used tools by English language instructors are blogs and wikis. English language instructors' perceptions regarding the use of the Internet in general are positive. English language instructors generally have a positive perception on and attitudes towards the use of the Internet and Web 2.0 tools for teaching purposes.

Keywords: Language learning, teaching, higher education, English language instructors, perception, attitude, use of computer, the Internet, Web 2.0 tools, instant messaging, podcasts, on-line forums, blogs, wikis.

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LIST OF ABBREVIATIONS

D&I	Development and Improvement
IGD	Individually Guided Development
O&A	Observation and Assessment
OPD	Online Professional Development
PD	Professional Development
PDSs	Professional Development Schools
PLCs	Professional Learning Communities
SAMR Model	Substitution, Augmentation, Modification, Redefinition Model
TAM	Technology Acceptance Model
TPACK Framework	Technological Pedagogical Content Knowledge Framework

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INTRODUCTION

Web 2.0 is a communication network as a platform that covers all devices or services connected to the network (Gün, 2015, p.50). Web 2.0 is the development phase of internet technologies following Web 1.0, which includes a phase of development in internet technologies that emerges with new tools and a new concept. Through the developing internet technologies, users' activity on the web, which was previously limited to only reading and shopping, has been maximized, and it has become possible to create and share content without the need for technical knowledge. The new web concept, which is based on interactivity and communication and enables the fast and free sharing of information, is called Web 2.0. Tim O'Reilly gave its name as Web 2.0 (Kahraman, 2010, p.13). Web 2.0 technology has a most important feature which is also beneficial in education is that it has enabled the emergence of interactive tools. While the concept of Web 1.0 includes tools that do not have interaction features, Web 2.0 includes tools that offer interaction features to users. This is a significant advantage of Web 2.0 tools. When Internet and Web 2.0 tools are used in lessons, they can increase the effectiveness of teachers and the effectiveness of the lesson. Lessons where these technologies are used become more interesting, student participation in lessons increases, and these technologies encourage teacher-student interaction. It is very important to ensure the effectiveness of lessons in educational institutions and the interaction of teachers with students. Because it plays a role in the effectiveness and efficiency of education and training. The Internet and Web 2.0 have several tools and applications. These tools and applications can be used by teachers for personal purposes, for instance to develop themselves in their profession and to ensure the effectiveness of teaching processes. Web 2.0 has services such as wikis, blogs, content sharing sites and social networks that make communication and sharing much easier and faster than before for people (Kahraman, 2010, p.13). Fast advances in the field of technology enable the emergence of new technological tools one after another. Many benefits can be achieved in education and training by integrating these newly emerging technologies and technological tools into educational institutions. Newly developed technologies, and in this context the Internet and Web 2.0 tools, are also used in language learning and teaching/instruction processes in general education and higher education. The benefits of using the Internet and Web 2.0 tools in language learning and instruction in higher education revealed in several researches on this subject in the literature. For example, in Correa's (2015) research, it was seen that Skype conversations helped students in improving their language skills (Gün, 2015, p.102).

Background and Context

Educational technologies have been used by teachers/instructors working in educational institutions/higher education institutions for a long time to ensure their professional development and increase the efficiency of teaching/instruction processes. The use of various educational technologies and, in this context, the use of the Internet and Web 2.0 tools in language learning and teaching/instruction processes in general education and educational institutions/higher education institutions make lessons more interesting for students/learners, ensure that lessons become interactive and more effective, increase students/learners' motivation and participation in lesson, and positively affect and increase students/learners' learning. Therefore, these technology and technological tools play a role in student/learner success, contribute to a positive atmosphere in classrooms, to the knowledge and research targets of learners and teachers on the subjects which they research, contribute to the personal and professional developmet of teachers/instructors, beside support and increase the interactions between teacher/instructor and learner, help to improve students/learners' language skills (Correa, 2015), for instance by helping to developing students/learners' speaking skills (Gün, 2015, p.102). It is reported from several researches in the literature that, the use of various educational technologies and, in this context, the use of the Internet and Web 2.0 tools in language learning and teaching/instruction processes make lessons/courses more interesting for students/learners, enable lessons/courses to be made interactive and more effective, increase the motivation and participation of students/learners in the lesson/course, positively affect and increase students/learners' learning, thus play a role in student/learner success and contribute to a positive classroom atmosphere, contribute to the knowledge and researches of learners and teachers/instructors on the subjects they research, make contribution to the personal and professional development targets of teachers/instructors, support and increase interactions between teacher/instructor and learners, and (when Skype is used) quickly strengthen the potential for (remote) communication between classes and students/learners (Waters, 2008b), help learner to improve their language skills in language education (Correa, 2015) and contribute to the development of speaking skills, which is the most difficult skill to develop on the learners (Gün, 2015, p.102).

Relevant to the research topic, constructivist learning theory is a theory of learning that emphasizes the role of the learner in constructing his/her own knowledge. In this theory, learners are seen as active participants in the learning process, and they construct new knowledge by making connections between new information and their existing knowledge. Key principles of constructivist learning theory are that learners construct their own knowledge, knowledge is constructed through experience, learning is social, and is a lifelong process. Some implications of this theory, considering teaching processes are that instructors should provide students opportunities to construct their own knowledge, should create a learning environment that is supportive and inquiry-based, and should assess students' understanding by focusing on their ability to apply their knowledge to new situations. Other theories, related to the research topic are personal development theories and professional development models. Educational technologies cover several tools, such as in classrooms used smart boards, projectors, overhead projectors, VCDs, computers, printers, scanners, educational software, educational digital games, computer networks, websites, e-mails, etc. These technologies, technological devices contribute to the efficiency of lessons performed in classrooms. But also educational technologies can contribute to professional development of instructors. There are also some models for the professional development of instructors. Instructors' professional development (PD) is a crucial aspect of ensuring that they have the knowledge and skills to effectively instruct their students. In this regard, it can be said that effective models should be aligned with the goals of higher education institutions, should address instructors' needs, and should provide opportunities for active learning and collaboration. Some of the most common and effective professional development models are (1) individually guided development (IGD is a personalized approach to professional development that focuses on each teacher/instructor's individual needs and goals. In this approach teachers/instructors work with mentors or coaches to identify their areas of strength and weakness, and then develop personalized PD plans to address those areas.); (2) development and improvement (D&I is a school-wide approach to PD that focuses on improving student outcomes. In this approach teachers/instructors work together to identify school-wide goals.); (3) observation and assessment (O&A involves observing teachers/instructors in their classrooms and providing them feedback on their teaching practice.); (4) inquiry (It involves teachers/instructors developing and investigating their own questions about their teaching/instruction practice.); (5) collaborative learning (It involves teachers/instructors working together to learn new skills and knowledge. This can be done through a variety of methods, such as workshops, study groups and online courses.); (6) monitoring and coaching (It invosves providing teachers/instructurs one-on-one support from a more experienced colleague. This support can focus on a variety of areas, such as teaching/instruction strategies, classroom management, and assessment.); (7) professional learning communities (PLCs are groups of teachers/instructors who meet regularly to discuss their teaching/instruction practice and to learn from each other.); (8) professional development schools (PDSs are schools that are specifically designed to provide PD for teachers/instructors. PDSs are typically partner with universities or other educational institutions.); (9) technology integration (It involves prodiving teachers/instructors training and support on how to use technology to enhance their teaching/instruction and learning.); and (10) online professional development (OPD is a convenient and flexible way for teachers/instructors to learn new skills and knowledge.).

The concept of Web 2.0, the use of the Internet and Web 2.0 tools in education, the features of language learning and teaching in higher education, and the role of technology in language education are all covered in this study, along with pedagogical theories, the integration of the internet and Web 2.0 into education, using these tools to improve the efficiency of training and education processes, and instructor professional development. Additionally, some theories developed by various theorists regarding the research topic—such as professional development models and constructive learning theory—are thoroughly examined. Within the scope of the research, also a field research is carried out with the participation of English language instructors who work in higher education institutions in Ankara to find out the English language instructors' awareness of following and using the Internet and web 2.0 tools that help language learning and teaching in higher education. The findings of the research have been presented under the following themes; effects of demographic factors on English language instructors' engagement with technology in teaching English language (*Theme 1*); frequently used Web 2.0 tools by English language instructors (*Theme 2*); English language instructors' perceptions on and proficiency and preferences in using the Internet and Web 2.0 tools (*Theme 3*); and English language instructors' attitudes towards using the Internet and Web 2.0 tools in their teaching practices (*Theme 4*).

Problem

The problem of the research is to find out the English language instructors' awareness of following and using the Internet and web 2.0 tools that help language learning and teaching in higher education. The aim of the research is to clarify this problem of the research.

Research Questions

To reach the aim of this research some research questions are prepared, these are as follows:

- How do demographic factors such as gender, age, graduated department, teaching experience, and computer experience influence educators' engagement with technology in teaching?
- What kids of Web 2.0 tools do English language instructors frequently utilize?
- For which language skill do instructors mostly use the internet and Web 2.0 tools to improve?
- What factors influence English language instructors' decisions to adopt or resist the use of the internet and Web 2.0 tools in their teaching practices?

Significance of the Study

The importance of the thesis is multifaceted and extends to various stakeholders, including instructors, students, institutions, and the field of education as a whole. This awareness is crucial as it contributes to:

• *Enhanced Language Learning Outcomes:* The internet and Web 2.0 tools offer interactive and multimedia-rich environments that can significantly enhance language learning. When instructors are aware of and proficient in using these tools, they can create engaging and dynamic lessons that cater to diverse learning styles, resulting in improved language learning outcomes for students.

• *Student Engagement:* The internet and Web 2.0 tools may promote active student participation, collaboration, and self-directed learning. Instructors who are aware of these tools can design lessons that encourage students to take the responsibility of their own language learning journey, leading to higher levels of engagement and motivation.

• *Global Competence:* In today's interconnected world, language proficiency is a crucial aspect of global competence. English language instructors who use the internet and Web 2.0 tools can expose students to authentic language materials, cultural resources, and opportunities for international collaboration, preparing them for success in a globalized society.

• *Professional Development:* Awareness of and proficiency in using the internet and Web 2.0 tools contribute to the continuous professional development of English language instructors. Staying updated with technological trends and effective teaching methods may enhance their teaching skills and career prospects.

• *Institutional Advancement:* Institutions of higher education benefit from instructors who integrate technology effectively into their teaching. It can attract tech-savvy students, improve student satisfaction, and enhance the institution's reputation with innovative teaching and learning practices.

• *Alignment with the 21st-Century Skills:* Proficiency with technology and digital literacy are essential 21st-century skills. Instructors who incorporate the internet and Web 2.0 tools into their teaching help students develop these skills, making them more competitive in the job market.

In the end of this research it will be learned if the English language instructors who working in higher education institutions are aware of the internet and Web 2.0 tools and if they use these Web 2.0 tools and the internet in their learning and instruction processes does this helpul in learning and instruction processes of English language. The importance of the study comes from that.

1.5 Scope and Limitations

The research is carried out with the participation of English language instructors working in higher education institutions in Türkiye. Every research has ideally determined goals and some objectives to achieve the goal of the research. However, there may be some situations (limitations) that cause researchers to be unable to achieve some of their research objectives. Such situations are called limitations of the research.

Scope

Geographical Scope: This thesis will focus on English language instructors in higher education institutions in Türkiye. The findings may have broader relevance but will primarily pertain to Turkish context.

Instructor Focus: The primary focus of this research is English language instructors in higher education. It does not delve into other educational levels or subjects.

Web 2.0 Tools: The study will explore a range of Web 2.0 tools that are relevant to language learning and teaching. These tools may include social media platforms, collaborative document editing tools, virtual classrooms, and other interactive online resources.

Awareness and Utilization: The thesis will investigate both the awareness and utilization of the internet and Web 2.0 tools by English language instructors. It aims to understand the factors influencing instructors' awareness and the extent to which they incorporate these tools into their teaching practices.

Limitations

Generalizability: The findings of this research may not be universally applicable to all higher education contexts. They will be specific to Türkiye and may not represent the experiences of instructors in other countries.

Sample Size: The research will involve a sample of 100 English language instructors, which may not fully represent the diversity of instructors in higher education. A larger sample could provide more comprehensive insights but may be constrained by practical considerations.

Self-Reported Data: The study may rely on self-reported data from instructors, which can be subject to biases or inaccuracies. Efforts will be made to mitigate this limitation through careful survey and interview design.

Technological Advancements: The internet, Web 2.0 tools and the technological landscape are continually evolving. The study may not capture the most recent developments in technology, which could affect the relevance of findings.

External Factors: The research may not account for external factors (e.g., changes in institutional policies or societal events) that could influence instructors' awareness and use of the internet Web 2.0 tools.

CHAPTER 1

LITERATURE REVIEW

In this chapter, the literature on the research topic is researched, and the approaches and explanations provided by the studies conducted in the literature in relation to the subjects investigated in the study are summarized.

1.1. Web 2.0 Tools in Education

Web 2.0 is a phase of development in the field of Internet technologies. After the development of Web 2.0, the use of this technology in every field and in this context in the field of education has come to the fore. As a matter of fact, today it is seen that various Web 2.0 tools are used in education and training by teachers/instructors in the teaching processes of English lessons in classrooms and in line with their own development goals. Social networks, blogs, and podcasts are examples of Web 2.0 platforms that present new educational opportunities. Web 2.0-based environments are used in education because they facilitate social engagement, collaborative work, information access, and feedback (Morkoç and Erdönmez, 2014, p. 28). The goal of utilizing the Internet and Web 2.0 applications in education is to enhance both the teaching methods used by instructors and learning experiences of students.

The potential benefits of Internet and Web 2.0 tools in the field of education are as follows;

- **C**ollaborative learning: Collaborative learning is a method of learning a subject by students forming small groups and working together for a common goal to solve a problem or accomplish a task.
- *Effective learning:* Effective learning is learning methods that enable students to learn by actively participating in the teaching and learning processes.
- *Social learning:* Social learning is learning by observing other people's behavior.

- *Active learning:* Active learning is a learning method that enables the student to participate in what is done and to think about what he/she does (Can at al., 2019, p.89).

Some studies in the literature investigate the effects of Web 2.0 tools on educational processes. For example, in the study of Morkoç and Erdönmez (2014), it was found that the use of social media tools in educational processes is beneficial, the use of social media in teaching activities is more effective, and the use of social media in educational activities is more attractive (Morkoç and Erdönmez, 2014, p.44).

Table 1.
Opportunities for learning with Web 2.0 tools in higher education (Exter et al., 2012, p.218-219).

Publication	**Engage:** Web 2.0 tools help students engage with learning	**Social interaction:** Web 2.0 tools support social interaction in the learning process	**Conceptual understanding:** Web 2.0 tools enable students to work conceptual level of understanding	**Critical thinking:** Web 2.0 tools enable students to develop critical thinking	**Construct collaborative knowledge:** Web 2.0 tools enable students to collaborativelly build knowledge	**Construct individual knowledge:** Web 2.0 tools enable students to build their own knowledge
Cubric (2007)		●				
Kokkinaki (2008)	●	●	●	●	●	
Kovacic et al. (2007)		●	●			
Godwin-Jones (2003)					●	
Meishar-Tal (2010)		●		●		●
Tal-Elhasid and Meishar-Tal (2007)					●	
Thompson and Absalom (2011)					●	
Meishar-Tal and Gorsky (2010)				●	●	●
Cress and Kimmerle (2008)			●		●	●
Cole (2009)	●					
Elgort et al. (2008)		●			●	
Jackson et al. (2011)		●			●	
Green and Maxwell (2010)	●	●	●		●	
Notari (2006)	●				●	
Trentin (2009)		●			●	●

1.2. Language Learning and Teaching in Higher Education

Foreign language instruction activities are carried out in higher education institutions. Emerging Web 2.0 technologies and tools are becoming increasingly popular in education, especially higher education. According to the results of conducted researches on the use of instructional technologies in higher education; the use and potential of Internet and Web 2.0 tools in higher education are important (Aymerich-Franch and Fedele, 2015; Costa et al., 2016; Enskat et al., 2017; Procter et al., 2010; Ureña-Torres et al., 2017), but these tools' usage is not at the desired level (Can at al., 2019, p.88). Integrating the Internet and Web 2.0 tools effectively to instructors' teaching methods can improve the quality of language instruction in higher education. Empowering instructors with a range of interactive and collaborative Web 2.0 tools can create engaging and dynamic language learning environments, catering to diverse learning styles and preferences among higher education students. Web 2.0 has services such as wikis, blogs, content sharing sites, social networks etc. (Kahraman, 2010, p.13). Among these services, social networking services and social media sites are the most popular services of Web 2.0. In the field of high education, besides social networking services and other social media software relevant technologies and services include the following:

- blogs (online diaries can be on a wide variety of topics),
- microblogs,
- wikis (Wikis are social media tools where users can contribute to their content.),
- RSS (a web page notifier that allows easy tracking of newly added content, often used by news providers, blogs and podcasts),
- social tagging,
- social bookmarking,
- media sharing (Can at al., 2019, p.89).

The benefits of using the Internet and Web 2.0 tools in language learning and instruction in higher education revealed in several researches in the literature. According to conducted researches, used technologies play an important role in language education and provide various benefits, such as improving students' foreign language skills (Gün, 2015, p.102).

1.3. Role of Technology in Language Education

Developed technologies provide significant benefits when used in the field of education, as in every field. The role of technology in language education can be explained as follows:

- *Distance education technologies:* Developing technologies eliminate the need for a physical learning environment and the distance barrier in language education (Distance language education).

- *Obtaining the opportunity of interactive language learning and teaching by means of used technologies:* Because of the internet and Web 2.0 tools offer interactive and multimedia-rich environments they can significantly enhance language learning. When instructors are aware of and proficient in using these tools, they can create engaging and dynamic lessons that cater to diverse learning styles, resulting in improved language learning outcomes for students.

- *Getting a more interesting, attractive and funny English language learning:* Used technologies, such as the Internet and Web 2.0 tools, make language learning more attractive for students (Morkoç and Erdönmez, 2014, p.44).

- Increased efficiency of language teaching: Used technologies increase the effectiveness of language learning and teaching.

- Developed language skills of students: These tools help to improve students' language skills, e.g. speaking skills, which is the most difficult skill to develop on students. For instance in Correa's (2015) research it was seen that Skype conversations help students in improving their language skills (Gün, 2015, p.102).

- *Global competence:* English language instructors who use the internet and Web 2.0 tools can expose students to authentic language materials, cultural resources, and opportunities for international collaboration, preparing them for success in a globalized society.

1.4. Pedagological Theories and the Internet and Web 2.0 Integration

Pedagogical theories are theories used in education that try to explain how learning occurs. Technology is a powerful tool that can be used to improve the learning and teaching processes in education. In this context, it is given importance to successful integration of Internet and Web 2.0 tools into education and training processes in educational environments and the use of these technologies by students and teachers/instructors (Can at al., 2019, p.88). According to Akkoyunlu (2002)’s research, the Internet is not widely used in teaching processes in schools (Akkoyunlu, 2002, p.2). Cognitive learning theory argues that learning arises from mental processes and that students should think actively to acquire new knowledge and skills (*Active learning*). On the other hand, according to the social learning theory, which argues that learning occurs through observation, imitation and social interaction, students can learn new behaviors by watching their teachers, peers and other adults (*Social learning*). It’s reported from studies that learners develop socially when they collaborate with their more capable peers (Garrison and Cleveland-Innes, 2005; Exter et al., 2012, p.218). Social learning theory emphasizes the role of peers and the broader social environment in shaping an individual’s behavior, attitudes, and knowledge. The general aim of education is to provide students with positive permanent behaviors through learning. One of the potential benefits of Internet and Web 2.0 tools in the field of education is that they provide active learning, while others provide social learning and interactive learning. In addition, these tools provide collaborative learning by supporting cooperation between students (for example, doing homework and projects together)(Can at al., 2019, p.89). The integration of Web 2.0 tools in English language learning within a social learning framework can leverage the power of social interactions, observation, and imitation to enhance language acquisition. Web 2.0 tools provide opportunities for English learners to engage with peers, observe language use, collaborate, and receive feedback, creating a social environment that supports the principles of Social Learning Theory in language learning. Regarding constructivist learning theory, it argues that students learn by creating new information from what they currently know. According to the learning theory known as constructivism, people actively create their own knowledge and understanding of the world by drawing on their past encounters, worldviews, and interactions with it. In order to make sense of new knowledge, students are encouraged to actively think and solve problems, according to this theory. Constructivism claims that when students actively participate in their education and are able to connect newly learned material to preexisting mental models, they are more likely to retain and apply what they have learned. Technologies, such as the Internet and Web 2.0 tools, encourage students to think more, solve problems and be creative. When computers etc. educational technologies are used in classrooms, they can provide more interactive and effective learning (*Effective learning*). Web 2.0 tools refer to a set of web-based technologies and applications that facilitate user-generated content, collaboration, and interaction. The interaction feature is the most important feature of web 2.0 tools used in education besides other fields. When used by teachers/instructors in classrooms, Web 2.0 tools increase the interaction between both students and students, and students and the teacher. These tools encourage student participation in class. These are important advantages in educational environments. The integration of the internet and Web 2.0 tools in English language learning within a constructivist pedagogical framework can enhance the learning experience by promoting active, social, and collaborative learning, as well as providing opportunities for learners to create and personalize their language learning journey. These tools can help learners construct their own understanding of the English language and culture by actively engaging with authentic materials and interactions. According to the conclusions of Exter et al. (2012)'s study pedagogical requirements and curriculum intent should be closely connected to the design and integration of Web 2.0 technologies (Exter et al., 2012, p.216).

1.5. Utilizing the Internet and Web 2.0 to Increase the Effectiveness of Education and Teaching Processes

In higher education, the Internet and Web 2.0 tools can also be used in education and instruction processes. The use of these tools in education and instruction processes can provide the following benefits:

- *Helping students do their homework:* With the help of these tools, students can research homework topics and do their homework easily (Morkoç and Erdönmez, 2014, p.44).

- *Making education more attractive for students:* These tools make lessons more interesting for students (Morkoç and Erdönmez, 2014, p.44).

- *Increasing student motivation for the lesson:* According to Ryan and Deci (2000), being motivated means taking action to do something (Kolaylı Birinci, 2015). These tools increase students' motivation in lesson. When teachers integrate technology effectively into their teaching, it can improve student motivation. A student's motivation for the lesson is an orientation (stimulation) towards the lesson; it increases his/her interest in the lesson and in this way his/her understanding of the lesson. Accordingly increasing student' motivation for the lesson positively affects his/her success in the lesson.

- *Increasing student (concepts and knowledge) learning:* These tools positively affect and increase students' learning (Exter et al., 2012, p.218).

- *Increasing student participation in lesson:* These tools increase students' participation in lesson. These tools may promote active student participation, collaboration, and self-directed learning. Instructors who are aware of these tools can design lessons that encourage students to take the responsibility of their own language learning journey, leading to higher levels of engagement and motivation.

- *Increasing student academic success:* These tools play a role in student success. Internet and Web 2.0 applications can contribute to student success by encouraging student motivation and participation in class.

- *Increasing interaction of students with their teachers/instructors and each other in the classroom:* Internet and Web 2.0 applications, when used by teachers/instructors in the classroom, support students' interaction with each other and with their instructors. The findings of the study by Exter et al. (2012) indicate that resilient interactions between students and teachers as well as between students themselves are clearly necessary for effective learning. In the context of higher education, Web 2.0 tools can be useful since they facilitate social interaction between students and teachers during the learning process (Exter et al., 2012, p. 216, 218).

- *Skills development in the student:* Web 2.0 tools enable students to develop desired skills such as problem-solving skills (Exter et al., 2012, p.218), language skills etc. In Gün (2015)'s study the researcher investigated the effect of talking via Skype application by voice and video call on the speaking skills of students in teaching Turkish as a foreign language. At the end of this study, it was found that such applications have a positive effect on the speaking skills of the learners. According to the results of this research, Skype contributes to improving the speaking skills of Turkish learners (Gün, 2015, p.104).

- *Positive classroom atmosphere:* These tools contribute to a positive atmosphere in classrooms.

- *Increased efficiency of teaching/instruction:* When the internet and Web 2.0 tools adapted by English language instuctors to their teaching processes these tools can increase the efficiency of language instruction (Morkoç and Erdönmez, 2014, p.44). By these tools lessons become interactive and more effective.

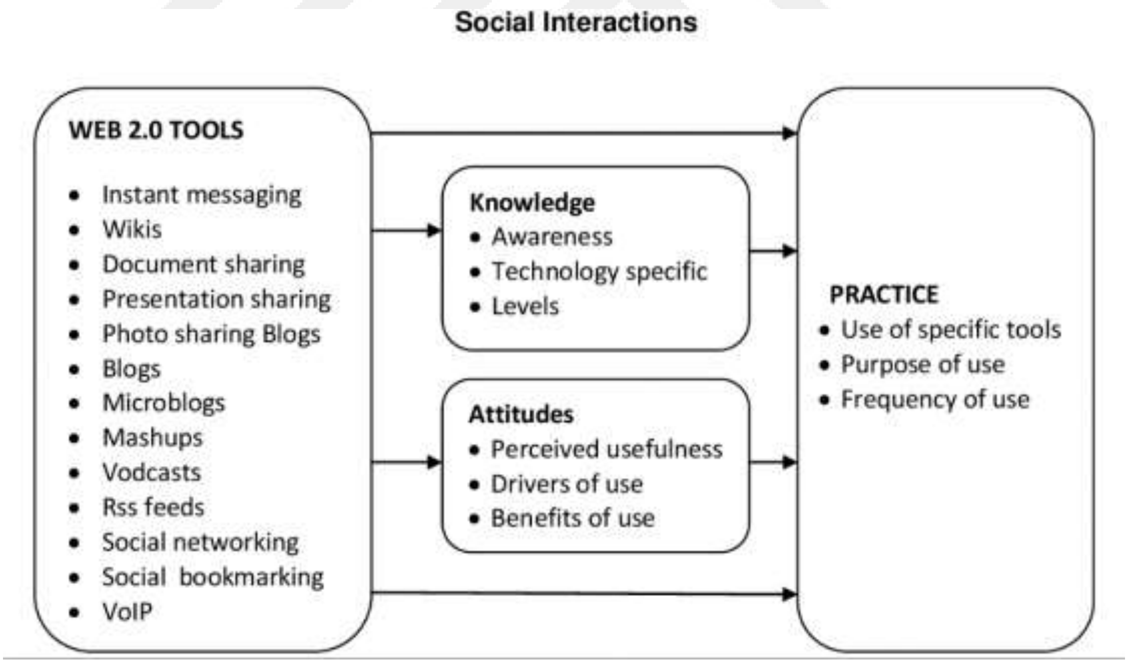

Figure 1. Knowledge, attitudes and practice model of Web 2.0 tools (Matingwina, 2014).

Table 2.
Problems and challenges for the use of Web 2.0 tools by students in higher education (Exter et al., 2012, p.220).

Publication	**Content:** Issues editing & deleting, commenting on peer work.	**Process:** Accountability of students for participation; Student role versus the role of the tutor/lecturer.	**Guidance:** Inexperience, poor past experience & fear.	**Teacher presence:** Need for teacher/ instructor participation.	**Solitary learners:** Student unprepared for shared authoring & group work experience.	**Design & pedagogy:** Scaffolding; Pedagogic potential needs to match tool design, task authenticity.
Cubric (2007)	●					
Kokkinaki (2008)	●	●				
Meishar-Tal and Gorsky (2010)	●		●	●	●	
Cress and Kimmerle (2008)				●		
Cole (2009)			●			●
Elgort et al. (2008)		●			●	●
Jackson et al. (2011)		●	●			●
Green and Maxwell (2010)	●	●	●			
Reynard (2009)		●	●	●		●
Shivetts (2011)		●	●	●		
Ke (2010)				●		
Garrison (2004)				●		●
Resta (2007)						●
Jones (2007)						●
Da Lio et al. (2005)	●					
Ioannou and Artino (2009)	●					
Choy and Ng (2007)						●
Ke and Carr-Chellman (2006)		●			●	

The questions highlighted in the researches conducted in the literature on the use of Internet and Web 2.0 tools in increasing the effectiveness of education and instruction processes are as follows: Usable and beneficial Web 2.0 tools in education and instruction processes (which tools can be utilized by instructors that can provide benefit in their instruction?), students' state of use, experience and ability to use these technologies, instructors' familiarity with these tools and comptence in use these tools, English language instructors' awareness and understanding of these tools, integrating these tools effectively into their teaching methods, their skills and knowledge needed to navigate and utilize these tools proficiently, both for enhancement the educational experience of their students and for their personal development, besides instructors' willingness to use these tools in the lesson and their ability to use these tools effectively (by ensuring that they can use them, e.g. by being trained in the use of the Internet and its technologies)(Akkoyunlu, 2002, p.1-2), why they choose to use these tools, how these tools can enhance language learning and instruction experiences in higher education settings, also the effect of demographic characteristics on instructors' use of these tools in classes, frequently utilized Web 2.0 tools by instructors, mostly utilized Web 2.0 tools by instructors to develop the students' language skills, factors which have effects on the decisions of instructors to adopt or resist the use of these tools in their teaching practices, also instructors' ability to use these tools for their own personal development and whether the administrators of educational institutions encourage the use of these technologies in the institution.

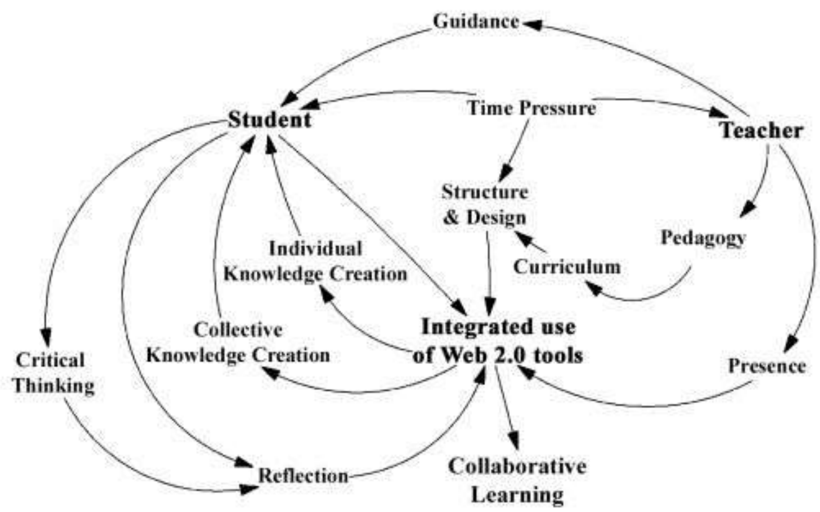

Figure 2. Conceptual concept of a Web 2.0 community of inquiry, showing how students and teachers interact while using Web 2.0 tools in unison (Exter et al., 2012, p.218).

It is supposed that instructors should first become familiar with the Internet and Web 2.0 tools in order to use them in their personal development and instruction processes. Together with this, also these tools should be integrated into the educational processes of higher education institutions so that instructors can use these tools and evaluate these tools' effects and benefits on language teaching processes. Besides the effects of these tools on language teaching, it is also important for instructors to use these technologies for their own personal development.

In the study competencies of instructors regarding computer and the Internet use have been investigated. It can be said that Web 2.0 technologies that are frequently used in the field of education are blogs, wikis, podcasts, video sharing sites and social networks (Baran and Ata, 2013, p.195). For instance wikis and blogs can be used in online social interaction (Picciano, 2002; Beldarrain, 2006; Boulos et al., 2006; Cubric, 2007; Kovacic et al., 2007; Kokkinaki, 2008; Liu et al., 2010) and collaborative learning (Godwin-Jones, 2003; Reinhold, 2006; Reinhold and Abawi, 2006; Tal-Elhasid, 2007; Meishar-Tal, 2010; Thompson et al., 2011). In the case of wikis, web 2.0 technologies facilitate communication via asynchronous interaction design options (Exter et al., 2012, p.219).

Benefits of blogs are as follows:

- Rapid feedback can be sent between students and teachers via blogs.
- Students' blogs can provide opportunities for learning from one another.
- It is simple to update assignments and homework on blogs.
- Students can support one another and obtain answers to various questions from various viewpoints by using comments.

Benefits of wikis are as follows:

- Wikis facilitate collaborative sharing of knowledge as well as communication (Exter et al., 2012, p.217).
- Wikis can be used to share ideas, organize content, and for student projects.
- Student groups can carry out their research projects via wikis.
- A book or magazine written collaboratively by students can be created.
- Wikis can create an area for discussion and negotiation for the class.

- Wikis can also be utilized as a location to regularly gather and keep resources for online study.

Benefits of picture/photo sharing are as follows:

- Pictures or photographs previously used in the classroom can be shared, and notes and comments can be added to them.

- Shared photos might be used to construct a presentation.

- Through tags, details about the locations and occasions the photos were taken can be obtained for use in the classroom.

- Users from all over the world can provide feedback on student presentations.

- It is possible to construct a visual material library that students can access whenever they want.

Benefits of video sharing are as follows:

- Teachers can record and distribute their own instructional videos on their own or with students on them.

- You may find a lot of educational videos on video sharing websites.

Benefits of RSS use are as follows:

- In educational settings, using RSS not only saves time but also fosters professional content development by providing updated information.

- Information flow can be provided from sources that are difficult to access.

Benefits of social networking are as follows:

- Social networks bring social media and personal learning applications together under one roof.

- Through links, social networking sites allow groups to access other educational Web 2.0 applications from a single source (Morkoç and Erdönmez, 2014, p.28-29).

Teachers/instructors can guide their students by giving them projects, homework and social responsibilities via the internet and social networks through individual or group work (Kulak and Ayparçası, 2019, p.30).

Based on a 2013 study by Baran and Ata, university students preferred to use social networking sites and instant messaging services than blogs, wikis, podcasts, and video sharing websites. They also showed a higher level of proficiency for these platforms (Baran and Ata, 2013, p. 193). In Morkoç and Erdönmez (2014)'s study it was found that students that participated to the research gained experience as they used social media, students found social media applications simple and understandable, and that faculty members and school administration encouraged their use of social media (Morkoç and Erdönmez, 2014, p.44).

1.6. Professional Development for Instructors

In higher education institutions worked instructors can use Internet and Web 2.0 tools for instruction purposes. Mainly used Web 2.0 tools by faculty members at universities are Facebook, Instagram, Youtube, Twitter, LinkedIn, etc. (Can at al., 2019, p.94)(below Figure 2.3).

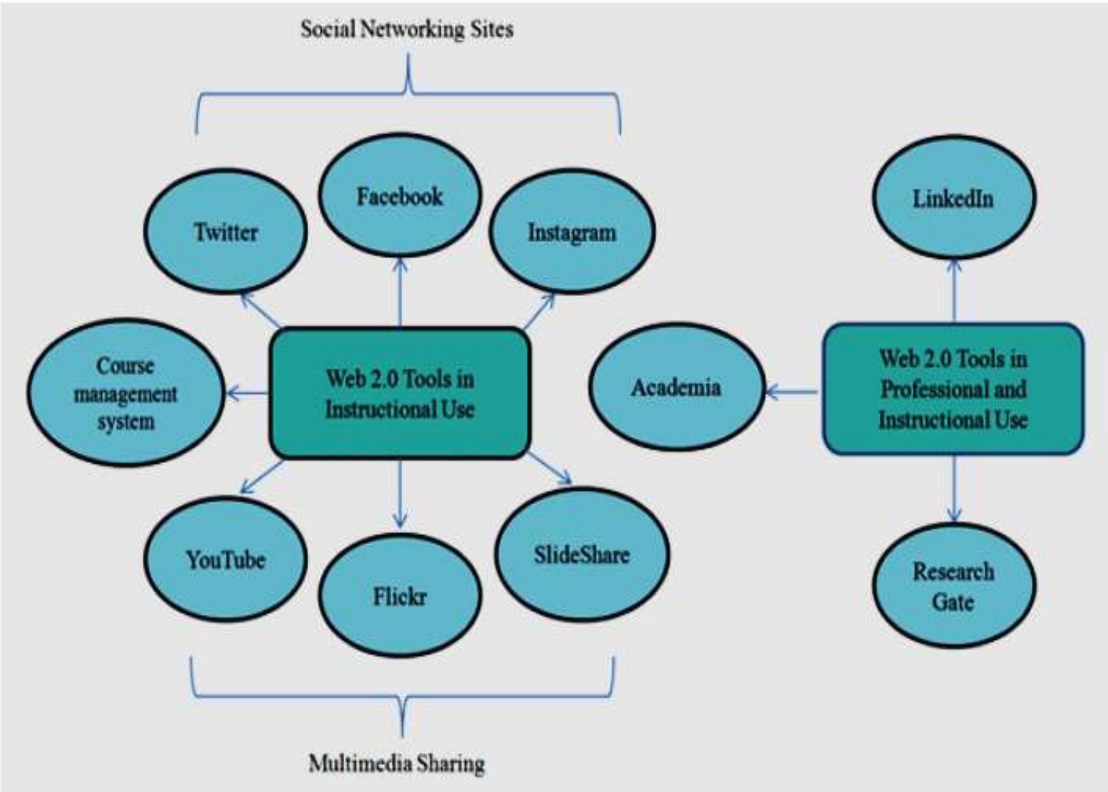

Figure 3. Major web 2.0 tools used by the faculty members (Can at al., 2019, p.94).

Instructors can also use the Internet and Web 2.0 tools in line with their personal needs and development goals.

Instructors can use Internet and Web 2.0 tools in line with their personal development goals in the following ways:

- *To conduct researches in his/her field:* These tools contribute to the knowledge and research targets of instructors on the subjects which they research.

- *To access current developments and information/knowledge in the field:* By the Internet and Web 2.0 tools instructors can access to knowledge on latest developments in their field.

- To save time in accessing professional information.

- To provide information flow from hard-to-access sources.

- To prepare questions for exams.

- For accessing and reading literature resources that will benefit their personal development and to adapt the information they obtained from those resources (Akkoyunlu, 2002, p.1).

- To facilitate lesson preparations.

- For increasing the efficiency of instruction in classrooms.

- To maintain interaction with students outside of class (e.g. to give homework to students and to deal with students' problems one-on-one, if any)(Morkoç and Erdönmez, 2014, p.29).

- For increasing interactions with the students' parents and developing relationships with them.

Because of these possibilities (above stated), which the Internet and Web 2.0 tools can provide to instructors, English language instructors should adapt these tools to their instruction processes and use for their personal development aims. English language instructors' awareness to these tools and proficiency in using these tools contribute to their instructions and continuous professional development. These tools contribute to the personal and professional development of English language instructors. English language instructors should constantly follow the latest developments in the field of educational technologies and have knowledge about new educational technologies, be able to use suitable (usable) educational technologies effectively in the lesson, and in this context should improve their skills in using Internet and Web 2.0 tools. By staying updated with technological trends and effective teaching methods English language instructors can enhance their teaching skills and career prospects.

Institutions of higher education benefit from instructors who integrate technology effectively into their instruction. It can attract tech-savvy students, improve student satisfaction, and enhance the institution's reputation with innovative teaching and learning practices. Today's university students are tech-savvy. When instructors effectively integrate technology into their teaching processes, students like this, became satisfied, and students' interest to and participation into the lessons increases. Thus, innovative teaching and learning practices in higher education institutions can also have an impact on students' academic success. Not only students but also higher education institutions benefit from this stage and potential. Because, while students' understanding of the lessons and their school success increase, together with the reputation of the higher education institutions where they receive education increase.

CHAPTER 2

THEORETICAL FRAMEWORK

In this chapter, theoretical framework on constructivist learning theory, technology integration frameworks and professional development models is clarified.

2.1. Constructivist Learning Theory

According to the learning theory known as constructivism, people actively create their own knowledge and understanding of the world by depending on previous experiences, beliefs, and interactions with it. Within a constructivist view of learning, "*the learners' task is not to acquire a body of encyclopaedic knowledge that must be internalized, but rather to decide on what needs to be learned, how the input relates meaningfully to each individual's needs, and how the learning experience is shaped and adapted over time, within a constructivist view of learning*." (Kern, 2013). Constructivist learning theory aligns with the Internet since it promotes student autonomy (Luzón-Marco, 2002), a skill that today's students need to improve (Felix, 2005; Kern, 2013). With the development of Internet technologies, Web 2.0 tools have emerged (Kahraman, 2010). Today, these tools can also be used in language teaching/instruction. In higher education these tools are used by students, but also needed instructor participation (Garrison and Cleveland-Innes, 2004; Cress and Kimmerle, 2008; Reynard, 2009; Meishar-Tal and Gorsky, 2010; Ke, 2010; Shivetts, 2011).

There is a relationship between Web 2.0 tools and students' construction of individual knowledge. According to many literature researches, in higher education Web 2.0 tools enable students to build their own knowledge (Cress and Kimmerle, 2008; Trentin, 2009; Meishar-Tal, 2010; Meishar-Tal and Gorsky, 2010). Constructivism claims that when students actively participate in their education and are able to connect newly learned material to preexisting cognitive frameworks, they are more likely to retain and apply what they have learned.

There is a relationship between Web 2.0 tools and students' engagement with learning. According to some literature researches, in higher education Web 2.0 tools help students engage with learning (Notari, 2006; Kokkinaki, 2008; Cole, 2009; Green and Maxwell, 2010). In constructivist learning theory, learners are seen as active participants in the learning process, and they construct new knowledge by making connections between new information and their existing knowledge.

There is a relationship between the Internet-and-Web 2.0 tools and students' participation, collaboration and self-directed learning. The internet and Web 2.0 tools may promote active student participation, collaboration, and self-directed learning. Instructors who are aware of Web 2.0 tools can design lessons that encourage students to take the responsibility of their own language learning journey, leading to higher levels of engagement and motivation. Constructivist learning theory argues that learning occurs through students constructing new knowledge based on the knowledge they already know. To acquire new knowledge students should think actively. This ensures active student learning; "*Learning a language is an active, mainly social process where a learner develops and builds his own constructs through interacting and using the language*." (Stannard and Basiel, 2013). Language is believed to be taught and developed by interactions with other students rather than being imparted to the user by the teacher (O'Dwyer, 2006). "*The view that classroom knowledge is socially constructed rather than being merely transmitted from teacher to student has made a significant impact in English language teaching*." (Smith, 2001; Stannard and Basiel, 2013).

There is a relationship between Web 2.0 tools and students' content-generation, collaboration and interaction. Web 2.0 tools facilitate user-generated content, collaboration, and interaction. According to many literature researches, in higher education Web 2.0 tools support social interaction in the learning process (Cubric, 2007; Kovacic et al., 2007; Elgort et al., 2008; Kokkinaki, 2008; Trentin, 2009; Meishar-Tal, 2010; Green and Maxwell, 2010; Jackson et al., 2011). Web 2.0 tools enable users to create, share, and collaborate on content.

There is a relationship between Web 2.0 tools and constructing knowledge through collaborative work. According to many literature researches, in higher education Web 2.0 tools enable students to collaborativelly build knowledge (Godwin-Jones, 2003; Notari, 2006; Tal-Elhasid and Meishar-Tal, 2007; Kokkinaki, 2008; Cress and Kimmerle, 2008; Elgort et al., 2008; Trentin, 2009; Green and Maxwell, 2010; Meishar-Tal and Gorsky, 2010; Jackson et al., 2011). The integration of Web 2.0 tools in English language learning within a constructivist pedagogical framework can enhance the learning experience by promoting active, social, and collaborative learning, as well as providing opportunities for learners to create and personalize their language learning journey. Web

2.0 tools can help learners construct their own understanding of the English language and culture by actively engaging with authentic materials and interactions.

There is a relationship between Web 2.0 tools and students' conceptual understanding. According to some literature researches, in higher education Web 2.0 tools enable students to work conceptual level of understanding (Kovacic et al., 2007; Kokkinaki, 2008; Cress, 2008; Green and Maxwell, 2010). With the examples given, the use of Internet and Web 2.0 tools in language instruction at universities can provide significant benefits. The internet and Web 2.0 tools offer interactive and multimedia-rich environments that can significantly enhance language learning. When instructors are aware of and proficient in using these tools, they can create engaging and dynamic lessons that cater to diverse learning styles, resulting in improved language learning outcomes for students. Instructors who are aware of these tools can design lessons that encourage students to take the responsibility of their own language learning journey, leading to higher levels of engagement and motivation. To increase English language instructors' awareness and understanding of the internet and Web 2.0 tools, integrating these tools effectively into their teaching methods, improving the quality of language instruction in higher education. Various Web 2.0 tools can be used by instructors in their instruction processes, such as the wiki helps an instructor realise his/her beliefs about language learning as a social constructivist endeavor (Slaouti et al., 2013).

2.2. Technology Integration Frameworks

It's critical to understand the factors that prevent educators from using technology into the classroom successfully. Among these include the absence of a comprehensive framework for technology integration and a purposefully created instructional model to direct educators in integrating technology (Korucu Kış, 2017).

There are available some developed technology integration models, such as the Technology Acceptance Model (TAM), the SAMR (Substitution, Augmentation, Modification, Redefinition) model, the Instructional Technological Competence (ITC) framework and S-TECHNO instruction model. These technology integration models can be used to address to explain how and why instructors adopt and use Web 2.0 tools. These theories are related to the integration of technology in education.

Technology Acceptance Model (TAM)

*Purpose***:** TAM is primarily a model used to assess and predict users' acceptance and adoption of technology. It focuses on explaining why users do or do not accept a particular technology.

Components: TAM consists of two main variables - perceived usefulness and perceived ease of use. If users perceive a technology as useful and easy to use, they are more likely to accept and use it.

Relationship with Web 2.0 tools: When it comes to Web 2.0 tools, educators and students' acceptance of these tools can be analyzed using TAM. If educators and students perceive that Web 2.0 tools are useful and easy to use for enhancing teaching and learning, they are more likely to adopt and integrate these tools into their educational practices.

SAMR Model (Substitution, Augmentation, Modification, Redefinition)

Purpose: SAMR is a framework for evaluating the level of technology integration in education. It focuses on the depth and impact of technology use in instructional design and learning experiences.

Levels: The four levels of technology integration are defined by SAMR as follows: Redefinition (technology enables new tasks that were previously unthinkable), Augmentation (direct replacement of technology with improved functionality), Modification (technology permits a major overhaul of tasks), and Substitution (technology as a direct substitute with no functional change).

Relationship with Web 2.0 tools: The SAMR model can be applied to assess how Web 2.0 tools are used in education. For example, using a blog platform for writing assignments (Substitution) is different from leveraging it for collaborative, multimedia projects (Redefinition). Educators can strive to move up the SAMR ladder by utilizing Web 2.0 tools in ways that transform and enhance the learning experience.

In practice, these two models can complete each other. TAM can help educators and institutions understand the factors affecting the initial acceptance and adoption of Web 2.0 tools. Once accepted, the SAMR model can guide educators in progressively improving and innovating their teaching practices through the meaningful integration and redefinition of learning experiences using these tools. Ultimately, the aim is not just to have teachers and students accept technology but to use it in ways that genuinely enhance the teaching and learning process.

In addition to these two models, the S-TECHNO instruction model and the ITC framework are also available. Although most researchers highlight the absence of a comprehensive framework for technology integration, some (such as Angeli and Valanides, 2009; Archambault et al., 2010; Goktas et al., 2009; Lawless and Pellegrino, 2007; Ottenbreit-Leftwich et al., 2012) suggest that the unevenness of teacher preparation programs with regard to technology education is caused by the absence of a purposefully created instructional model for technology training (Korucu Kış, 2017). To successfully integrate technology into the teaching and learning process, teachers must possess an integrated set of technological awareness, beliefs, knowledge, and abilities, which is known as ITC (Korucu Kış, 2017). The relationship between instructional technology competency and its components is shown below in Figure 3.1.

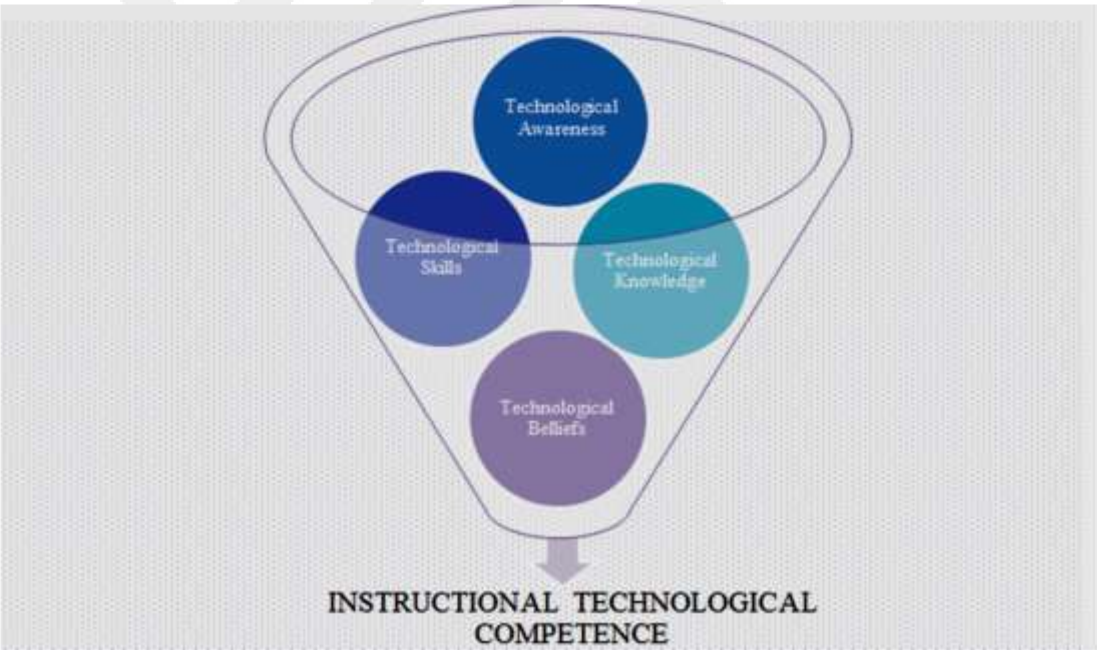

Figure 4. Instructional Techonogical Competence (Korucu Kış, 2017).

According to 3.1 the components of ITC are technological awareness, technolocial knowledge, technological beliefs and technological skills. The S-TECHNO Model, a new instructional model for courses using instructional technology, has been introduced inside this framework. By encouraging the notion of technology as a seamless partner in the teaching and learning process, the S-TECHNO Model has been presented as a means of improving the instructional technological competence of student teachers.

The theories behind the constructivist philosophies form the basis of the S-TECHNO model's foundation. The conceptual change hypothesis is one of these theories. Four separate but connected constructs—technological awareness, beliefs, knowledge, and skills—can be combined with this approach (Posner et al., 1982; Korucu Kış, 2017). Figure 3.2 shows the operation of the S-TECHNO model.

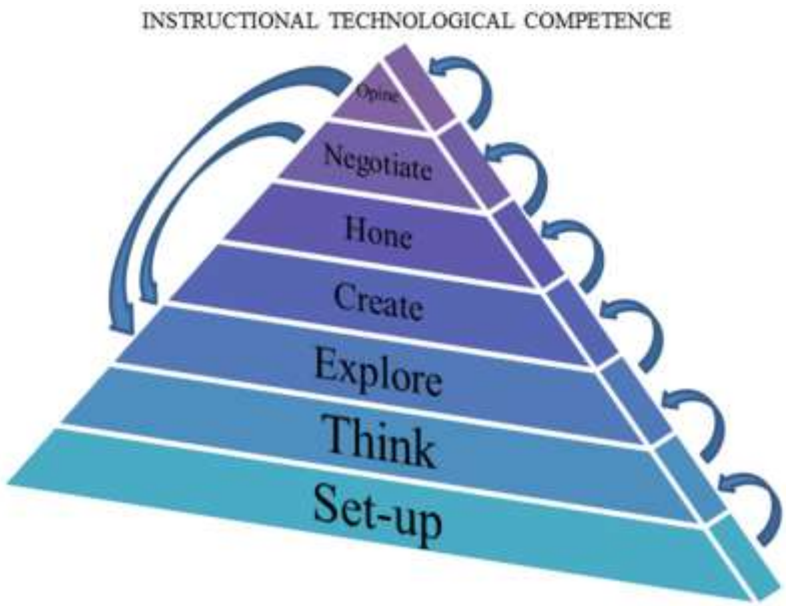

Figure 5. The S-TECHNO Model (Korucu Kış, 2017).

In Korucu Kış (2017)'s study the researcher gives detailed information about that model; "*S-TECHNO model provides a sequence of instruction employed at the lesson level. It consists of two main units: set-up and operation. The unit of set-up (S) aims to put student teachers in readiness for operation. The unit of operation consists of six phases- think (T), explore (E), create (C), hone (H), negotiate (N), opine (O) and attempts to bridge the gap between theory and practice by interweaving lectures, readings, discussions, inquiry, design, presentations, applications, feedback, reflection and formative assessment. Each stage has a specific function but a single purpose which is helping students go through a conceptual change process culminating in the conceptualization of technology as a smooth partner in language teaching. The model has a linear structure; yet it may sometimes be essential to turn back to the previous phases before going forward. For example, after negotiate or opine phases, student teachers may need to go back to the "explore" phase and repeat the "create and hone" phases if they and their peers are not satisfied with activities done in the "hone" phase.*" (Korucu Kış, 2017).

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, research methodology of the study is clarified.

3.1. Research Method

The study is a quantitative research. Quantitative research is a research that collects quantitative data from large-scale samples in order to test previously formed questions, analyzes these data statistically and aims to generalize the findings. Scientific researches in general divided into two containing quantitative researches and qualitative researches. In quantitative researches hypotheses are established and these researches have various variables; in this researches the relationships between variables are examined (Altunışık et al., 2007, p.24). Quantitative researches have own to it some characteristics. For instance, in quantitative researches (used) method is the main thing. Also in quantitative researches, variables can be determined with precise boundaries and the relationships between them can be measured. The aim of quantitative researches is to generalize, make predictions and explain causality (Yıldırım and Şimşek, 2008, p.49). In quantitative researches, data is collected through data collection techniques using standardized data collection tools. Among these techniques, there is also survey (Gönç Şavran, 2009, p.92).

3.2. Data Collection Tools

The research is a survey research (Karasar, 1998, p.35). Survey research is a quantitative research method. Survey is a method of obtaining data by having research participants respond to questions created in a predetermined order and structure. Surveys enable the researcher to obtain data that can answer research questions (Kuzu, 2013, p.95). The strengths of the survey method are as follows:

- Survey method enables the collection of large-scale data quickly and at low cost.
- Data collection tools are standard, allowing other researchers to repeat the same research (Gönç Şavran, 2009, p.95).

In order to prepare a successful survey, a certain process should be followed. The stages of this process are as follows:

- statement of the (research) problem,
- selection of participants,
- formation of questionnaire form,
- investigating the validity of the questionnaire,
- survey application
- and survey monitoring studies (Gay, 1987).

First of all, the purpose of the survey and the information to be obtained through the survey should be revealed. After the purpose is revealed, it is necessary to determine who will answer the survey. After this stage, the questionnaire form that will be used to collect the necessary data for the research should be formed, and the validity of this form should be questioned. Validated questionnaire forms become now ready to be distributed for survey participants to answer. Monitoring studies also need to be carried out to increase the response rates of the distributed questionnaires and to ensure that the study continues on track. Questionnaire forms can be distributed by hand and participants can answer them, or participants can answer the questionnaire questions on the internet or via posting them. Distributing by hand and then collecting is the type of survey used if the participants in the survey are concentrated in a certain region. The more participants participate in survey research, the more accurate the research becomes. For this reason, survey research is carried out with as many participants as possible. Quantitative data is obtained from survey researches (Gönç Şavran, 2009, p.80). Quantitative data (findings) of the research emerge as participants answer the statements/questions in the questionnaire form. The findings of the research are then analyzed using statistical methods and the results of the research are presented. SPSS program is used for this purpose. In survey researches, some hypotheses are established on the subject under investigation, and the accuracy of these hypotheses is tried to be verified with the data obtained from the survey. A hypothesis is a statement about the relationship between two or more variables that can be verified or falsified. In other words, they are claims about possible solutions to the research problem that have not yet been tested as true or false

(Gönç Şavran, 2009, p.107). Survey questions or statements are created as a result of literature research, based on the scales developed by researchers in the literature. The arrangement of the questions to be included in a survey and the design of the survey affect the success of the survey. The survey should include as many questions as necessary in accordance with the purpose of the research. Participants give up answering the survey when they encounter too many questions. In addition, attention should be paid to the format and order of the questions in the survey. Different types of questions are included in the surveys. The survey includes demographic questions that describe the respondents, factual questions that ask for information about the respondent's experience or behavior, and judgmental questions regarding the respondents' interests, attitudes or perceptions on any subject (Kuzu, 2013, p.95-96). Some points need to be taken into consideration in the questions in the surveys, and these points are listed as follows;

- Avoiding questions that would reveal the respondent's identity.
- Giving possible answers to closed-ended questions as options.
- Asking only one subject in a question.
- Ensuring that the questions are understood in the same way by all respondents.
- The language to be used in questions should be simple: The language to be used in questions should be simple and it should be avoided from using technical terms and special words.
- Make sure the questions are short, understandable and simple: Questions should be as short, clear and comprehensible as possible, and should be asked in simple terms that everyone can understand. In order for the questions not to be ambiguous, it should be clear what exactly is being asked, when it is being asked, the question should be clear enough to avoid misunderstanding, and the question sentence should be kept as short as possible. In addition, it is necessary to make sure that the words used when asking the question have the same meaning for everyone (Gönç Şavran, 2009, p.83).
- Ensuring that the questions are consistent.
- Not using more than one negative statement in the same question.

- Not asking hypothetical questions.
- Avoiding complex and multiple meaning questions.
- Ensuring that each question includes only one item to be measured.
- Questions should be asked objectively, leading statements should not be used, and respondents should not be leaded.
- Communicating the limits of the desired answer to the respondent in a clear and understandable manner.
- Not challenging the knowledge level of the respondents.
- Considering the impact of social preferences.
- If the respondents have sufficient knowledge to answer the question and understand the question but do not want to answer, they should not be forced, and categories such as "I don't know" or "I have no idea" should be added to the answer categories when preparing the questions (Gönç Şavran, 2009, p.84).
- Placing control questions in different places (Baş, 2005; Ural ve Kılıç, 2006; Kuzu, 2013, p.97).

The survey should be well readable, understandable and contain necessary explanations, be divided into sections, and each section must be named in connection with the questions it contains. The sections created should be in a certain logical order depending on the purpose of the researcher. The first questions of the survey should be questions that the respondents can understand and enjoy. The fact that the first questions of the survey are questions that the respondents can understand and enjoy increases the motivation of the respondents. The number of questions to be included in a survey should be appropriate to the characteristics of the population and the purpose of the research, because one of the most important determinants of response rates is the length of the survey. Field and expert knowledge is used to test the validity of the prepared survey form, that is, whether it contains questions appropriate for its purpose and whether the questions are understood. It is useful to consult experts working in the field that the survey serves. After corrections and suggestions from experts, researcher gives the final form to the survey form. The final survey form is tested before actual application. In other words, a pilot study is carried out. The pilot study enables to determine whether the survey works in the real field, the questions that do not work, the effect of questionnaire form on the respondents, which questions the respondents avoid answering, and the time it takes to respond the survey. It can be said that it is sufficient to conduct the pilot study on a group of at least 10 people (Altunışık ve ark., 2005; Balcı, 2001). At the end of the pilot study, any problems that arise are resolved and the survey is made ready for real application. Monitoring studies are also carried out to ensure that the survey implementation period runs smoothly and to increase the return rates of the distributed questionnaires (Kuzu, 2013, p.97-98).

In this study, a survey which has already been used in another study is adopted (see *Appendices*). It has Likert-type items. Participants respond to these Likert-type items. The survey is self-administered and is divided into four sections. The participants' demographic information is examined in the first section. The purpose of the second section is to find out how frequently participants use Web 2.0 tools and the internet. The purpose of the third section is to collect data regarding the participants' level of comfort utilizing certain computer and Internet apps. The goal of the fourth and final section is to learn how participants feel about using Web 2.0 tools and the internet for educational purposes.

3.2.1. Survey

The data collection tool of the research is survey method. Surveys are among the primary methods of collecting data. When researchers need primary data in their scientific research, they can collect this data with survey tool. Survey is a data collection technique that involves asking pre-prepared questions to respondents face to face, on the internet, by mail and by phone. The types of questions asked in surveys include factual questions and questions relating to behaviors, beliefs, attitudes and intentions. Survey method is the most used research method in scientific studies carried out in every field (Gönç Şavran, 2009, p.83). By survey method data are collected from a set of respondents. Survey method has many benefits and advantages. For instance;

- *data can be collected from large audiences using the survey method;* through surveys, it is possible for researchers to collect data from wide audiences and make the results more generalizable,

- *data can be collected in a short time using the survey method;* surveys can be administered more quickly than other data collection methods; this allows researchers to collect more data in less time,

- *the survey method is a cheap method;* surveys are less costly than other data collection methods; this allows researchers to collect more data,

- *in the survey method, data can be collected systematically;* surveys are administered using predetermined questions and response options; this allows data to be collected in a more systematic and comparable way,

- *in the survey method, data can be easily analyzed;* survey data is often analyzed using statistical analysis; this allows researchers to draw more meaningful conclusions from the data obtained.

In this research, in order to collect data from the participants concerning their awareness and attitudes towards using and following the internet and Web 2.0 tools, the survey method is used. A "Questionnaire Form" is presented to the participants and they are asked to answer the questions on this Form. Before the participants answered the questionnaire, the purpose of the questionnaire was clearly explained to them.

3.3. Participants

In general all researches have a universe and a sample (Altunışık et al., 2007, p.66-67). A sample must be selected in researches (Karasar, 1998, p.35). The larger the sample, the more accurate results are obtained in survey researches. For this reason, the research was conducted with as many participants as possible. The participants of the research were selected in accordance with the research. In researches, information about the participants are shared including how these people were selected and what are their features. The participants of the research are English language instructors. The study is conducted on English instructors working at state or foundation universities in Ankara. 100 instructors working at Ankara, Başkent, Gazi, Hacettepe, METU and Atılım universities participate in the research. The condition for participating in the research is to be an instructor at the university. Instructors at the specified universities participated in the research voluntarily. Since participation in the research is voluntary, the research was conducted with only one hundred faculty members who wanted to participate in the research voluntarily.

3.4. Data Analysis

The research was conducted based on quantitative data analysis. In the example of survey research, the approach of quantitative researches is to reduce the data to numerical indicators (Yıldırım and Şimşek, 2008, p.49). After collecting the research data, it was analyzed via SPSS 26.0 programme. The responds of the participants in the survey were analyzed and the results of the research emerged. Also the reliability of the survey is calculated using Cronbach's alpha value via SPSS 20.0.

The validity and reliability of the survey used to gather data are examined in the previous studies. The survey questions utilized in this study were modified from those employed by Özel (2013) in his independent investigation. These expressions were established by Özel (2013) by adaptation and renewal in relation to his own research from literature reviews and investigations by other researchers, including Al-Asmari (2005) and Usluel, Mazman, and Arikan (2009). Other factors are also taken into account to guarantee the validity and reliability of the study. The research's validity and reliability are assessed by correctly identifying its participants before the survey, crafting concise and clear survey questions, ensuring that the questions are neutral and appropriate for the study, gathering data accurately during the study and making sure that the respondents are informed. Efforts are made to increase this by keeping their identities confidential, analyzing the research data accurately after the survey, and reporting the findings of the research clearly and concisely.

3.5. Ethical Considerations

The research has been conducted in compliance with the ethical requirements. Personel information about the participants is not shared. Participants were informed through the consent form that they could leave the study at any time. The research does not contain elements that could threaten the physical and/or mental health of the participants or be a source of stress for them. No one from the research team will have access to any personal information. In the research, the personal rights and private information of the participants are protected.

CHAPTER 4

FINDINGS

Democraphic Variables

In Table 5.1 below the demographic characteristics of the study group have been summarized.

Table 3.
Demographic characteristics of the study group

Variable	Group	*f*	%
Gender	Female	79	79,0
	Male	21	21,0
	Total	*100*	*100,0*
Age	22-29 years	19	19,0
	30-39 years	67	67,0
	40-49 years	13	13,0
	50 +	1	1,0
	Total	*100*	*100,0*
Graduated Department	ELT	66	66,0
	Linguistics	4	4,0
	Literature	19	19,0
	Translation	3	3,0
	Other	8	8,0
	Total	*100*	*100,0*
Teaching Experience	1-5 year(s)	17	17,0
	6-10 years	28	28,0
	11-15 years	40	40,0
	16 +	15	15,0
	Total	*100*	*100,0*
Computer Experience	One year or less	3	3,0
	2-5 years	2	2,0
	6-9 years	16	16,0
	10 +	79	79,0
	Total	*100*	*100,0*

When the Table 5.1 is examined; it is seen that 79% of the participants are women and 21% are men; 19% of the participants are 22-29 years old, 67% are 30-39 years old, 13% are 40-49 years old and 1% are 50+ years old; 66% of the participants are graduates of ELT, 4% of Linguistics, 19% of Literature, 3% of Translation and 8% of other departments; 17% of the participants have 1-5 year(s), 28% have 6-10 years, 40% have 11-15 years and 15% have 16+ years of professional seniority; 3% of the participants have one year or less, 2% have 2-5 years, 16% have 6-9 years and 79% have 10+ years computer experience.

Analysis of Data

Numerical data obtained through the questionnaire were analyzed using SPSS 26.0 program. In order to use appropriate tests during the data analysis phase, first skewness & kurtosis coefficients and Q-Q graphs of the data of the dependent variable were examined and a normality test was performed.

Table 4.
Skewness & kurtosis coefficients of the data

	N	Min	Max	M	sd	Skewness	Kurtosis
Perception Scale for Using Web 2.0 and the Internet for Teaching Objectives	100	73.0	165.0	128.43	14.40	-.52	1.70

In their normality assumption analysis, Tabachnick and Fidell (2013) define that when skewness and kurtosis values are between +1.5 and -1.5, the data distribution will be considered normal and analysis can be performed according to parametric tests. On the other hand, according to George and Mallery (2010), parametric tests can be used in analysis when skewness and kurtosis values are between +2 and -2.

When Table 5.2 above is examined, the skewness value of the research data is -0.52 and it can be seen that the kurtosis value is 1.70. These obtained values show that the data has a normal distribution. Additionally, a normality test was performed to determine the data distribution. The results of the normality test are given in below Table 5.3.

Table 5.
The results of the normality test

Perception Scale on the Use of Internet and Web 2.0 Tools for Teaching Purposes	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	.07	100	.200	.97	100	.41

p>.05

Because of the number of data in the tests was greater than 30 (n>30), Kolmogorov-Smirnov results were taken into account. When above Table 5.3 was examined, it was seen that the collected data showed normal distribution as p>0.05 (sig=200).

One of the methods that allow examining the normality of the distribution is graphs. If the points in the Q-Q graph are clustered around a 45° line or close to this line, then it can be inferred that this data is appropriate to normal distribution (Büyüköztürk, 2020).

Q-Q graphs of the data are presented in below Figure 5.1.

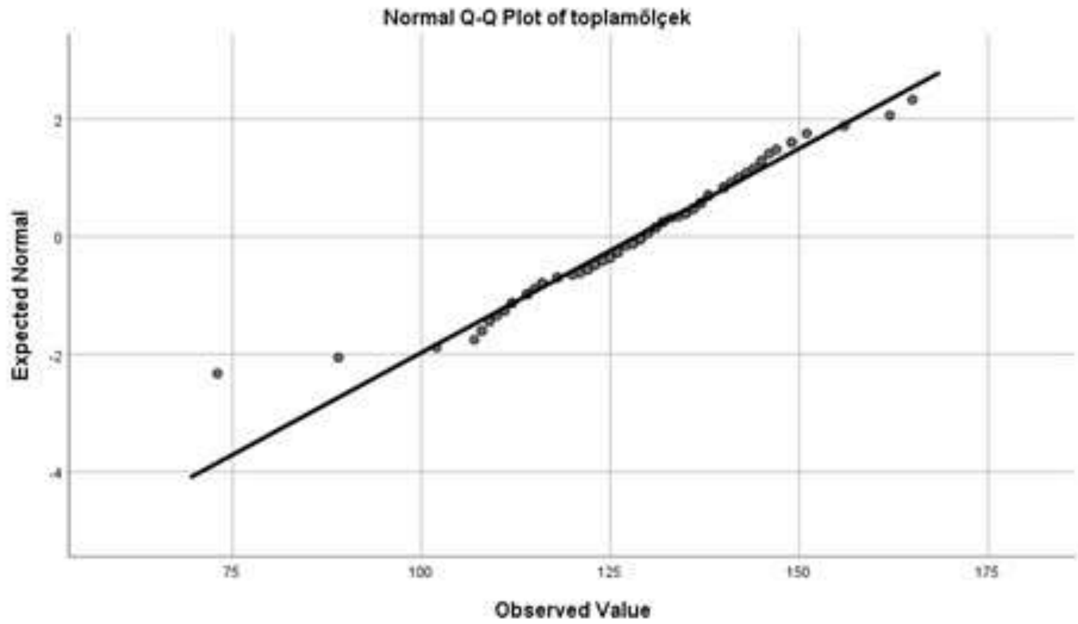

Figure 6. The Q-Q Chart of the data on Perception Score Scale for the use of the Internet and Web 2.0 tools by teaching purposes

Upon examining the Q-Q graphs of the gathered data, it becomes evident that the data are grouped around a 45° line. This led to the conclusion that the scale's data displayed a normal distribution.

The collected data was found to have a normal distribution based on the normality assumptions and the results of the normality test. Consequently, the t-test was used for variables with two categories and the one-way analysis of variance (ANOVA) was used for variables with three or more categories when it came to parametric testing.

The arithmetic mean limits of the items that determine the perception level of the participants regarding the use of the Internet and Web 2.0 tools for teaching purposes were given in Table 5.4 below, based on the responses provided to the items on the 5-point Likert-type scale on which the research data were collected.

Table 6.
Evaluation range of arithmetic means according to the scale

Statement	***Mark***	***Score interval***	***Value***
Never	1	1.00 – 1.80	Very low
Rarely	2	1.81 – 2.60	Low
Sometimes	3	2.61 – 3.40	Moderate
Mostly	4	3.41 – 4.20	High
Always	5	4.21 – 5.00	Very high

The table above shows clearly, the higher the scores are, the more frequently the participants use the internet.

The data obtained were examined under the following themes; effects of demographic factors on English language instructors' engagement with technology in teaching English language (*Theme 1*); frequently used Web 2.0 tools by English language instructors (*Theme 2*); English language instructors' perceptions on and proficiency and preferences in using the Internet and Web 2.0 tools (*Theme 3*); and English language instructors' attitudes towards using the Internet and Web 2.0 tools in their teaching practices (*Theme 4*).

Theme 1: Effects of demographic factors (i.e. sex, age, graduated department, teaching experience, computer experience) on English language instructors' engagement with technology in teaching English language.

a) Sex

Table 7.
T-Test results of perception scores regarding the use of technology for teaching purposes by gender

Group	n	$\bar{X}$	Sx	Mean Difference	t	sd	*p*
Female	79	128.87	14.89	2.11	.60	98	.55
Male	21	126.76	12.54				

p>.05

Examining Table 5.5 above, one can observe that there is no statistically significant difference in the participant's perception scores on the use of technology for teaching based on the gender variable [t(98)=0.60; p>.05].

b) Age

Table 8.
ANOVA results of perception scores regarding the use of technology for teaching purposes by age

Source of Variance	Sum of Squares	sd	Mean Square	F	*p*	Significant Difference
Between Groups	540.06	3	180.02	.87	.46	-
Within Groups	19974.45	96	208.07			
Total	20514.51	99				

p>.05

Table 5.6 above shows that there was no statistically important difference in the participants' perception scores about the use of technology for teaching across age groups [F(3,96) =0.87; p>.05].

c) Department Graduated from

Table 9.
ANOVA Results of perception scores regarding the use of technology for teaching purposes by graduated department

Source of Variance	Sum of Squares	sd	Mean Square	F	p	Significant Difference
Between Groups	1101.96	4	275.49	1.35	.26	-
Within Groups	19412.56	95	204.34			
Total	20514.51	99				

p>.05

When Table 5.7 above is examined, it is seen that the participants' perception scores regarding the use of technology for teaching purposes did not differ statistically according to the department groups they graduated from [F(3,96) =1.35; p>.05].

d) Teaching Experience

Table 10.
ANOVA results of perception scores regarding the use of technology for teaching purposes according to professional seniority

Source of Variance	Sum of Squares	sd	Mean Square	F	*p*	Significant Difference
Between Groups	60.03	3	20.010	.09	.96	-
Within Groups	20454.48	96	213.07			
Total	20514.51	99				

p>.05

Table 5.8 above shows that there was no statistically significant difference in the participants' perception scores on the use of technology for teaching between professional seniority groups [F(3,96) =0.09; p>.05].

e) Computer Experience

Table 11.
ANOVA results of perception scores regarding the use of technology for teaching purposes according to computer experience

Source of Variance	Sum of Squares	sd	Mean Square	F	*p*	Significant Difference
Between Groups	342.79	3	114.26	.54	.65	-
Within Groups	20171.73	96	210.12			
Total	20514.51	99				

p>.05

When Table 5.8 above is examined, we can observe that there was no statistical difference in the participants' perception scores about the use of technology for teaching based on their computer experience groups [F(3,96) =0.54; p>.05].

4.1. Familiarity with the Internet and Web 2.0 Tools

The second theme of the research is about English language instructors' familiarity with the Internet and Web 2.0 tools.

Theme 2: Frequently used Web 2.0 tools by English language instructors.

Table 5.10 below shows the kinds of Web 2.0 tools which frequently utilized by English language instructors.

Table 12.
Web 2.0 tools which are frequently utilized by English language instructors

	I don't really use		(1-5 hours)		(6-10 hours)		(11-20 hours)		(21+ hours)			
	f	%	f	%	f	%	f	%	f	%	Mean	S. D
1.Electronic-mail (e-mail)	2	2.0	58	58.6	24	24.2	8	8.1	7	7.1	2.6	.936
2. Newsgroups and forums	28	28.3	51	51.5	13	13.1	4	4.0	3	3.0	2.02	.926
3. Search Engines (e.g. Google, yahoo)	2	2.0	35	35.4	33	33.3	10	10.1	19	19.2	3.09	1.144
4. Instant Messaging(Messe-nger, skype, e-pal)	20	20.2	30	30.3	25	25.3	7	7.1	17	17.2	2.71	1.342
5. Blogs	62	62.6	28	28.3	6	6.1	2	2.0	1	1.0	1.51	.787
6. Podcasts	45	45.5	39	39.4	7	7.1	4	4.0	4	4.0	1.82	1.014
7. Wikis (Wikipedia, wikilog)	43	43.4	50	50.5	2	2.0	1	1.0	3	3.0	1.70	.826
8. Social Network Sites (e.g. facebook, twitter)	6	6.0	41	41.0	24	24.0	18	18.0	11	11.0	2.87	1.125
TOTAL											2.29	

When Table 5.10 above is examined, it is seen that search engines ($\bar{X}$=3.09), social network sites ($\bar{X}$=2.87) and instant messaging ($\bar{X}$=2.71) are the most frequently used tools among instructors teaching foreign languages. As for it is seen that the least used tools respectively are blogs ($\bar{X}$=1.51) and wikis ($\bar{X}$=1.70).

4.2. Integration of the Internet and Web 2.0 Tools

The third theme of the research is about integration of the Internet and Web 2.0 tools by English language instructors into their instructions.

Theme 3: English language instructors' perceptions on and proficiency and preferences in using the Internet and Web 2.0 tools.

Table 5.11 below demonstrates English language instructors' level of computer and the Internet proficiency.

Table 13.
English language instructors’ profiency levels in computer and the internet sites

	Don’t know it		Not Knowledgeable		Know it but not using		Knowledgeable		Very Knowledgeable			
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*Mean*	*S.D.*
1. Word processing (e.g. Microsoft Word)	0	0	1	1,0	2	2,0	44	44,4	52	52,5	*4.48*	.595
2. Spreadsheets (e.g. Excell)	0	0	7	7,1	21	21,2	55	55,6	16	16,2	*3.81*	.791
3. Graphics (e.g. creating and manipulating pictures)	1	1,0	25	25,3	19	19,2	44	44,4	10	10,1	*3.37*	1.006
4. Presentation software (e.g. PowerPoint presentations)	0	0	2	2,0	5	5,1	49	49,5	43	43,4	*4.34*	.673
5. SPSS	12	12.1	33	33.3	26	26.3	22	22.2	6	6.1	*2.77*	1.114
6. Podcasts	7	7.1	14	14.1	33	33.3	35	35.4	10	10.1	*3.27*	1.058
7. Wikis	6	6.1	9	9.1	35	35.4	40	40.4	9	9.1	*3.37*	.985
8. Receive and send e-mail (with attachments)	0	0	1	1.0	2	2.0	15	15.2	81	81.8	*4.78*	.526
9. Create a web page on the World Wide Web (www)	11	11.1	47	47.5	18	18.2	18	18.2	5	5.1	*2.59*	1.069
10.Use search engines (e.g. Google, Yahoo)	1	1.0	0	0	2	2.0	22	22.2	74	74.7	*4.70*	.614
11.On-line chat rooms	7	7.1	10	10.1	32	32.3	31	31.3	19	19.2	*3.45*	1.127
12.Instant messaging (Messenger, Skype, Facebook)	2	2.0	1	1.0	12	12.1	35	35.4	49	49.5	*4.29*	.872
13.On-line forums, blogs	3	3.0	7	7.1	42	42.4	34	34.3	13	13.1	*3.47*	.919
14.Download films/music and save them for future use	3	3.0	2	2.0	13	13.0	41	40.0	41	41.0	*4.15*	.936

When you examine Table 5.11, it is shown that the skill in which the participants are the most competent is “Receive and send e-mail (with attachments)”($\bar{X}$=4.78). The majority of participants stated themselves as knowledgeable (15.2%) or very knowledgeable (81.8%) on this subject. This skill is followed by “Use search engines” ($\bar{X}$=4.70). The most of the participants expressed that they were very knowledgeable on this subject (74.4%).

Looking at this table, the other skills in which the participants found themselves knowledgeable or very knowledgeable as well as highly competent were “Word processing” (%96.9, $\bar{X}$=4.48), “Presentation software” (%89.9, $\bar{X}$=4.34), “Instant messaging” (%96.9, $(\bar{X})$=4.29) and “Download films/music and save them for future use” (81%, $(\bar{X})$=4.15).

When the table is examined, it is seen that the participants have the lowest skill level is “Create a web page on the web” ($(\bar{X})$= 2.59). For this item, 58.1% of the participants answered “I do not know” or “I am not knowledgeable”, while 18.2% answered “I know but I do not use it”.

Another low level proficiency is in “SPSS” ($(\bar{X})$= 2.77). For this item, 45.4% of the participants answered "I do not know" or "I am not knowledgeable", while 26.3% answered “I know but I do not use it”.

4.3. Impact on Language Learning and Teaching

The fourth theme of the research is about English language instructors’ attitudes towards using the Internet and Web 2.0 tools in their teaching practices.

Theme 4: English language instructors’ attitudes towards using the Internet and Web 2.0 tools in their teaching practices.

Table 5.12 below shows the mean score of EFL instructors’ perceptions of the Internet and Web 2.0 tools.

Table 14.
Mean score of EFL instructors’ perceptions of the Internet and Web 2.0 tools

N	Min.	Max.	$\bar{X}$	Std. Sapma
100	2.21	5.00	3.89	.44

Upon closer inspection of Table 5.12 above, it is evident that the participants hold highly positive attitudes and perceptions regarding the usage of the Internet and Web 2.0 tools for educational purposes ($\bar{X}$=3.89). This scenario demonstrates that most participants have a favorable opinion of using Web 2.0 tools and the Internet for educational purposes.

Also, Table 5.13 below shows EFL instructors’ perceptions of the Internet and Web 2.0 tools.

Table 15.
EFL instructors' perceptions of the Internet and Web 2.0 tools

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	f	*f*	*f*	*f*	*f*	Mean
1. Use of the Internet increases my social prestige.	26	38	25	9	2	3,77
2. Use of the Internet increases my performance in my job.	54	39	4	2	1	4,43
3. The Internet is easy to use.	58	39	0	2	0	4,55
4. I especially use the Internet to find resources to teach reading.	40	44	13	2	1	4.20
5. My school provides opportunities for me to learn about the Internet.	14	27	30	18	11	3.15
6. My school provides opportunities for me to teach with the Internet.	23	42	17	13	5	3.65
7. I especially use the Internet to find resources to teach speaking.	26	57	12	3	2	4.02
8. EFL teachers should be educated/trained to use the Internet in instruction.	55	36	7	1	1	4.43
9. Using the Internet saves time and effort.	62	35	2	0	1	4.57
10. The Internet offers opportunities for learning new teaching techniques.	62	34	4	0	0	4.58
11. The Internet is most useful to integrate the skills.	47	44	6	2	1	4,34
12. The use of Web 2.0 tools increases cooperation among students.	42	43	12	2	1	4.23
13. I especially use the Internet to find resources to teach listening.	45	44	8	2	1	4.30
14. Podcasts should be used to teach listening and pronunciation.	37	46	14	3	0	4.17
15. Web 2.0 tools should be used to teach target culture.	32	55	10	3	0	4.16
16. I especially use the Internet to find resources to teach culture.	35	47	16	2	0	4.15
17. Using Web 2.0 tools makes teaching more interesting.	52	37	9	2	0	4.39
18. The Internet use increases my students' motivation.	57	36	5	2	0	4.48
19. I especially use the Internet to find resources to teach vocabulary.	43	44	11	2	0	4.28
20. The use of Web 2.0 tools increases my students' motivation.	53	39	6	2	0	4.43

21. I'm using the Internet in my teaching.	59	39	2	0	0	4,57
22. I especially use the Internet to find resources to teach writing.	32	49	13	6	0	4.07
23. Blogs should be used to teach reading.	15	44	33	7	1	3.65
24. I'm using blogs in my teaching.	3	14	40	36	7	3.70
25. Blogs should be used to teach writing.	12	47	33	7	1	3.62
26. I especially use the Internet to find resources to teach grammar.	27	53	13	6	1	3.99
27. I recorded and uploaded a podcast before.	6	13	12	34	35	2.21
28. I'm using podcasts in my teaching.	6	32	20	30	12	2.90
29. Wikis should be used to teach reading.	7	28	50	9	6	3.21
30. I'm using the wikis in my teaching.	4	18	28	39	11	2.65
31. Wikis should be used to teach writing.	6	26	53	11	4	3.19
32. I have an account on a social network site (e.g. facebook, twitter).	57	34	4	2	3	4.40
33. I'm using the social networks in my teaching.	11	31	21	20	17	2.99

When Table 5.13 above is examined, it is seen that the items with which the participants agree most (as strongly agree and agree) are “I'm using the Internet in my teaching.” (98%), “The Internet is easy to use.” (97%), “Using the Internet saves time and effort.” (97%) and “The Internet offers opportunities for learning new teaching techniques.” (96%).

On the other hand, it is seen that the item on which the instructors disagree most (as strongly disagree and disagree) was “I recorded and uploaded a podcast before.” (89%). The other items “I’m using the wikis in my teaching.” (%50), “I’m using podcasts in my teaching.” (%42) and “I’m using blogs in my teaching.” (%40) either.

According to the findings of the research instructors do not use the Web 2.0 tools enough amount in their teaching. However, if they used these tools, they could make their lessons more effective and productive.

4.4. Professional Development Needs

The reasons why instructors do not use Web 2.0 tools enough in lessons may be their lack of interest in these tools and their lack of knowledge of how to use these tools. For this reason, it is important for instructors to research these tools and how they can use them in their teaching outside of class in order to increase their professional development and the effectiveness of their teaching.

4.5. Challenges Faced by Instructors

In order for instructors to use Web 2.0 tools effectively in their teaching, it is important to provide them trainings on this subject in the institutions where they work. According to the findings of the research, instructors cannot access these trainings in the educational institutions where they work.

CHAPTER 5

DISCUSSION

5.1. Interpreting the Findings

The findings of the research are interpreting below under four themes determined in relation to the research questions.

Theme 1: Effects of demographic factors on English language instructors' engagement with technology in teaching English language.

The data reveal that the male and female participants' perceptions regarding the use of technology for teaching purposes do not differ. In contrast to our study, Özel (2013) showed a substantial link between gender and newsgroups/forums. In spite of making up just 28.6% of the participants, Özel (2013)'s research revealed that male instructors were using newsgroups and forums more frequently than female instructors. According to the analysis of the data, the younger or older participants' perceptions regarding the use of technology for teaching purposes do not differ. The perceptions of the participants from different department regarding the use of technology for teaching purposes do not differ. These findings of the research are similar to the findings of the research conducted by Özel (2013). Özel's research showed that the instructors' use of technological tools does not change significantly according to the departments they graduated from. The participants' perceptions regarding the use of technology for teaching purposes also do not differ according to their seniority. The participants' perceptions regarding the use of technology for teaching purposes do not differ according to their years of experience in the use of computer. Similarly, Özel (2013) found that there was no significant difference in the utilization of Web 2.0 technologies by instructors based on their age, prior teaching experience, or level of computer proficiency.

Theme 2: Frequently used Web 2.0 tools by English language instructors.

According to the analysis of data, most of the participants use the Internet for three purposes. 1 searching anything in search engines (35.4% of the participants 1-5 hours, 33.3% of the participants 6-10 hours, 10.1% of the participants 11-20 hours and

19.2% of the participants 21+ hours), 2 e-mail sending (58.6% of the participants 1-5 hours, 24.2% of the participants 6-10 hours, 8.1% of the participants 11-20 hours and 7.1% of the participants 21+ hours) and 3 reaching newsgroups and forums (51.5% of the participants 1-5 hours, 13.1% of the participants 6-10 hours, 4.0% of the participants 11-20 hours and 3.0% of the participants 21+ hours). These findings of the research are similar to the findings of the researches conducted by Al-Asmari (2005), Saklavcı (2010), Kartal and Arikan (2011) and Özel (2013). According to Özel's (2013) findings, search engines and email were the most frequently utilized tools by EFL instructors. Similarly, major Internet services including email, search engines, and the World Wide Web were determined to be the most frequently utilized tools among EFL teachers by Al-Asmari (2005) and Saklavcı (2010). Additionally, Kartal and Arikan (2011) discovered that one of the most popular technologies utilized by aspiring teachers was email. The majority of instructors utilize the Internet for instructional reasons, with the primary goal being the preparation of lesson plans, according to Shin and Son's (2007) research. Teachers in Shin and Son's (2007) study concurred that using the Internet to teach EFL is effective. Furthermore, although EFL teachers had positive sentiments regarding the Internet, they did not use it in their classroom, according to research by Al-Mekhlafi (2004).

Mostly used Web 2.0 tools by the participants are social network sites (41.0% of the participants 1-5 hours, 24.0% of the participants 6-10 hours, 18.0% of the participants 11-20 hours and 11.0% of the participants 21+ hours) and instant messaging (30.3% of the participants 1-5 hours, 25.3% of the participants 6-10 hours, 7.1% of the participants 11-20 hours and 17.2% of the participants 21+ hours). In the research, the participants’ responses to items 32 and 33, concerning their attitudes towards social networks, are shown in Table 5.12. Just 42% of the teachers indicated that they use social networks in their teaching, despite the fact that 91% of them said they have an account on a social networking site (agree and strongly agree). This suggests that although social media is widely utilized by educators, they are not solely confined to the classroom. This research's conclusion is consistent with that of studies by Özel (2013) and Kartal and Arikan (2011). According to Özel's (2013) study, social networking sites were also among the most frequently used tools by EFL teachers.

Kartal and Arikan (2011) also found that social networking was among the most widely used tools by future teachers. Also in Özel (2013)'s research found that among the high level proficiencies of instructors there was instant messaging too.

The least used tools by the participants are blogs (28.3% of the participants 1-5 hours, 6.1% of the participants 6-10 hours, 2.0% of the participants 11-20 hours and 1.0% of the participants 21+ hours) and wikis (50.5% of the participants 1-5 hours, 2.0% of the participants 6-10 hours, 1.0% of the participants 11-20 hours and 3.0% of the participants 21+ hours). In the research, the participants' responses to the 23rd, 24th and 25th items, concerning their attitudes towards blogs, are shown in Table 5.12. When the table is examined, it is seen that 59% of the participants either agree or strongly agree that blogs can be used in teaching reading and writing skills. However, only a small number of participants, 17% either agree or strongly agree that they used blogs in teaching. According to these findings, it can be stated that the participants do not prefer blogs as a part of teaching. On the other hand, in the research, the participants' responses to the 29th, 30th and 31st items, concering their attitudes towards wikis, are shown in Table 5.12. While 35% of the participants either agree or strongly agree that wikis should be used to teach reading, 33% of the participants agree or strongly agree that wikis should be used to teach writing. The rate of those who answered "I am undecided" is 50% for reading and 53% for writing. This suggests that half of instructors may not be fully aware of the educational possibilities of wikis in language instruction. This situation is supported by the fact that only 22% of the instructors (agree and strongly agree) state that they use wikis in their teaching. These findings of the research are similar to the findings of the researches conducted by Al-Asmari (2005), Saklavcı (2010), Horzum (2010), Kartal and Arikan (2011), Cephe and Balçıkanlı (2012) and Özel (2013). According to Özel (2013)'s research, besides podcasts, among the least frequently used tools by EFL instructors there were blogs and wikis too. Thus, it may be concluded that Web 1.0 tools are used more often by EFL instructors than Web 2.0 technologies. Similar findings were made by Saklavcı (2010) and Al-Asmari (2005). Blogs were also one of the tools that future instructors used the least, according to Kartal and Arikan (2011). However, Horzum (2010) also discovered that teachers did not frequently use blogs in the classroom. Cahyani and Cahyono's (2012) research indicates that teachers had generally positive attitudes regarding the usage of technology in the classroom.

The research conducted by Cephe and Balçıkanlı (2012) revealed that the prospective teachers seemed to feel positively about using Web 2.0 technology.

Theme 3: English language instructors' perceptions on and proficiency and preferences in using the Internet and Web 2.0 tools.

According to the analysis of data, the participants' perceptions regarding the use of the Internet in general are positive. The participants' perceptions on using the Internet in their teaching is highly positive (98%). This finding of the research is similar to the finding of the research of Özel (2013). The study by Özel (2013) found that the teachers acknowledged using the Internet in the classroom and had good sentiments toward its use. According to Özel's (2013) research, educators had a favorable opinion of the Internet and Web 2.0 resources when it came to teaching. Positive attitudes regarding the use of technology in the classroom were also found in earlier studies (Cahyani and Cahyono, 2012; Cephe and Balçıkanlı, 2012; Khassawneh, 2012; Şahin-Kızıl, 2011; Dogoriti, 2010; Saklavcı, 2010; Külekçi, 2009; Shin and Son, 2007; Al-Asmari, 2005; Al-Mekhlafi, 2004; Arkın, 2003). For example, the majority of the instructors in Khassawneh's (2012) research had good attitudes and were willing to use the Internet, but they did a very poor job of integrating it into their lessons. Teachers' opinions about the use of information and communication technology (ICT) for educational purposes were good, according to Şahin-Kızıl's (2010) research. Dogoriti (2010) found that younger teachers are more likely to use ICT apps, and that most teachers have a positive attitude toward using ICT in foreign language teaching and learning. As for the research results, Arkın (2003) found that while most teachers think digital tools are helpful, a teacher's familiarity with technology does not ensure that they would be used in language education.

The participants' perceptions on that the Internet is easy to use, is highly positive (97%). This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research the instructors stated the most positive attitude ("strongly agree" and "agree") towards the statement, "the Internet is easy to use" (97.3%).

The participants' perceptions on that the Internet saves time and effort, is highly positive (97%). This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research the statement, "using the Internet saves time and effort" (92.9%) had a high level of agreement.

The participants have overwhelmingly positive (96%), opinions on the chances the Internet presents for learning new teaching methods. This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research the statement, "the Internet offers opportunities for learning new teaching techniques" (95.5%) had a high level of agreement.

Most of the participants (93%) perceive that the Internet use increases their students' motivation. This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research the instructors demonstrate the most positive attitude ("strongly agree" and "agree") towards the statement, "the Internet use increases my students' motivation" (97.3%).

92 % of the participants perceive that the use of Web 2.0 tools increases their students' motivation. This finding of the research is similar to the finding of the research conducted by Özel (2013). From Özel (2013)'s research reported that 82.1% of the participants agree on using Web 2.0 tools increased their students' motivation.

Most of the participants (93%) perceive that when he/she uses the Internet, it increases his/her performance in his/her job. This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research the statement, "use of the Internet increases my performance in my job" (94.6%) had a high level of agreement.

91% of participants, educators and trainers ought to receive training and education on using the Internet for learning and teaching. According to Özel's (2013) research, educators expressed dissatisfaction with the resources provided to them for Internet education. Similar studies have stressed the significance of training for Internet tools (Al-Asmari, 2005; Külekçi, 2009; Gilakjani and Leong, 2012).

91 % of the participants create an account on a social network site. This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research the statement, "I have an account on a social network site" (92%) had a high level of agreement.

According to 89% of participants, teaching becomes more fun when Web 2.0 tools are used. This research's conclusion is in line with Özel's (2013) research conclusion. Nearly 85% of participants in Özel's (2013) study agreed that the use of Web 2.0 tools made teaching more engaging.

Many participants (91%) perceive that the Internet is most useful to integrate the skills. In the research, the answers given by the participants to the 11th item, which aims to learn the participants' attitudes towards teaching language skills, are shown in Table 5.12 above. When the table is examined, it is seen that 91% of the participants (agree and strongly agree) agree that the Internet is very useful for integrating talents. This finding of the research is similar to the findings of the research conducted by Özel (2013). According to Özel (2013)'s research the Internet enhances language skills.

89% of the participants look for resources to teach listening on the Internet. The research's 13th item, which asks participants about their attitudes toward using the Internet to discover resources to teach listening, is answered by the participants. The results are displayed in Table 5.12 above. Upon examining the table, it can be observed that 89% of the participants (those who agree and strongly agree) said they utilize the Internet to obtain resources for teaching listening skills. This study's conclusion is in line with Özel's (2013) research findings. In Özel (2013)'s study, 73.2% of participants concurred that using the Internet to obtain resources to teach listening is a good idea.

87% of the participants look for vocabulary-teaching resources on the Internet. The research's 19th item, which asks participants to rate their views regarding using the Internet to obtain materials to teach vocabulary, is displayed in Table 5.12 above based on their responses. The table shows 87% of the participants indicate that they use the Internet to find resources for the teaching of vocabulary (agree and strongly agree). This research's findings is in line with Özel's (2013) research findings. Once more, a significant percentage of participants in Özel's (2013) study stated that there are plenty of materials available online for teaching vocabulary.

According to 85% of participants, using Web 2.0 tools fosters greater student cooperation. This study's conclusion is consistent with Özel's (2013) research findings. Web 2.0 tools facilitate constructivist and cooperative learning, according to Özel (2013)'s research.

84 % of the participants especially use the Internet to find resources to teach reading. In the research, the answers given by the participants to the 4th item, which aims to learn the participants' attitudes towards to find resources to teach reading, are shown in Table 5.12 above. When the table is examined, it is seen that 84% of the participants (agree and strongly agree) state that they use the Internet to find resources for teaching reading skills. This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research 76.8% of participants agreed on finding resources through the Internet to teach reading.

83 % of the participants perceive that podcasts should be used to teach listening and pronunciation. However, the rate of the participants using podcasts in their teaching was found at moderate level (38%) and the rate of the participants using blogs in their teaching was found low level (17%). The rate of the participants who uses the wikis in his/her teaching also found low level (22%). In the research, the participants' responses to items 14th, 27th and 28th, which aim to learn their attitudes towards podcasts, are shown in Table 5.12. While 83% of the participants agreed that podcasts should be used in teaching listening and pronunciation, only 38% stated that they used podcasts in teaching. However, only 19% of the participants stated that they had recorded and uploaded a podcast before. While the majority of instructors think that podcasts should be used, some of them include podcasts in their teaching. This finding of the research is similar to the findings of the researches conducted by Al-Asmari (2005), Usluel et al. (2009), Saklavcı (2010), Horzum (2010), Kartal and Arikan (2011) and Özel (2013). According to Özel (2013)'s research among the least frequently used tools by EFL instructors there was also podcast. On the other hand, according to Kartal and Arikan (2011)'s research among the least used tools by future teachers there was podcast too.

87 % of the participants perceive that Web 2.0 tools should be used to teach target culture. This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research 69.6% of participants agreed while 28.6% were not sure about it.

The Internet is specifically used by 82% of participants to find resources for teaching culture. As an example, Table 5.12 above displays the responses that participants provided to the 16th question in the study, which targeted to understand their perspectives regarding the availability of resources for teaching culture. According to the table, 82% of participants (those who agree and strongly agree) said they utilize the

Internet to obtain resources for teaching culture. The research findings presented here are consistent with those of Özel's (2013) study. This rate was likewise high in Özel (2013)'s study.

83 % of the participants especially use the Internet to find resources to teach speaking. In the research, the answers given by the participants to the 7th item, which aims to learn the participants' attitudes towards to find resources to teach speaking, are shown in Table 5.12 above. When the table is examined, it is seen that 81% (agree and strongly agree) of the participants stated that they use the Internet to find resources to teach speaking. This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research its rate was also high.

Specifically, 81% of participants use the Internet to find writing-related resources. The research's 22nd item asks participants to rate their attitudes regarding using the Internet to discover materials to teach writing. The participants' responses are displayed in Table 5.12 above. Upon closer inspection of the table, 81% of the participants indicated that they utilize the Internet to discover resources for teaching writing skills (agree and strongly agree). Out of all the skills, utilizing the Internet to obtain materials for teaching writing got the lowest level of agreement (58.9%) according to Özel's (2013) research.

Particularly, 80% of the participants look for grammar-teaching resources on the Internet. The research's 26th item asks participants to rate their views regarding using the Internet to find grammar-teaching resources. The responses they provide are displayed in Table 5.12 above. Upon examining the table, it can be observed that 80% of the participants indicated that they utilize the Internet to find grammar-teaching resources (agree and highly agree). This research's conclusion is in line with Özel's (2013) research conclusion. In Özel's (2013) study, the participants' consent to locate online resources for vocabulary instruction received the highest score (82.1%).

According to the analysis of data, the participants' highest skills in computer use are word processing, presentation softwares, spreadsheets and graphics. Similarly in Özel (2013)'s research among the high level proficiencies of instructors there were using word processing and presentation software. However, in Külekçi (2009)'s research found that pre-service teachers' computer skills are not adequate.

The participants' highly rated skills in use of the Internet are receiving and sending e-mail, using search engines and downloading films/music and saving them for future use. Similarly in Özel (2013)'s research found that the highest level of ability of instuctors was in receiving and sending email. Among the other high level proficiencies of instructors were also using search engines and downloading films/music.

The participants' mostly used skill in use of the Web 2.0 tools is instant messaging. (In the research it was found that 49.5% of the participants are very knowledgeable about using instant messaging, 35,4% of the participants are knowledgeable about using instant messaging, also 12.1% of the participants are knowing but not using instant messaging.) This finding of the research is similar to the finding of the research conducted by Özel (2013). In Özel (2013)'s research 78.6% of the participants' indicated their proficiency in instant messaging as "knowledgeable" or "very knowledgeable", is quite high as its rate.

The participants' rarely used skill in computer use is to use SPSS program (In the research it was found that only 6.1% of the participants are very knowledgeable and 22.2% of the participants are knowledgeable about using SPSS program.) Similarly in Özel (2013)'s research found that the lowest level of proficiency of instructors is in SPSS use.

The participants' rarely used skills in use of the Internet are creating a web page on the web and entering on-line chat rooms. (In the research it was found that only 5.1% of the participants are very knowledgeable and 18.2% of the participants are knowledgeable about creating a web page on the web.) Similarly in Özel (2013)'s research found that the lowest level of proficiency of instructors is creating a web page on the web.

The participants' least skills in use of the Web 2.0 tools are using podcasts, entering on-line forums, blogs, and using wikis. According to Dogoriti (2010)'s research, EFL teachers rarely use blogs and online resources. However, in Solmaz and Bekleyen (2011)'s research found that the majority of the resources used by teachers came from dictionaries, publications, blogs, social networks, and websites.

Theme 4: English language instructors' attitudes towards using the Internet and Web 2.0 tools in their teaching practices.

The data analysis indicates that participants' perceptions and attitudes regarding the usage of Web 2.0 tools and the Internet for teaching purposes are usually positive. In the research, the responses obtained by the participants to the 2nd, 3rd, 8th, 9th, 10th and 18th items, which related to the Internet, Internet usage and their attitudes towards using the Internet as a teaching tool, are shown in above Table 5.12. When the table is examined, it is seen that 97% of the participants agree that the Internet is easy to use and saves time and effort (agree and stronly agree). As for 65% (agree and strongly agree) of the participants stated that the Internet use increased their social prestige. The majority of the participants, 98% agreed that they use the Internet as a teaching tool. 96% of the participants either agree or stronly agree stated that the Internet offers alternatives for new teaching methods, 93% agreed that using the Internet increases their students' motivation and that the Internet increases their professional performance. Also 91% of the participants agreed that English language instructors should be trained about the use of the Internet as a teaching tool. Similarly, in the literature there are several researches that emphasize the importance of training for the internet tools (Al-Asmari, 2005; Külekçi, 2009; Gilakjani and Leong, 2012). When the table is examined, 65% of the participants (agree and strongly agree) stated that the schools/institutions they work in support instructors in using the internet as a teaching tool, while only 41% (agree and strongly agree) stated that the institutions support their employees in learning from the Internet. On the other hand, in the research, the participants' responses to the 12th, 15th, 17th and 20th items, which aim to learn their attitudes towards the use of Web 2.0 tools, are shown in Table 5.12. When the table is examined, the majority of the participants, 92% (agree and strongly agree), agree that the use of Web 2.0 tools increases the motivation of their students. This item is followed by those who think that Web 2.0 tools make teaching more interesting by agreement rate of 89% (agree and strongly agree). While 87% (agree and strongly agree) of the participants state that Web 2.0 tools should be used for teaching the target culture, on the other hand 85 participants (92%) (agree and strongly agree) think that it increases cooperation among students.

5.2. Implications for Language Education

The research's conclusions indicate that Web 2.0 resources and the Internet offer both teachers and students a lot of exciting prospects. Language proficiency is improved and real conversation context is provided by the Internet and Web 2.0 tools. Web 2.0 resources encourage student social engagement and constructivist and cooperative learning. The use of Web 2.0 tools and the Internet in teaching language is seen favorably by instructors. They lack the abilities, nevertheless, to effectively use these resources in their instruction. Among students, Web 2.0 tools and the Internet are also very popular. These factors make it necessary for educators to include Web 2.0 resources and the Internet into their lessons. Although they are not frequently used, instructors seem to have positive opinions regarding the Internet and Web 2.0 tools. Additionally, they are not very pleased with the Internet education chances provided by their schools. As a result, university instructors should have training programs prepared on the Internet and Web 2.0 tools. Universities should also give their teachers greater chances to use the Internet to teach.

5.3. Implications for Instructor Professional Development

The reasons why instructors do not use Web 2.0 tools frequently enough in lessons may be that they do not know how to use these tools and lack of experience in using them. They do not have enough opportunities to get training about Web 2.0 tools. Schools do not give them time or chance to learn. But instructors can still learn how to use Web 2.0 tools outside of class for their own personal and professional development and to make their teaching processes more active and efficient.

Students' high interest in Web 2.0 tools and the benefits provided by the use of Web 2.0 tools in education and training make it necessary for teacher to use the Internet and Web 2.0 tools more in education and training processes at higher education institutions.

5.4. Contribution to Existing Knowledge

The results obtained from this study are consistent with those of earlier educational research that looked into similar subjects.

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CHAPTER 6

CONCLUSION

The use of newly emerged and developing technologies for learning and training purposes has a long history. In the literature, by several researchers conducted studies the benefits of using technologies for learning and teaching purposes are putting forth. Conducted researches on this subject show that the use of technologies in learning and teaching increases the efficiency and effectiveness of learning and teaching. Used technologies (e.g. computers, the Internet, educational games) in education can increase students' motivation and participation to lesson and achievement. Technologies used in education support teacher-student communications and in-class communication. Students' interactions with their teachers and their friends (other students) in the classroom are increasing. Thus, the technologies used in education also affect the classroom atmosphere.

The Internet and Web 2.0 technologies first appeared in the latter half of the 20th century. People began to value the Internet and Web 2.0 tools, which led to their widespread usage. Younger people in particular adore Web 2.0 tools and the Internet. There are many uses for the Internet and Web 2.0 tools in everyday life. The usage of Web 2.0 tools and the Internet for education has also become more popular since their introduction. As a result, more studies are being done on how to use Web 2.0 tools and the Internet for teaching and learning.

6.1. Recap of Key Findings

In the study, English language instructors' awareness of following and using the Internet and Web 2.0 tools that help language learning and teaching in higher education examined. Within the scope of the research, by several researchers on the research subject conducted previous studies examined. Also a field research carried out with the participation of English language instructors who work in higher education institutions in Ankara to find out the English language instructors' awareness of following and using the Internet and web 2.0 tools that help language learning and teaching in higher education. The findings of the field research presented under four themes, respectively these are; effects of demographic factors on English language instructors' engagement with technology in teaching English language (*Theme 1*); frequently used Web 2.0 tools by

English language instructors (*Theme 2*); English language instructors' perceptions on and proficiency and preferences in using the Internet and Web 2.0 tools (*Theme 3*); and English language instructors' attitudes towards using the Internet and Web 2.0 tools in their teaching practices (*Theme 4*). According to the results of the field research, as of gender, age, graduated department, professional seniority and computer experience, language instructors' perceptions regarding the use of technology for teaching purposes do not differ. Most of English language instructors use the Internet for searching anything in search engines, e-mail sending and reaching newsgroups and forums. Most frequently utilized Web 2.0 tools by English language instructors are social network sites and instant messaging. On the emergence of this finding may be the effect of the fact that individuals in Turkey are generally interested in social networking sites and instant messaging too. As for least used tools by English language instructors are blogs and wikis. English language instructors' perceptions regarding the use of the Internet in general are positive. English language instructors' perceptions on using the Internet in their teaching; on that the Internet is easy to use; on that the Internet saves time and effort; and on that the Internet offers opportunities for learning new teaching techniques are highly positive. Most of English language instructors perceive that the Internet use increases their students' motivation and when he/she uses the Internet, it increases his/her performance in his/her job, and that instructors should be educated/trained to use the Internet in teaching/instruction. Most of English language instructors have a social network account. The emergence of this finding is the result of the fact that individuals in Turkey generally showing great interest to social networking sites such as to Facebook, Youtube and Instagram. The majority of English language teachers believe that integrating Web 2.0 tools into the classroom makes learning interesting and that the Internet is the best resource for doing so. Most of English language instructors use the Internet to find resources to teach listening and to find resources to teach vocabulary. Web 2.0 tools may be utilized by instructors in several ways for teaching purposes. Teaching by using Web 2.0 tools has various effects on students' learning and attitudes-and-behaviours. Most of English language instructors perceive that the use of Web 2.0 tools fosters cooperation among students. Most of English language instructors especially use the Internet to find resources to teach reading. It can be said that how Web 2.0 tools are perceived by English language instructors will affect their use of these tools for educational purposes. But, it seems that this is not the case for every tool of Web 2.0. Because, for instance, while most of English language instructors (83%) perceiving that podcasts should be used to teach listening and pronunciation, the rate of English language instructors using podcasts in their teaching is not high (%38). The rates of English language instructors using blogs and wikis in their teaching are also not high. Most of English language instructors perceive that Target culture should be taught via Web 2.0 resources. Due to this perception most of English language instructors specifically use the Internet to get resources to teach culture. Also most of English language instructers use the Internet to find resources to teach writing and grammar. Beside of the English language instructors' views of using the Internet and Web 2.0 tools for teaching, as well as their proficiency and skills in using these tools are important. English language instructors' highest skills in computer use are word processing, presentation softwares, spreadsheets and graphics. On the other hand, English language instructors' least skill in computer use is to use SPSS program. English language instructors' highest skills in use of the Internet are receiving and sending e-mail, using search engines and downloading films or music and saving them for future use, on the other hand, their least skills in use of the Internet are creating a web page on the web and entering on-line chat rooms. English language instructors' highest skills in use of the Web 2.0 tools are social network sites and instant messaging. On the other hand, English language instructors' least skills in use of the Web 2.0 tools are entering on-line forums and using podcasts, blogs and wikis. As the last words, depending on the findings of the research it can be said that The use of the Internet and Web 2.0 tools for educational purposes is usually viewed positively by English language instructors.

6.2. Implications and Applications

The themes of study determined appropriate to research questions. To reach the aim of the research four questions prepared as research questions. One of these questions was "How do demographic factors such as gender, age, graduated department, teaching The study's findings indicate that there is no difference in language instructors' perceptions of the use of technology in the classroom based on gender. The opinions of language instructors about the use of technology in the classroom are similar in terms of age. The opinions of language instructors about the use of technology in the classroom are same as of the graduated department. The opinions of language instructors concerning the use of technology in the classroom are similar in terms of professional seniority. Also as of computer experience language instructors' views regarding the use of technology for teaching purposes do not differ. The second research question was "What kind of Web

2.0 tools do English language instructors frequently utilize?” According to the results of the study, most frequently used Web 2.0 tools by English language instructors are social networking sites and instant messaging. Most of English language instructors have an account on a social network site. Also most of English language instructors use instant messaging. English language instructors use other Web 2.0 tools less than social network sites and instant messaging. Due to the fact that it can be said that, English language instructors have higher skills and proficiency in using these tools. According to the results of the research, English language instructors have least skills in entering on-line forums and using podcasts, blogs and the wikis. The third research question was “For which language skill do instructors mostly use the Internet and Web 2.0 tools to improve?” According to the results of the study, instructors mostly use the Internet to find resources to teach listening (89% of instructors), vocabulary (87% of instructors), reading (84% of instructors), speaking (83% of instructors), culture (82% of instructors), writing (81% of instructors) and grammar (80% of instructors). On the other hand, as the Web 2.0 tools, some instructors use the social networks (42% of instructors), podcasts (38% of instructors), wikis (22% of instructors) and blogs (17% of instructors) in their teaching. The fourth research question was “What factors influence English language instructors’ decisions to adopt or resist the use of the Internet and Web 2.0 tools in their teaching practices?” According to the results of the study, most influential factors on English language instructors’ decisions to adopt or resist the use of the Internet and Web 2.0 tools are their familiarity, knowledge level and experience in using the Internet and Web 2.0 tools for educational or personal purposes.

6.3. Limitations of the Study

The limitations of the study are that only the familiarity of English language instructors with the Internet and Web 2.0 technologies who working in higher education institutions and their use of these technologies in their teaching were investigated only in several universities in Ankara. Similar studies can be conducted with the participation of instructors of other departments working in higher education institutions. Again, similar studies can be conduted in a broader context by also involving English teachers working in primary, secondary and high school levels. In addition, studies on this subject can be conducted in a wider area by participation of other provinces to the research, thus more generalizable results can be achieved on the subject under investigation.

6.4. Future Research Directions

The following recommendations can be made for researchers who will investigate the same subject in the future:

- In the future, comparable research with bigger sample sizes could be carried out to make safer generalizations.

- This study was conducted in collaboration with university English language instructors. Studies of this kind involving teachers of English in elementary, secondary, and high schools could be conducted.

- Identical research might potentially be carried out including aspiring educators.

- In this investigation, only quantitative data were employed. It is possible to do more research using both quantitative and qualitative data. Qualitative research may provide detailed information about the factors influencing teachers' decisions.

- Future research endeavors could involve conducting in-service training programs on the Internet and Web 2.0 tools, as well as examining teachers' perceptions both during and post-training.

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APPENDICES

APPENDIX-1.

The Internet and Web 2.0 Tools Use Questionnaire.

THE USE OF WEB 2.0 TOOLS AMONG EFL INSTRUCTORS

Dear Colleague,

This survey was shared for Ufuk University Social Sciences Institute English Language Education Department Master's student Hatice DOĞAN's thesis study titled "English language instructors' familiarity with and utilization of the internet and Web 2.0 tools designed to enhance language learning and teaching in higher education". There is no right or wrong answers, but it is important you respond as accurately as possible to each question by marking the most appropriate response. Your participation will provide valuable data for the study. All information will be kept strictly confidential and you will remain completely anonymous throughout. Your participation is voluntary and you may withdraw at any time. The information you give will only be used for this study. Thank you in advance for your help and cooperation.

If you want to get any information about the study, you can reach us at the electronic contact address below.

Researcher: Hatice DOĞAN

E-mail address: -

Participant Statement:

The information above about the research was conveyed to me. I have understood in detail all the explanations given to me. I agree to the use of the information I have provided in scientific publications.

☐ I approve

APPENDIX-2. DEMOGRAPHIC INFORMATION

Instructions: Please check (√) the appropriate box.

Gender: Female ☐ Male ☐
Age: 22-29 years ☐ 30-39 years ☐ 40-49 years ☐ 50 + ☐
Graduated Department: ELT ☐ Linguistics ☐ Literature ☐ Translation ☐ Other ☐
Teaching experience: 1-5 year(s) ☐ 6-10 years ☐ 11-15 years ☐ 16 + ☐
Computer experience: One year or less ☐ 2-5 years ☐ 6-9 years ☐ 10 + ☐

APPENDIX-3. USE OF THE INTERNET AND WEB 2.0 TOOLS (Podcasts, Blogs, Wikis, Social Network Sites)

Instructions: Express your level of using the Internet and web 2.0 tools checking (√) the appropriate box.

How often do you use following services in a week?

	I don't really use	(1-5 hours)	(6-10 hours)	(11-20 hours)	(21+ hours)
1. Electronic-mail (e-mail)					
2. Newsgroups and forums					
3. Search Engines (e.g. Google, yahoo)					
4. Instant Messaging (Messenger, skype, e-pal)					
5. Blogs					
6. Podcasts					
7. Wikis (Wikipedia, wikilog)					
8. Social Network Sites (e.g. facebook, twitter)					

APPENDIX-4. PROFICIENCY IN COMPUTER AND THE INTERNET USE

Instructions: Please specify your proficiency in using the following computer and theInternet applications by checking (√) the appropriate box.

	Very Knowledgeable	Knowledgeable	Know it but not using	Not Knowledgeable	Don' t know it
1. Word processing (e.g. Microsoft Word)					
2. Spreadsheets (e.g. Excel)					
3. Graphics (e.g. creating and manipulating pictures)					
4. Presentation software (e.g. PowerPoint presentations)					
5. SPSS					
6. Podcasts					
7. Wikis					
8. Receive and send e-mail (with attachments)					
9. Create a web page on the World Wide Web (www)					
10.Use search engines (e.g. Google, Yahoo)					
11.On-line chat rooms					
12.Instant messaging (Messenger, Skype, Facebook)					
13.On-line forums, blogs					
14.Download films/music and save them for future use					

APPENDIX-5. PERCEPTIONS OF THE INTERNET AND WEB 2.0 TOOLS USE FOR TEACHING PURPOSES (PODCASTS, BLOGS, WIKIS, SOCIAL NETWORK SITES)

Instructions: Please check (√) in the appropriate box that describes your level of agreement with each of the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Use of the Internet increases my social prestige.					
2. Use of the Internet increases my performance in my job.					
3. The Internet is easy to use.					
4. I especially use the Internet to find resources to teach reading.					
5. My school provides opportunities for me to learn about the Internet.					
6. My school provides opportunities for me to teach with the Internet.					
7. I especially use the Internet to find resources to teach speaking.					
8. EFL teachers should be educated/trained to use the Internet in instruction.					
9. Using the Internet saves time and effort.					
10. The Internet offers opportunities for learning new teaching techniques.					
11. The Internet is most useful to integrate the skills.					
12. The use of Web 2.0 tools increases cooperation among students.					
13. I especially use the Internet to find resources to teach listening.					
14. Podcasts should be used to teach listening and pronunciation.					

15.Web 2.0 tools should be used to teach target culture.					
16.I especially use the Internet to find resources to teach culture.					
17.Using Web 2.0 tools makes teaching more interesting.					
18.The Internet use increases my students' motivation.					
19.I especially use the Internet to find resources to teach vocabulary.					
20.The use of Web 2.0 tools increases my students' motivation.					
21.I'm using the Internet in my teaching.					
22.I especially use the Internet to find resources to teach writing.					
23.Blogs should be used to teach reading.					
24.I'm using blogs in my teaching.					
25.Blogs should be used to teach writing.					
26.I especially use the Internet to find resources to teach grammar.					
27.I recorded and uploaded a podcast before.					
28.I'm using podcasts in my teaching.					
29.Wikis should be used to teach reading.					
30.I'm using the wikis in my teaching.					
31.Wikis should be used to teach writing.					
32.I have an account on a social network site (e.g. facebook, twitter).					
33.I'm using the social networks in my teaching.					