



**THE REPUBLIC OF TURKEY
MUĞLA SITKI KOÇMAN UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM**

**INVESTIGATING EFL TEACHERS' PRACTICES OF WEB 2.0
TOOLS, SELF-PERCEPTIONS, OPINIONS AND FACTORS
INFLUENCING THEIR CHOICES**

ZEHRA KAYA

MASTER THESIS

**JANUARY, 2024
MUGLA**

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MUGLA**

JURY CONFIRMATION PAGE

This Master Thesis with the title of “Investigating EFL Teachers’ Practices of Web 2.0 Tools, Self-perceptions, Opinions and Factors Influencing Their Choices” written by Zehra KAYA was accepted as a Master Thesis in the Department of Foreign Language Education, and English Language Education Program by unanimous vote.

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This thesis meets the necessary conditions of a Master Thesis in the English Language Teaching Program.

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ETHICS STATEMENTS

This Master Thesis with the title of Investigating EFL Teachers' Practices of Web 2.0 Tools, Self-perceptions, Opinions and Factors Influencing Their Choices is declared to be written accordingly to the instructions of Muğla Sıtkı Koçman University Institute of Educational Sciences Thesis Writing Guide;

1. Data, information, and documents are gathered considering the ethical codes of conduct,
2. All of the information, documents, evaluations, and results are presented considering the ethical codes of conduct,
3. All of the resources used and benefited from are cited and referenced in the list of references,
4. No kind of change is carried out in the data used or the results emerged,
5. The work presented in this thesis is genuine,

And in the contrary case, all the results against the writer are accepted. 26 /01 /2024

Zehra KAYA

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ABSTRACT

INVESTIGATING EFL TEACHERS' PRACTICES OF WEB 2.0 TOOLS, SELF-PERCEPTIONS, OPINIONS AND FACTORS INFLUENCING THEIR CHOICES

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In recent years, there has been a rise in the integration of Web 2.0 tools into educational settings. Especially emergency remote teaching, necessitated by the outbreak of the Covid-19 pandemic, has increased the need for Web 2.0 tools. This process may have affected the teachers' existing practices of Web 2.0 tools and self-perceptions about them. In this respect, it might be necessary to trace the post-effects of emergency remote teaching and investigate the teachers' usage of Web 2.0 tools again. Within the given context, this study aimed to explore the EFL teachers' practices of Web 2.0 tools, self-perceptions, opinions and the factors influencing their choices. To reach elaborate data, explanatory sequential mixed methods research design was adopted in this research. The quantitative data was collected and analyzed first and then it was followed by qualitative data. Thus, the study involved two types of data collection tools. Quantitative data was gathered through an online Likert-scale questionnaire developed on the basis of preliminary work which was conducted by the researcher, and qualitative data was obtained from online semi-structured interviews. In the primary phase, the numeric data was gathered via a questionnaire and it was followed up by semi-structured interview in the second phase. The data from the questionnaire was collected from 134 in-service EFL teachers working at various state schools in Antalya province. The participants were selected following a convenience sampling procedure. SPSS Statistics 22 software package program was used to obtain the descriptive analysis of the quantitative data.

After the first phase of the research, data collection from the questionnaire was concluded; in the second phase of the research, semi-structured interviews were conducted. Interviews were carried out with 20 in-service EFL teachers among the respondents of the questionnaire. The participants of the interviews were the teachers who gave their consent to contribute to the qualitative part of the research, too. To analyze the qualitative data, the interviews were transcribed and analyzed using deductive thematic analysis. The overall results indicated that EFL teachers integrated Web 2.0 tools as much as possible, they managed employing Web 2.0 tools in their teaching and had positive opinions about utilizing Web 2.0 tools. However, it was also revealed that there were some challenges they had to struggle. These challenges specified the teachers' criteria of choosing some particular Web 2.0 tools and affected their way of implementation. Why EFL teachers use Web 2.0 tools in language classes, what their criteria are when choosing a particular tool, post-effects of ERT, the positive impact of teacher networks like eTwinning projects, the benefits and disadvantages of Web 2.0 tools, and the challenges that the teachers confront were examined deeply.

Keywords: EFL teachers, foreign language, Web 2.0 tools, practice, self-perception

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN WEB 2.0 ARAÇLARI KULLANIMLARININ, ALGILARININ, GÖRÜŞLERİNİN VE SEÇİMLERİNİ ETKİLEYEN FAKTÖRLERİN ARAŞTIRILMASI

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Son yıllarda Web 2.0 araçlarının eğitim ortamlarına entegrasyonunda bir artış yaşanmaktadır. Özellikle Covid-19 pandemisinin ortaya çıkmasıyla zorunlu hale gelen acil uzaktan eğitim, Web 2.0 araçlarına olan ihtiyacı artırmıştır. Bu süreç öğretmenlerin Web 2.0 araçlarına ilişkin mevcut uygulamalarını ve öz algılarını etkilemiş olabilir. Bu bakımdan acil uzaktan eğitim sonrası etkilerin takip edilmesi ve öğretmenlerin Web 2.0 araçları kullanımının tekrar araştırılması gereklidir. Belirtilen bağlamda; bu çalışma, İngilizce öğretmenlerinin Web 2.0 araçlarına ilişkin uygulamalarını, öz- algılarını, görüşlerini ve seçimlerini etkileyen faktörleri araştırmayı amaçlamıştır. Bu çalışmada ayrıntılı verilere ulaşmak için açıklayıcı sıralı karma yöntemler araştırması deseni kullanılmıştır. İlk olarak nicel veriler toplanıp analiz edilmiş daha sonra nitel verilerle devam edilmiştir. Bu nedenle, araştırmada iki tür veri toplama aracı kullanılmıştır. Nicel veriler, bu araştırma öncesinde araştırmacı tarafından gerçekleştirilmiş olan odak grup görüşmesi verilerine dayalı olarak geliştirilen çevrimiçi Likert tipi anket aracılığıyla toplanmış; nitel veriler ise çevrimiçi yarı yapılandırılmış görüşmelerden elde edilmiştir. İlk aşamada anket aracılığıyla sayısal veriler, ikinci aşamada da görüşmeler aracılığıyla nitel veriler toplanmıştır. Anket verileri, Antalya ilinde devlet okullarının çeşitli kademelerinde görev yapan 134 İngilizce öğretmeninden alınmıştır. Katılımcılar kolayda örnekleme modeline göre seçilmiştir. Nicel verilerin betimsel analizini elde etmek için SPSS istatistik programı kullanılmıştır. Nicel aşamadan sonra, nitel verileri toplamak için

ankete katılan 20 gönüllü İngilizce öğretmenini ile görüşmeler yapılmıştır. Bu katılımcılar, anket sonunda nicel aşamaya da gönüllü olarak katılmak istediklerini ifade eden öğretmenlerden oluşmuştur. Nitel veriler analiz edilmek için yazıya dökülerek tüm dengeli tematik analiz kullanılarak analiz edilmiştir. Genel sonuçlar, İngilizce öğretmenlerinin Web 2.0 araçlarını derslerine mümkün olduğunca entegre ettiklerini, Web 2.0 araçlarını öğretimlerinde kullanmayı başardıklarını ve Web 2.0 araçlarına ilişkin olumlu görüşlere sahip oldukları göstermiştir. Fakat, mücadele etmek zorunda oldukları bazı zorlukların da olduğu ortaya çıkmıştır. Bu zorluklar, öğretmenlerin Web 2.0 araçları seçim kriterlerini ve Web 2.0 araçlarını uygulama yöntemlerini etkilemektedir. İngilizce öğretmenlerinin Web 2.0 araçlarını dil sınıflarında ne amaçla kullandıkları, belli bir aracı seçerken hangi kriterleri uyguladıkları, acil uzaktan eğitim sonrası etkileri, e-Twinning gibi öğretmen ağlarının olumlu etkisi, Web 2.0 araçlarının faydaları ile dezavantajları ve öğretmenlerin karşı karşıya kaldıkları zorlukları derinlemesine incelenmiştir.

Anahtar kelimeler: İngilizce öğretmenleri, yabancı dil, Web 2.0 araçları, uygulama, öz-algı

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LIST OF ABBREVIATIONS

Abbreviations	Explanation
Covid-19	Coronavirus Disease of 2019
DynEd	Dynamic Education
EBA	Eğitim Bilişim Ağı
EFL	English as a Foreign Language
ELT	English Language Teaching
ERT	Emergency Remote Teaching
FATİH	Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi
ICT	Information and Communication Technologies
MoNE	Ministry of National Education
SPSS	Statistical Package for the Social Sciences

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SECTION I

INTRODUCTION

This research is about the EFL teachers' practices of Web 2.0 tools, self-perceptions, opinions and the factors that have an influence on their choices when selecting a Web 2.0 tool. In this introductory section of the thesis; problem status, problem statement, purpose of the research, importance of the research, assumptions of the research, limitations of the research and definitions have been presented.

1.1. Problem Status

Technology has become more and more important in our daily lives. It has an effect in every domain, and education is one of them. While technology is evolving continuously, teachers cannot stay behind advancements. It is essential to keep up with technology for them. Especially with the outbreak of Covid-19, there has been a big change in educational contexts. The use of technology and integration of digital tools have been accelerated. Teachers have had to adapt to the instant transition to emergency remote teaching. As Web 2.0 tools are one of the technological materials that convey the developments of technology into educational settings, the need for implementing Web 2.0 tools in education has been indispensable.

In foreign language teaching and learning, Information and Communication Technologies (ICT) integration increases students' motivation (Dunkel, 1990; Riasati et al., 2012), supports academic achievement (Riasati et al., 2012), boosts self-confidence (Lee, 2000), helps learners develop autonomy (Lee, 2000; Stepp-Greany, 2022; Zengin, 2007) and alleviates anxiety of the students (Alshammari, 2013; Boyce, 2016; Liu et al., 2003). Web 2.0 tools are important means between technology and language learning.

Furthermore, Web 2.0 tools are the common means of generations and gather them together. To categorize generations; digital natives are the learners who were born into technology and has grown up with it; digital immigrants are previous generation who did not grow up with technology but learned it later in their life (Prensky, 2001). Digital hybrids are the people who resemble both digital natives and digital immigrants. They are in the intermediate phase linking these two extreme groups (Kakirman Yıldız, 2012). So, it can be said that there is a disparity -slight or large- between young learners and their elders. The speed of developing technologies reminds that the teachers have a task to catch up with their students. Though there might have been a mismatch between how students live and how they learn, some technological tools have just as much chance of closing this gap as widening it (Richardson, 2010). In that sense, bringing Web 2.0 tools to the language classrooms might bridge the gap between generations.

1.2. Problem Statement

With reference to the problem status, it is seen necessary to learn how EFL teachers' practices are and what their self-perceptions and opinions are. In addition, knowing the factors that influence the selection of Web 2.0 tools is also important in terms of more profound investigation. Although, studies on Web 2.0 tools are present in the literature, a need for updated studies has appeared after emergency remote teaching (ERT hereafter) because the practices, self-perceptions, opinions of teachers and factors might have changed with ERT. Taking a look into the national literature, it can be seen that studies conducted on Web 2.0 tools mostly focus on face-to-face education (Başal, 2016; Korucu & Sezer, 2016) because ERT is a new subject. Moreover, as in the studies conducted by Cephe and Balçıkanlı (2012), Keleş (2013), Demirkan (2019) and Aşıksoy (2018), it was seen that the participants of the studies on Web 2.0 tools were mostly pre-service teachers. Regarding the in-service teachers as the source of real practice and experience of Web 2.0 tools in language classrooms, they consisted of the participants of this study. Based on this, current study can contribute to the EFL literature in terms of recruiting in-service teachers and gathering data following ERT period.

1.3. Purpose of the Research

The purpose of this research is to investigate the EFL teachers' practices of Web 2.0 tools, self-perceptions, opinions and the factors influencing their choices elaborately. In this respect, this study aims to answer the following research questions:

- 1) What are the EFL teachers' practices of Web 2.0 tools?
- 2) What are the EFL teachers' self-perceptions about their practices of Web 2.0 tools?
- 3) What are the EFL teachers' opinions about Web 2.0 tools?
- 4) What are the factors that have an influence on EFL teachers' selection of Web 2.0 tools?

1.4. Importance of the Research

Conducted right after ERT, the present study contributes to the literature by collecting both quantitative and qualitative data from in-service teachers who are the practitioners experiencing the real settings. Not only in language teaching but also in other fields, Web 2.0 tools have been investigated increasingly in recent years. ERT has a big effect on this increase and the studies on Web 2.0 tools have reached to the peak in 2019 and the years after (Altunışık & Aktürk, 2021; Yaşar-Sağlık & Yıldız, 2021; Yazıcı et al., 2021). However, this study is important on the grounds of the participants and research model because the educational studies on Web 2.0 tools conducted between the years of 2010 and 2021 were investigated and domestic literature showed that the least used model is mixed research model (16%) (Altunışık & Aktürk, 2021; Yazıcı et al., 2021). Moreover, the theses on Web 2.0 tools conducted between the years of 2010 and 2021 were done mostly with student participants. Only 14 % of the theses were conducted with teachers (Altunışık & Aktürk, 2021).

1.5. Assumptions of the Research

In this study, the participants were assumed to have volunteered for the study willingly and to have answered the questions openly and truthfully. Another assumption was that the teachers' answers reflected what was practiced in their actual teaching because how teachers judged themselves and reflected their perceptions should give trustworthy data. Last assumption was that all the participants knew what the term of Web 2.0 tools means.

1.6. Limitations of the Research

Limitations of this study is as follows: the sample of this study is the EFL teachers working at state schools within MoNE in Antalya province. The findings are limited to these teachers' participation and generalizability of its results is subject to certain limitations. The quantitative findings are constrained by 134 EFL teachers and qualitative findings were limited to 20 out of 134 EFL teachers. The present research is not an empirical study including actual observations or experimentations of the participants. It uses only the opinions, thoughts, beliefs and views of teachers as the source of data. Therefore, it is limited to the contributions of the teachers reflected by means of the data collection tools.

1.7. Definitions

Self-perception: Self-perception is estimating a person's own performance and capabilities and it is how s/he perceives herself/himself (Carpenter et al., 2009).

Web 2.0: Web 2.0 is a platform on which users generate, create, re-purpose and share a content with a community of people who can also socialize, collaborate and work with each other (Franklin & van Harmelen, 2007).

SECTION II

THEORETICAL FRAMEWORK and RELATED RESEARCH

This section includes the theoretical background of the study, the underlying definitions and concepts that construct the study. Related domestic and international studies conducted on Web 2.0 tools are presented.

2.1. Theoretical Framework

Technology has been an indispensable part of human beings' daily lives. People have been surrounded with technology and rapid digital developments in technology have urged the people to change. Technological improvements have also had an impact on how individuals connect with one other, learn, and acquire knowledge. Furthermore, according to Bates (2019), there is no sign of slowing down in technological change, which means that technology has been developing continuously. As educational settings are one of the fields that technological amendments have affected, teachers have to keep pace with technology, too.

The modern learning environments that once existed in traditional classrooms have been transformed by the Internet, computers, mobile devices, and other developing technology. As for language classrooms; language education requires more scientific advancements and technological instruments compared to other fields in social sciences, because technology enables producing audio and visuals in target language and presenting them as an authentic material (Kartal, 2005). Harmer (2001) also notes that one of the advantages of the Internet is making authentic materials instantly accessible to the learners. The teaching of the target language's culture greatly benefits from the presentation of authentic resources, and internet technologies can be effective aids in this

process. By the same token, integrating technology properly into the curriculum facilitates successful second language learning environment (Blake, 2011). Integrating technology into language classrooms enriches students' learning, provides better understanding of the lesson content and develops higher order thinking skills (Sarıçoban et al., 2019). In addition, students sharpen their cognitive skills such as analysis, synthesis, application, and evaluation thanks to new technologies (Chickering & Ehrmann, 1996). These technologies can increase students' interest and motivation, and enable students with increased access to target language input and interaction opportunities (Golonka et al., 2014). Moreover, technology allows students to arrange their own learning and to experience the language autonomously (Gangaiamaran & Pasupathi, 2017; Iqbal, Niazi & Hafeez, 2021). In terms of autonomy, especially with Covid-19 pandemic, transition to emergency remote teaching might have had a positive effect on students' autonomous growth. As normal education was interrupted suddenly and switched to distance education, students were intertwined with many more online resources. With this change, students have a chance to direct their own learning by using technology in a flexible way. Digital mediated remote learning promotes students' autonomy and students become self-directed learners by planning, monitoring, evaluating and regulating their own learning. Students can have control over how they learn and what resources they need to learn better (Taguchi, 2020). Self-directed learning is an ideal indicator of academic success in online distance learning, since it is a subdimension of e-learning readiness. (Dikbaş-Torun, 2020). As a result, it appears that using technology intensely during emergency remote teaching has improved the study abilities of students in areas including creativity, autonomy, self-directed learning, participation in activities, and problem-solving abilities. (Ağçam et al., 2021; Alwasidi & Alnaeem, 2022; Martha et al., 2021).

Numerous materials can be used as a means of technology integration and Web 2.0 tools are one of them. The term Web 2.0 was first encountered during brainstorming session of a conference between O'Reilly and MediaLive International (O'Reilly, 2005a). Thus, it is generally accepted that the concept of Web 2.0 initially emerged in that conference. O'Reilly (2005b) defines Web 2.0 as follows:

Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the

more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an “architecture of participation,” and going beyond the page metaphor of Web 1.0 to deliver rich user experiences (O’Reilly, 2005b, para. 2).

However, in the last decade the term has been controversial. With immense and rapid growth in Web technologies, the concept of Web 2.0 has been a loose notion. Although the meanings are debatable and various definitions are produced by scholars from different perspectives, they do not totally differ from each other (Halim & Hashim, 2019). The definitions all encompass similar core properties of Web 2.0 tools. That is to say, Web 2.0 is an umbrella term and covers a range of tools that enable producing many applications. Web 2.0 is a platform where information is not only produced and shared but also the content is mixed, transferred and shared in social interaction collaboratively (Horzum, 2010). That is to say, users are not passive readers in the digital age. They have a control on the content by generating, changing, constructing, sharing, writing whenever they need.

2.1.1. Digital Natives, Digital Immigrants and Digital Wisdom

The terms of ‘Net Generation’ (Tapscott, 1998), ‘Millenials’ (Howe & Strauss, 2000) and ‘Digital Natives’ (Prensky, 2001) are used to identify the learners who were born into technology and has grown up with it. These learners are familiar with technology and surrounded with technological devices. Also, they are more comfortable with technology than their parents and teachers. The generation born roughly around 1980s and after is called ‘digital natives’ because they have spent their lives with computers, cell phones, videogames, music players or with other tools of the digital age. ‘Digital Immigrants’, another term originally coined by Prensky (2001), is used for previous generation who did not grow up with technology but learned it later in their life. Therefore, there is a gap between digital natives and digital immigrants. Technology has always been available for young people but their teachers or parents have to struggle to keep up with this interactive world. Digital natives are technology savvy, grasp technological information faster and prefer games to ordinary work. However, these skills

are almost foreign to the digital immigrants. They use technology slowly, step-by-step, doing one thing at a time, individually and seriously (Prensky, 2001).

However, Prensky (2001) has often been criticized because of the fact that he made excessive generalizations, did not rely on empirical data, and acted techno-deterministly (Tombul, 2020). After about a decade of his first paper, Prensky wrote a review of these discussions, made clear explanations and proposed a new term 'Digital Wisdom' instead of digital native and digital immigrant (Prensky, 2009). He claims that the distinction between digital native and digital immigrant become less relevant because moving further into the 21st century, all the people have grown up in the digital era. Furthermore, he says that because many digital immigrants display digital wisdom and think in terms of it, digital knowledge crosses the generational split created by the contrast between native-born people and immigrants (Prensky, 2009). "Digital wisdom" refers to two things: first, wisdom that comes from using digital technology to access cognitive strength that is above our natural potential; and second, wisdom that comes from using technology wisely to improve our capabilities. Because of technology, the wisdom of wisdom seekers' decisions and judgments will undoubtedly depend on how and to what extent they utilize technical resources, how they sort through them to discover what they need, and how technology assists them (Prensky, 2009).

2.1.2. Digital Hybrids

Kakırman Yıldız (2012) suggested a new classification including “digital immigrant, digital hybrid, and digital natives” terms. According to Kakırman Yıldız (2012), Prensky’s (2001) classification of the “digital native” and “digital immigrant” is extremely sharp. Dividing generations bluntly should be considered again and the groups should be redefined. The ideas of Prensky on new generation using technology faster and more skillfully are definitely true, however; it is more correct that naming those born in 2000 and after as the digital natives because they were born and grew up right in the middle of ready-made technology world. Also, there should be a smooth transition in such transformation processes. For instance, Prensky called people born before 1980 as digital immigrants but they can also use technology practically, do research on the Net, listen to the music and send text messages at the same time just like digital natives born in 1990. That is why, the researcher suggested a new term “digital hybrid” for the people who

resembles both digital natives and digital immigrants. Digital hybrids are in the intermediate phase linking these two extreme groups. They use both traditional ways such as paper and pencil and new technologies. While researching, they note down and google, too. Digital hybrids might not be as perspicacious as digital natives yet they do not resist to the technology. They do not abandon print resources totally but they are open to digital changes as well (Karabulut, 2015).

There are digital natives but this phenomenon varies according to countries, cultures, economic conditions and individuals (Tombul, 2020). In Türkiye, computers were introduced in 1960s, became widespread in 1970s and 1980s and use of computers gained acceleration in 1990s. After 2000, the rate of using computers and the Internet personally started to spread all over the country (Kakırman Yıldız, 2012). Therefore, Kakırman Yıldız (2012) names those born after 2000 as digital natives, those born between 1970 and 1999 as digital hybrids and those born before 1970 as digital immigrants. The groups are presented below.

Figure 1. *Digital Immigrants to Digital Natives*

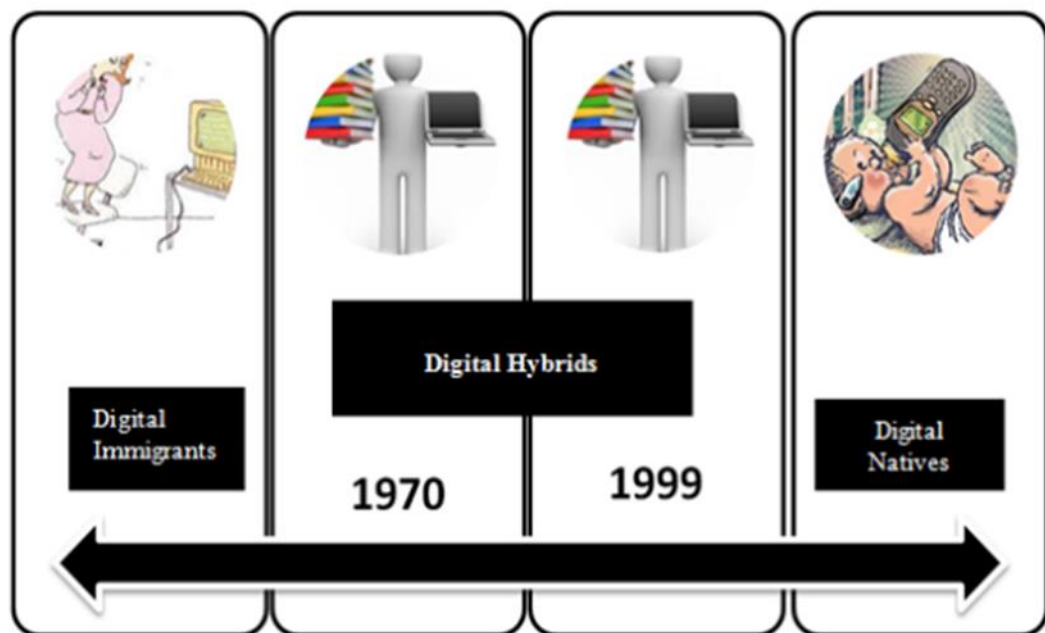


Figure 1. Digital immigrant to digital natives

Although enough notion or argument on the concept of “digital hybrid” has not been offered in the literature so far, it is believed that putting emphasis on this new term can be valuable for the present study. Because it appears that identifying generations in two groups might not be valid for all specific research contexts. That is why, Prensky’s

(2001) idea will be discussed in three aspects from the researcher's perspective. The first one is ignoring cultures. When compared with European countries, the technology is not developing at the same speed in every country. Economic and social factors have major effects on technological revolutions. For instance; two digital natives born at the same year but from different countries might have met computer at different years. A digital immigrant living in a developed country might have more technological competence than a digital native living in a developing country. Thus, national contexts should be taken into account. Second one is blunt division. The classification was made with an exact line by the researcher. However, a digital immigrant might have assimilated into the digital world easily and might act like the other generation and access the data as the way digital natives do. Especially with the Covid-19 outbreak, people from all ages have tried to adapt the technology into their daily lives (Coeckelbergh, 2020). Both digital natives and digital immigrants have spent more time with technology. Digital immigrants have been urged to use technology more than ever and equipped with higher technological competences. They have become more capable with technologies so their level of technology competence might have risen. Not only due to the pandemic but also the increase in the need of digitalization, the distinction between these two age groups has become more ambiguous. Therefore, it might be foreseen that the concepts of digital native and digital immigrant will be assessed again and placed in much more scientific studies (Yaşar-Sağlık, 2022). The third one is overgeneralization. The age range of each group is highly large. Today, a 20-year-old learner and a 40-year-old teacher are nominated to the same group and they are both classified as digital natives. Yet, they were not exposed to the technology to the same extent so, they cannot be assumed at the same level of technological competence.

In the literature, although the concepts of digital natives and digital immigrants have been highly criticized, it is seen that they have become a widely used metaphor so far.

Whatever concept is adopted, it can be said that there has always been a disparity -slight or large- between young learners and their elders. The speed of developing technologies reminds that the teachers have a task to catch up with their students. Although there might have been a mismatch between how students live and how they learn, some technological tools have just as much chance of closing this gap as widening

it (Richardson, 2010). In that sense, bringing Web 2.0 tools to the classrooms might bridge the gap between generations.

2.1.3. What is Web 2.0?

Web 2.0 is a platform on which users generate, create, re-purpose and share a content with a community of people who can also socialize, collaborate and work with each other. Web 2.0 users are not passive users contrasting to Web 1.0 (Franklin & van Harmelen, 2007). However, Web 1.0 is a read-only, static and mono-directional web. It allows the user to search for information and read it. The consumer cannot interact with the website and cannot contribute to the content. The web master is the sole authority who is responsible for updating and managing the content of the website (Choudhury, 2014). A small number of writers deliver web pages for a large number of readers but users get information like the way they read a brochure or magazine (Naik & Shivalingaiah, 2008). Website owners publish information and do not update frequently because the goal of them is to establish an online presence. They present the content available to anyone for a period of time and it can be viewed repeatedly by the user. Visitors of the website reach the website and use the data passively without any interaction and contribution HTTP, HTML and URI are the core protocols of Web 1.0 technologies (Aghaei et al., 2012).

Web 2.0 is the new version of Web 1.0. Web 2.0 lets users not only access content from a website but also contribute to it. Next, it is also more interactive and dynamic than its former version or predecessor, Web 1.0 (Murugesan, 2007). Web 2.0 facilitates participatory, collaborative and distributed practices so it is defined as people-centric web, wisdom web and participative web. It also facilitates reading and writing on the web which makes the web transaction bi-directional rather than mono-directional (Choudhury, 2014).

Table 1, 2 and 3 present three comparisons of Web 1.0 and Web 2.0 from the literature.

Table 1. *Comparison of Old and New Ways of Working*

Web 1.0	Web 2.0
Application based	Web based
Isolated	Collaborative
Offline	Online
Licensed or purchased	Free
Single creator	Multiple collaborators
Proprietary code	Open source
Copyrighted content	Shared content

Note. Adapted from Solomon and Schrum (2007)

Table 2. *Comparison of Web 1.0 and Web 2.0*

Web 1.0	Web 2.0
Reading	Reading/ Writing
Companies	Communities
Client-Server	Peer to Peer
HTML, Portals	XML, RSS
Taxonomy	Tags
Owning	Sharing
IPOs	Trade sales
Netscape	Google
Web forms	Web applications
Screen scraping	APIs
Dialup	Broadband
Hardware costs	Bandwidth costs
Lectures	Conversation
Advertising	Word of mouth
Services sold over the web	Web services
Information portals	Platforms

Note. Adapted from Aghaei et al. (2012)

Table 3. *Comparison of Web 1.0 and Web 2.0*

Web 1.0	Web 2.0
1996-2004	2004-2016
The Hypertext Web	The Social Web
Tim Berners Lee	Tim O'Reilly, Dale Dougherty
Read Only	Read and Write Web
Millions of Users	Billions of Users
Echo System	Participation and Interaction
One Directional	Bi-Directional
Companies Publish Content	People Publish Content
Static Content	Dynamic Content
Personal Websites	Blog and Social Profile
Message Board	Community Portals
Buddy List, Address Book	Online Social Networks

Note. Adapted from Choudhury (2014)

In the literature, there are various classifications of Web 2.0 applications that are categorized based on their functionality and purpose. However; they are mainly developed on a pivot of basic classification. Constantinides and Fountain (2008) categorize them divided into five main categories as follows:

- 1) Blogs: 'Blog' is the abbreviation of the word 'web log'. Blogs are used as diaries and online journals. They are generally combined with podcasts which are downloadable audio or video and can be watched or listened at any time.
- 2) Social networks: Social networks are applications permitting people to create personal websites that are also available to other users for exchange of personal content and communication.
- 3) (Content) Communities: They are websites sorting out and sharing specific types of contents. Applications of video sharing, photo sharing, social bookmarking and publicly edited encyclopedias are some examples of these.
- 4) Forums/bulletin boards: These websites are for exchanging thoughts and information usually around specific interests.
- 5) Content aggregators: They are the applications that allow users to fully customize the web content they want to access. Content aggregators utilize a technique known as Real Simple Syndication or Rich Site Summary (RSS).

As the landscape of educational technology is evolving, new Web 2.0 tools are constantly being developed. Thus, the categorizations of Web 2.0 tools deployed in education are also updated day by day. In the literature, numerous classifications have been suggested so far. Çelik (2021), Çukurbaşı and Kırıkcı (2018), Duyku (2021), Elmas and Geban (2012), İşbulan et al. (2020), Özcan (2020), Özdemir (2022), Paily (2013), Tuzcuoğlu (2022) and Koçak-Usluel and Mazman (2009) each preferred different groupings of Web 2.0 tools in their studies. In learning and teaching environment, Web 2.0 tools offer such purposes roughly as for assessment and evaluation, mind mapping, gamification, presentation, digital storytelling, video and audio creation, and categorizations are created around these purposes. However, giving a more comprehensive typology may be useful in order to provide a clear framework. Bower's (2015) study presents a profound and comprehensive analysis of Web 2.0 learning technologies. Bower (2015) conducts a review by incorporating over two thousand links and identifies 212 Web 2.0 technologies that are suitable for learning and teaching purposes. The analysis results in 37 types of Web 2.0 technologies and they are arranged into 14 clusters. The schematic representation is shown in Figure 2.

Figure 2. *Bower's Representation*



Bower (2015) arranged Web 2.0 tools and also gave some examples of Web 2.0 applications and sites. However, because of the dynamic structure of Web technologies, some of them may have expired. Still, all the examples are given as a representative below.

1) Text based tools

- a. Synchronous discussions (Twitter, Plurk, Chatzy, Today's Meet)
- b. Discussion forums (Forums.com, ProBoards, ReadUps, Tackk)
- c. Note-taking and document creation (Etherpad, Evernote, Google Docs, Zoho Writer)

2) Image based tools

- a. Image sharing (Flickr, Instagram, Pics4Learning, Openclipart, Wikimedia Commons)
- b. Image creation and editing (Befunky, PicJuice, DrPic, Pho.to, Pixlr, Sumopaint, DeviantArt)
- c. Drawing (Artpad, Slimber, Flockdraw)
- d. Online whiteboarding (A Web Whiteboard, Google Drawing, Board800, CoSketch, Dweeber, Sketchlot, Stoodle, Twidla, Pixiclip)
- e. Diagramming (Gliffy, Lucidchart, Draw.Io, Cacao, Creately)
- f. Mind mapping (Bubblus, Mindomo, Mindmup, Wisemapping, Popplet, Mind42, Mindmeister, Slatebox, Coggle, Text2Mindmap, Debategraph)
- g. Mapping (Google Maps, Quickmaps, Scribblemaps, Woices, Umapper)
- h. Word clouds (Wordle, Tagxedo, Tagul)

3) Audio Tools

- a. Audio sharing (Soundcloud, Audioboom, Freesound, Chirbit, SoundBible)
- b. Audio creation and editing (Vocaroo, Voxopop, Soundation)

4) Video tools

- a. Video sharing (YouTube, Vimeo, Teachertube)
- b. Video creation and editing (Youtube Video Editor, Video Toolbox, FileLab Video Editor, Mozilla PopcornMaker, Kizoa, Muvee, Screencast-o-matic)
- c. Video streaming (Google Hangouts On Air, Ustream, LiveStream, Veetle, Vokle, YouNow)

- 5) Multimodal production tools
 - a. Digital pinboards (Pearltrees, Padlet, Lino, Magnoto, Stormboard, Groupman)
 - b. Presentations (Prezi, Google Slides, Haikudeck, Photopeach, Photosnack, Vcasmo, Slideshare, Authorstream)
 - c. Lesson authoring (LAMS, Blendspace, SoftChalk, EasyGenerator, Nearpod, Composica, Zaption, Edpuzzle)
- 6) Digital storytelling tools
 - a. Online book creation (StoryJumper, Tikatok, StoryBird, MyStoryMaker, Mixbook)
 - b. Comic strip creation (Storyboard That, ToonDoo, MakebeliefsComics, BitStrips, Pixton, WittyComics)
 - c. Animated videos (Powtoons, Moovly, DigitalFilms, Dvolver)
- 7) Website creation tools
 - a. Individual website creation (Google Sites, Tripod, Wix, Jimdo, Moonfruit, Weebly, Glogster)
 - b. Wikis (Wikispaces, PBworks, Wikia, WikiFoundry, Central Desktop, MindTouch, Confluence, SocialTexts)
 - c. Blogs (Wordpress, Edublogs, Kidblog, Tumblr, Blogger, Paper.Li, RebelMouse, Penzu)
- 8) Knowledge organization and sharing tools
 - a. File sharing (Dropbox, MediaFire, 4shared, OneDrive, Google Drive)
 - b. Social bookmarking (Delicious, Diigo, Icyte, Memonic, Webnotes, Educlipper)
 - c. Aggregators (Flipboard, Feedly, Bloglines)
 - d. Republishing (ScoopIt, Storify, Pinterest, LiveBinders)
- 9) Data analysis tools
 - a. Conducting surveys (Survey Monkey, Polldaddy, SurveyGizmo, FluidSurveys, Insightify, Ballet-Box, Google Forms, Poll Everywhere)
 - b. Online spreadsheets (Google Sheets, Zoho's Spreadsheet, Live Documents Spreadsheet, Ethercalc, Smartsheet)
 - c. Infographics (Infogram, iCharts, Easelly, Piktochart)
- 10) Timeline tools (Timetoast, Timeglider, Dipity, Tiki Toki, Capzles, OurStory)
- 11) 3D modeling tools (Shapeshifter, Tinkercad)

- 12) Assessment tools (Quizstar, ProProfs Quizmaker, Quizlet, Cram, CoboCards, EasyTestMaker, Fifty Sneakers, Quia, Socrative)
- 13) Social networking systems (Facebook, Google plus, Edmodo, Twiducate, Fakebook, Research Gate, Academia)
- 14) Synchronous collaboration tools (Zoom, Google Hangouts, GoToMeeting, WizIQ, Speek, Vyew, Fuze Meeting)

2.1.4. Teachers' Role

Education and technology cannot be considered independent from each other, integration of technology has become a necessity. Teachers are one of the most significant components in this process. In today's world, when the fact that students can use modern technological devices at ease is considered, teachers are urged to improve themselves in this field. Otherwise, the lack of meaningful technology integration may cause disharmony between students and teachers (Sarıçoban et al., 2019).

While students know the tools better than the teachers, teachers have a strength which is pedagogy (Solomon & Schrum, 2007). Furthermore, as Lei (2009) notes, students' proficiency with technology does not equate to their ability to utilize it sensibly and purposefully. Although the digital natives have high technology skills, they still need their teachers' guidance, support and instruction. Similarly, students utilize current technology more for pleasure activities than for academic studies, according to Ercan's (2020) research, and they require assistance in order to incorporate them into their language studies. In that case, teachers' classroom practices play a key role. So, language teachers have to gain the required skills so as to incorporate instructional technologies.

Each teacher's perception of the nature of education and instruction influences the role that technology plays in the classroom. Teachers can integrate technology or Web 2.0 tools on the basis of their beliefs, uses, opinions, etc. (Tondeur et al., 2017). Accordingly, research on innovative teaching practices in education shows that understanding technology integration requires considering teachers' pedagogical assumptions (Abukhattala, 2016; Ertmer, 2005; Lim & Chan, 2007). More precisely, instructors select particular teaching methods and resources—including technology—to use in their classrooms based on their own convictions (Prestridge, 2012).

Lei's (2009) study indicates that most of pre-service teachers who are digital natives and use technology outside the school, they do not use proficient technologies in teaching scope. They also lacked the knowledge and proficiency to use Web 2.0 technology. In another study, the participants are evaluated on the basis of their educational practices and teaching profession regardless of the age factor and the results show that that pre-service and in-service teachers are digital hybrids in terms of their teaching practices (Şad & Donmuş, 2017). Then, it can be assumed that whether the teacher is a digital native, digital immigrant or digital hybrid, it is not more important than the teacher's beliefs and attitudes towards technology integration.

'Self-perception' is estimating our performance and capabilities and it is how we perceive ourselves (Carpenter et al., 2009). That is to say, self-perception comprises our views, opinions, perspectives or values about ourselves. In this study, EFL teachers' self-perceptions about how they evaluate themselves, how they perceive their competence on Web 2.0 tools and whether they feel capable of integrating Web 2.0 tools in their teaching were investigated. A teacher's positive beliefs and subjective views act upon effective and successful learning environment (Mansour, 2009). McCoss-Yergian and Krepps (2010) assert that the likelihood that teachers will incorporate literacy education in their subject areas is influenced by their attitudes toward reading in the content areas.

To that end, it can be said that the teachers' opinions and self-perceptions about Web 2.0 tools play a vital role in integrating Web 2.0 tools. With this in mind, in the present study, EFL teachers' opinions and self-perceptions were examined incorporating a questionnaire and interviews.

2.3. Related Domestic Studies

Not only in language teaching but also in other fields, Web 2.0 tools have been investigated increasingly in recent years. Emergency remote teaching has a big effect on this increase and the studies on Web 2.0 tools have reached to the peak in 2019 and the years after (Altunışık & Aktürk, 2021; Yaşar-Sağlık & Yıldız, 2021; Yazıcı et al., 2021).

Web 2.0 tools related studies have been examined from different perspectives such as teachers' opinions about Web 2.0 tools, the effect of Web 2.0 tools on language skills and the experimental studies conducted with one or two particular Web 2.0 tools.

The studies on teacher perceptions and opinions mostly show that EFL teachers are aware of Web 2.0 tools and they have positive views about Web 2.0 integration. They are inclined to implementing Web 2.0 tools but some studies indicated that teachers have self-esteem or low self-efficacy about integrating Web 2.0 tools into their teaching. In these studies, some other results about commonly used Web 2.0 tools and some barriers when employing Web 2.0 tools emerged as well as teacher views. The studies about perceptions of EFL teachers are given in detail below.

Özcan (2020) examined the types of Web 2.0 tools used by EFL teachers, the perceptions of the teachers and the effect of variables. The participants of the study were EFL teachers working at a private school. A mixed-method research design was adopted. Quantitative data was collected from 56 EFL teachers and qualitative data was collected from 12 EFL teachers by interviewing. According to the results; the most commonly used Web 2.0 tools are Kahoot and YouTube, teachers are aware of Web 2.0 tools. It has been found that there is no statistically significant difference between teachers' decisions to apply Web 2.0 tools for instructional purposes and their gender, teaching experience, daily internet use, or computer use. Nevertheless, teachers are inclined to use a variety of Web 2.0 tools for this purpose.

Additionally, Yaprak (2020) looked at the attitudes toward Web 2.0 technologies, the frequency of Web 2.0 use, and the self-efficacy views of EFL teachers. The study also looked at the demographic factors that affect the incorporation of Web 2.0 products. 202 EFL teachers working at public schools participated in the survey and 10 EFL teachers were interviewed for qualitative data. The findings indicated that teachers utilized Web 2.0 tools at a medium level. There was no discernible difference in the self-efficacy beliefs, attitudes, or Web 2.0 tool usage of EFL teachers based on demographic characteristics. Nonetheless, it was shown that participants 40 years of age and older had very low levels of self-efficacy, whereas young teachers appeared to have better levels of self-efficacy about the use of podcasts and social networking sites. Furthermore, Web 2.0 tool utilization was seen favorably by EFL teachers who attended the FATİH project and Interactive Whiteboard teacher trainings, but not by those who attended the EBA and DynEd in-service teacher trainings.

In addition, Arslan (2022) carried out an explanatory design study to ascertain English language teachers' perceptions on Web 2.0 quick content development self-efficacy and to learn about their opinions regarding Web 2.0 apps. Teachers stated that

the process of preparing the content with Web 2.0 tools was time-consuming, they encountered some technological problems and complained about the price of some Web 2.0 tools. However; the teachers declared that they implemented Web 2.0 tools despite some barriers, and they added that these applications increased interest, motivation and academic success of the students.

In a doctoral research study, Bilgin (2022) investigated FL teachers' general usage and thoughts on Web 2.0 tools and the best practices they use. Results demonstrated that even though teachers' use or non-use of Web 2.0 tool clusters were not significantly associated with demographical variables, use or non-use of them were significantly associated for most of the tests with teachers' partnership experience in eTwinning projects, a European Commission initiative. According to the results, the most important two advantages of using Web 2.0 tools were that Web 2.0 tools stimulate students to communicate, interact, participate and collaborate, and they make language learning more fun and enjoyable. Also, the most repeated challenge of using Web 2.0 tools was about technical problems. The findings of the interviews indicated that among the typical uses of the technologies by experienced teachers were assessment, videography and editing, and speaking development. Besides these; best practice examples, most used Web 2.0 tools, frequency of usage, advantages, and challenges of using the tools and other related themes and patterns were also reported in this profound study.

During distance online education process in the Covid-19 outbreak, Demir (2021) investigated the EFL teachers' digital literacy and their experiences in using digital tools, particularly the EIN (Educational Informatics Network) platform, the availability of online material, the efficacy of online assessment and feedback, and how teacher-student interaction occurred during the process in English classes at state schools. The quantitative data was collected from 121 EFL teachers working at state schools and qualitative data was gathered from 12 EFL teachers through online semi-structured interviews. The researcher found that EFL teachers felt competent in integrating digital tools into teaching; the internet connection problems were challenging, and the EIN platform was a good component of instruction during the Covid-19 disease outbreak.

However, another study was conducted during Covid-19 pandemic and the results were not parallel with this study. Başaran et al. (2021) conducted the study with 20 teachers from various teaching branches, 6 of whom were ELT teachers and the results showed that the teachers prepared simple level presentations and visual aids, used pre-

made presentations in their lessons when needed, but did not make use of Web 2.0 tools. Teachers also mentioned that when the distance learning term first started, they had trouble utilizing Zoom and other online resources. Additionally, it was noted that teachers' technological abilities were deficient and that they had not received in-service training on technology use, despite their claims that the lessons in distant education are effectively and sensibly given. In line with this, Kul et al. (2022) found that teachers' information and communication technology (ICT) competency was believed to contribute to the growth of their self-efficacy views on the usage of Web 2.0 tools. Similarly, the research was carried out during Covid-19 pandemic with 336 teachers from various teaching branches including 43 ELT teachers.

In another study conducted with 227 in-service EFL teachers, Özdemir (2022) set out to find out how the participants felt about Web 2.0, how self-efficacious they felt about TPACK (Technology Pedagogy and Content Knowledge), and how these things related to one other. The findings showed that although language teachers had high levels of content, pedagogical, and pedagogical knowledge, their levels of self-esteem were comparatively low when technical knowledge was taken into account. A noteworthy discovery revealed that although the participants had positive opinions about using Web 2.0 tools, they did not use them extensively in their instruction. This was mostly because the participants lacked sufficient technology and technological pedagogical skills.

İmre-Güney (2022) conducted a study with 141 in-service EFL instructors in a private university to evaluate the attitudes of Turkish EFL instructors toward the use of Web 2.0 tools and their Technological Pedagogical Content Knowledge (TPACK) ability levels and investigate whether there is a significant relationship between them. The study's findings demonstrated a strong correlation between the TPACK proficiency levels of EFL teachers and their views toward the usage of Web 2.0 resources in EFL instruction. In parallel with this research; the goal of Daşkın (2017) was to determine the habits, awareness, and usage of Web 2.0 tools among instructors and faculty members. The studies' findings demonstrated that while the participants are highly aware of Web 2.0 resources generally, they do not frequently employ them in their instructional strategies. Furthermore, even though the majority of participants are unaware of what Web 2.0 is, they have already utilized it without noticing it.

Besides in-service teachers, pre-service teachers are employed in some studies. Özdemir (2021) carried out a study with pre-service EFL teachers in order to look into

the opinions regarding the use of Web 2.0 tools to enhance language proficiency and practices, the applications of Web 2.0 tools in educational settings, the difficulties and solutions encountered when using Web 2.0 tools, and the effects of demographic factors like age, gender, and academic year. Data was gathered via both quantitative and qualitative tools. 227 pre-service EFL teachers took part in a questionnaire and 24 participants volunteered to be interviewed. This research showed that participants were aware of the Web 2.0 tools and had positive views towards employing Web 2.0 tools. Also, Cephe and Balçıkanlı (2012) implemented a study with ELT student teachers who were given training on web technologies and after three months the questionnaire and interviews with participants demonstrated that, despite certain difficulties such a shortage of technology, student teachers appeared to feel positively about using online technologies. Additionally, Keleş (2013) examined how ELT students saw using Web 2.0 tools—specifically, wikis—in their future classes. There was instruction for the students. The findings of the pre-training questionnaire showed that they felt strongly in favor of using Web 2.0 tools in their future courses. After the wiki training, they were a little more optimistic.

Results of some studies on wikis and blogs' effect were also collected in one research. A meta-analysis research was carried out by Ergül Sönmez and Çakır (2021) to investigate the effects of Web 2.0 technologies, such as wikis and blogs, on academic achievement. Through the integration of findings from nineteen research that were published in Turkish and English, it was discovered that wikis and blogs enhanced academic achievement.

Several studies investigating the learners' perceptions have been carried out, as well. Demirağ (2021) investigated preferences and perceptions of preparatory school students on the use of Web 2.0 tools. The participants have positive views of using Web 2.0 platforms to learn English and they agree that Web 2.0 tools improve their language skills. Likewise, the attitudes and understanding of ELT students toward the usage of Web 2.0 technologies in language instruction were investigated by Aşıksoy (2018). It was said that students had a favorable attitude toward Web 2.0 technologies and were aware of their presence. The Web 2.0 tools, according to the students, helped them improve their English listening abilities the most.

Studies that focused on the effect of Web 2.0 tools on language skills have been carried out mostly on vocabulary learning and these studies yielded similar findings which showed that Web 2.0 tools have a positive impact on language skills.

Kurtoğlu (2021) set out to determine if 7th grade pupils' vocabulary growth is significantly impacted by Web 2.0 tools. The findings demonstrated the effectiveness of Web 2.0 resources (Quizlet and Kahoot!) in helping seventh-grade pupils acquire vocabulary. Şahin (2022) conducted a study in order to determine the effects of Powtoon and Kahoot! Web 2.0 tools on 5th grade students' English vocabulary and their attitudes towards the lesson. According to the findings, vocabulary teaching supported by Powtoon and Kahoot! Web 2.0 tools have a positive effect on secondary school 5th grade students' vocabulary knowledge and attitudes towards English lesson. Additionally, Mollamehmetoğlu (2021) conducted an experimental study with 3rd grade primary students in order to investigate a Web 2.0 tool's impact on learner autonomy and vocabulary achievement. It was found that Web 2.0 usage for vocabulary practice had a positive effect on vocabulary retention and autonomy. Another study focused on the use of Web 2.0 tools and technologies in English for Specific Purposes (ESP) vocabulary teaching and the effectiveness of these tools on Generation Z. Web 2.0 tools were integrated into classes three hours in a week and it was revealed that the students had positive thoughts about Web 2.0 usage and Web 2.0 tools integration increased the learners' performance on vocabulary learning (Aslandemir, 2020).

Karayazgan (2022) found that teaching English reading and writing skills based on a collaborative working environment supported by Web 2.0 tools increased university preparatory students' motivation, attitudes, academic self-efficacy and students' success. Moreover, Yılmaz (2021) carried out a study with 40 university students in order to ascertain how learners' writing performance, word count, writing time, and accuracy were affected by online teacher-student feedback exchanges and writing using Web 2.0 technologies in comparison to the conventional paper-based feedback method. The study's findings demonstrated that students wrote more properly and that teacher-student feedback exchanges using Web 2.0 technologies helped students' writing growth. However, a similar study about writing skills and feedback gave contrasting results. Guksu (2020) researched on university student's peer feedback on writing assignments via Web 2.0 tools. The experimental group used Web 2.0 tools for their writing assignments and provided feedback on their peers' writings. On the other hand, the

control group students used pen and paper for writing assignments and responded to their peers with the same traditional tools. According to the results, there was no difference between two groups' writing performance at the end of the research period.

Temel (2022) looked at how gamification, using Web 2.0 technologies like Kahoot!, Socrative, Quizizz, and Mentimeter affected the academic accomplishment, learning self-efficacy, and motivation of EFL learners in online learning settings for her PhD dissertation. During an emergency remote teaching time, a mixed-method sequential explanatory research design study was conducted using the Microsoft Teams platform. It showed that in online learning environments, learners' motivation, learning self-efficacy, and academic success levels were all improved by the treatment.

In order to assess the similarities and differences between ELT teachers' and other teachers' use of Web 2.0 tools, the studies conducted with teachers from various teaching branches were compiled and are presented below.

Timur et al. (2019) aimed to investigate the opinions of science studies teachers' Web 2.0 tools integration and found that science teachers were aware of Web 2.0 tools, had positive feelings about integrating them in their classes. Nonetheless, Turkish language teachers' proficiency with Web 2.0 tools fell short of the intermediate level, and there was a notable discrepancy found in their stance on adopting new technologies and getting Web 2.0 tool training. (Eyüp, 2022). Similarly, Atalmış and Şimşek (2022) found that science and social studies teachers' competences in using Web 2.0 tools differed in terms of receiving training.

Furthermore, the degree to which teachers of physical education and sports use Web 2.0 technologies in the emergency distant learning process varies only in favor of those who have previously taken technology courses (Can & Kerkez, 2022). Er et al. (2020) aimed to investigate Web pedagogical content knowledge level of pre-school teachers. Research findings indicated that there was a positive correlation between teachers' Web Pedagogical Content Knowledge level and having computer and internet access at home. According to Kırımlı and Demirezen's (2022) research, social studies educators believed they were only moderately proficient in Web 2.0 technologies and had favorable views about its application in the classroom. They talked about how tough it was for them to use Web 2.0 technology technically and how short the classroom instruction duration was. The teachers wanted to be trained to use Web 2.0 technologies

more efficiently since they were having trouble coming up with Web 2.0 materials. In terms of technical difficulties, Yıldırım et al. (2022) obtained the same results from the case study which was conducted to determine the opinions of social studies teachers about Web 2.0 tools in distance education progress. They stated that, particularly in underprivileged regions, a lack of technology infrastructure and poor equipment prevented them from teaching effectively. However, the teachers had positive opinions about the efficiency of Web 2.0 tools. Likewise, Mathematics teachers believed that Web 2.0 tools contributed to the learning during the distance education process (Aydoğan Yenmez & Gökçe, 2021). Moreover, Tatlı et al. (2021) conducted a study with primary school teachers during emergency remote teaching and again teachers stated that they faced with technical deficiencies (such as internet connection) or student-related deficiencies (such as students' nonattendance). As for the teachers' choices of Web 2.0 tools, teachers mostly used EİN in order to assess students' performances and WhatsApp to inform students. Karaca and Aktaş (2019) found that secondary school teachers including ELT teachers used social networking sites and video sharing sites most, and the least frequently used technologies were Podcast and RSS. In order to ascertain primary school teachers' opinions on information technology usage levels and the employment of Web 2.0 apps in the classroom, Şengür and Anagün (2021) conducted research. It was noted that instant messaging apps were the most widely utilized Web 2.0 tools, and that primary school teachers lacked sufficient understanding of Web 2.0 applications as a concept. According to the primary school teachers, the most frequently used Web 2.0 tools were learning apps Quiver and Kahoot. Additionally, the majority of educators highlighted the many advantages of utilizing Web 2.0 resources, expressed willingness to include these resources into their courses, and suggested them to their peers. (Avcı & Atik, 2020).

2.4. Relevant International Studies

Various studies have been done to measure EFL teachers' opinions about use of Web 2.0 tools in international settings, too. In general, the research studies conducted in international contexts have yielded similar findings. According to the results of the studies; teachers are aware of Web 2.0 tools, they have positive perceptions towards the

use of Web 2.0 tools but there are barriers or challenges that cause failure in the employment of these tools.

Using the decomposed theory of planned behavior (DTPB) model, Ajjan and Hartshorne (2008) examined the faculty members' awareness of the advantages of Web 2.0 in-class learning and their decisions to implement these technologies. The findings demonstrated that although a few faculty members believed Web 2.0 technologies may enhance students' learning, very few of them decided to implement them in the classroom. Furthermore, the attitude of the faculty and their perceived behavioral control were found to be significant predictors of their desire to adopt Web 2.0. As a result, the teachers' actual use of Web 2.0 tools did not parallel with their perceptions.

Crook et al. (2008) found that the interviewee teachers indicated a generally high level of awareness and enthusiasm to use Web 2.0 tools. However, the teachers were worried about a few things, such scheduling time for preparation and familiarization or control and trust concerns. Teachers often found it difficult to regulate students' internet use in class, and over one-third of them thought that implementing Web 2.0 tools would take a lot of effort. Many educators were concerned that a technical malfunction might derail them.

Pan's (2010) dissertation study indicated that teachers working at public schools rarely used Web 2.0 tools in their teaching environment and were uncertain in using Web 2.0 tools. The incorporation of Web 2.0 technologies is influenced by a number of elements, including teachers' self-efficacy in utilizing these tools, professional development, and administrative support from the school. The study also revealed other aspects or concerns related to e-safety, limited internet access, inadequate training and confidence, and the need for technical resources.

Yuen et al. (2011) examined how teachers were using Web 2.0 resources, evaluated how aware and convinced they were of the educational value of these tools, and found out how eager they were to utilize them. The study's findings showed that teachers exhibited interest in expanding their knowledge and skill set as well as positive opinions about the pedagogical advantages and significance of Web 2.0 technologies for instruction.

Karkoulia (2016) conducted a study in Greece with the purpose of investigating teachers' attitudes towards the integration of Web 2.0 tools in EFL teaching. The research

aimed at indicating which Web 2.0 tools teachers used and the barriers that restricted teachers from using them in class and possible solutions, too. According to the results, the majority of EFL teachers in Greece had positive views about Web 2.0 technologies. However, the frequency with which teachers used Web 2.0 technologies, the lack of training and equipment, and the fact that ICTs were not integrated in the syllabus showed that a lot of work still needed to be done until technology was normalized.

Alhassan (2017) investigated into the associations between several demographic factors and teachers' self-efficacy in utilizing Web 2.0 technologies, as well as how they actually utilize those resources in the classroom. The findings showed a substantial positive correlation between teachers' perceived Web 2.0 self-efficacy and their actual Web 2.0 tool usage. Additionally, it was shown that teachers' usage of Web 2.0 technologies in the classroom was strongly correlated with their age, in-service training, and availability to these resources at school. It was suggested that teachers should receive more in-service training on how to use contemporary online tools.

Burkšaitienė and Selevičienė (2017) looked at the attitudes of Web 2.0 technologies among Lithuanian college and university teachers as well as how they are used while teaching English for general and specific purposes (ESP). The findings showed that the majority of educators had a favorable opinion of Web 2.0 technology. The results also revealed that most survey participants thought of themselves as adept or intermediate users of digital environments, although they had minimal experience using educational tools to teach English.

Faizi (2018) investigated the attitudes of Moroccan teachers and learners pursuing higher education on the use of Web 2.0 technologies in language classrooms. The findings showed that both educators and learners were heavily reliant on these web-based tools for both personal and academic use. Despite the fact that teachers knew Web 2.0 technology improved language learning and teaching, the majority of them were still hesitant to use these resources in their classrooms. Instead of using Web 2.0 technologies as instructional resources, the majority of instructors just utilized them as a communication tool.

Moussaoui and Moubtassime (2019) investigated how EFL high school teachers integrate Web 2.0 tools in English language teaching. The findings showed that there has been little use of Web 2.0 tools in the instruction of English. Only a small portion of high

school teachers reported using Web 2.0 technologies in their lessons, and those who did reported encountered some difficulties. The problems included a shortage of digital resources in classrooms, a lack of experience utilizing Web 2.0 technologies for teaching, and a lack of positive attitudes on the use of these platforms for educational purposes.

Integration of ICT or digital technologies are associated with each other and contain Web 2.0 tools, some studies on technology integration of EFL teachers have been presented below. Besides studies carried out during emergency remote teaching, a study conducted one year after Covid-19 is added to see the effects of ERT.

Yi and Jang (2020) conducted a case study with two EFL teachers during Covid-19 pandemic. The teachers worked collaboratively and created videos for asynchronous teaching. According to the results, it was seen that remote teaching reshaped the teachers' teaching practices and experiences. This modification improved their pupils' English language proficiency and raised the prospect of successful online instruction. The goal of Fitri and Putro's (2020) study was to find out how EFL teachers felt about the usefulness and obstacles of integrating ICT with ELT. The findings demonstrated that most EFL teachers thought that incorporating ICT was beneficial because of its efficiency. It was also said that they were discouraged from using ICT due to a lack of internet connectivity, inadequate technical assistance from schools, and a lack of ICT understanding and training. Boonmoh et al. (2022) examined the experiences and difficulties faced by 120 EFL professors from Thai institutions who instructed in emergency online teaching. Their requirements for future professional development courses were identified by the survey. According to the results, remote teaching was new for 90% of the participants so they were inexperienced at the beginning of the remote teaching. The primary obstacles were the lack of a physical environment and the low level of teacher-student contact. Regarding need for future professional development, the data showed that the majority of instructors did not require training on basic ICT skills that they were already familiar with. However, they needed to enhance their online teaching abilities with further expertise. Sudharma and Ardi (2023) conducted research to identify various applications used by six EFL teachers from two schools located in Padang and Jakarta. The teachers declared that they utilized various Web technologies like Kahoot, Google Form, Google Meet, Whatsapp, Zoom, YouTube, Quizizz, and Quizlet in order to create active learning in EFL classroom, these applications positively changed the learning environment and increased students' enthusiasm and interest in Jakarta learning English. Approximately one year after ERT,

Moorhouse (2023) examined the use of digital tools by teachers of English in primary schools during face-to-face instruction, as well as the perceived impact of the online teaching time on the teachers' methods. The data sources were sixteen experienced instructors who participated in in-depth interviews. The results indicated that the increased use of digital technologies by teachers was a result of their involvement in online instruction. These digital tools include digital noticeboards, interactive worksheets and quizzes, learning management systems, and interactive presentation software.



SECTION III

METHODS

This section describes the methodological steps in this research. The reasons for the choice of research model and how it is connected to explore the aims of this study are presented. The selection of participants and how data collection tools relate to the research design are justified and discussed. Lastly, the details of data collection process and data analyses are clarified.

3.1. Research Model

The aim of this study is to investigate the EFL teachers' practices of Web 2.0 tools, self-perceptions, opinions and the factors influencing their choices. To reach elaborate data, explanatory sequential mixed methods research design is adopted in this research. Explanatory sequential mixed methods design is a type of mixed methods research which is a procedure for collecting, analyzing and mixing both quantitative and qualitative data in a single study. The researcher first collects quantitative data and then qualitative data in order to explain the quantitative results in depth. The quantitative data gives a general picture of the research problem and adding subsequent qualitative data to the study refines, extends or explains the general picture (Cresswell, 2012). Dörnyei (2007) states that while questionnaire surveys are a flexible method that yields a lot of data quickly, they have an intrinsic flaw in that participants' involvement is typically fairly shallow, making it impossible to directly explore the complex meaning with this method alone. Thus, adding a follow-up interview can remedy the weakness of the questionnaire survey. In this regard, using both quantitative and qualitative data provide a more

complete understanding than using either approach alone (Fraenkel, Wallen & Hyun, 2012).

The present study fits in with the explanatory sequential mixed methods design so the quantitative data was collected and analyzed first and then it was followed by qualitative data. For this study; in the primary phase, the numeric data was gathered via questionnaire and it was followed up by semi-structured interview as the second phase. By using the questionnaire, it was aimed at reaching as many EFL teachers as possible and gather data about the teachers' practices of Web 2.0 tools, their self-perceptions, opinions and factors that have an influence on their selection of Web 2.0 tools. The quantitative data was collected from 134 EFL teachers. SPSS Statistics 22 software package program was used to obtain descriptive analysis of the quantitative data. After the numeric data was collected, the second phase was run. Interviews were carried out with 20 in-service EFL teachers among the respondents of the questionnaire. The qualitative data was analyzed by using deductive thematic analysis. The analyses of the numeric data were examined and combined with the qualitative one. As a last step, the findings from numeric data were interpreted with more detailed data collected via quantitative phase.

3.2. Participants

The study involves two types of data collection tools; a questionnaire and semi-structured interview. The data from the questionnaire was collected from 134 in-service EFL teachers working at various state schools in Antalya. The study included the primary, secondary or high schools in order to reach as many EFL teachers as possible. The participants were EFL teachers who worked at public schools in Antalya province. Necessary permissions were taken from Ministry of National Education (MoNE) to collect data from in-service EFL teachers. After obtaining approval, the questionnaire formed through Google Forms was distributed online to the respondents. The participants agreed to take part in the present study voluntarily and their informed consent was obtained in the first page of the survey. The link of the survey was sent via either online instant messengers like WhatsApp groups and Telegram or participants' e-mail addresses. The participants were selected following a convenience sampling procedure. In

convenience sampling, the researcher chooses the participants because they are willing and available to study. Although the participants cannot be representative of the population, the sample can furnish useful information for answering questions and hypotheses (Cresswell, 2012).

After the first phase of the research, data collection from the questionnaire was concluded; the second phase of the research, semi-structured interviews were conducted. Interviews were carried out with 20 in-service EFL teachers among the respondents of the questionnaire. The participants of the interviews were the teachers who gave their consent to contribute to the qualitative part of the research, too. They selected “I agree to proceed with the study” button at the end of the questionnaire form and typed their contact e-mail addresses in order to be reached by the researcher.

The demographic data of the respondents of the questionnaire are given below in Table 4, Table 5, Table 6 and Table 7.

Table 4. *Participants’ Gender*

Gender		
	<i>n</i>	<i>f</i>
Female	105	78.4
Male	29	21.6
Total	134	100.0

As seen in the gender table, 78.4% of the participants were female and 21.6 % were male.

Table 5. *Participants’ Educational Status*

Educational Status		
	<i>n</i>	<i>f</i>
BA	105	78.4
MA	27	20.1
PhD	2	1.5
Total	134	100.0

Table 5 indicates that 78.4% of the participants had bachelor’s degree, 20.1% of them had master’s degree and 1.5% of them had doctoral degree.

Table 6. *Participants' Years of Experience*

Years of Experience		
	<i>n</i>	<i>f</i>
0-5	14	10.4
6-10	43	32.1
11-15	53	39.6
16-20	15	11.2
21+	9	6.7
Total	134	100.0

Table 6 shows that 10.4% of the participants had 0-5 years of experience; 32.1% of them had 6-10 years of experience; 39.6% of them had 11-15 years of experience; 11.2% of them had 16-20 years of experience and 6.7% of them had more than 21 years of experience.

Table 7. *Participants' Age*

Age		
	<i>n</i>	<i>f</i>
25-29	23	17.2
30-34	32	23.9
35-39	53	39.6
40-44	16	11.9
45-49	6	4.5
50-54	4	3.0
Total	134	100.0

As seen in Table 7, 17.2 of the participants were between 25-29 ages; 23.9% of them were between 30-34 ages; 39.6% of them were between 35-39 ages; 11.9% of them between 40-44 ages; 4.5% of them were between 45-49 ages and 3% of them were between 50-54 ages.

The demographic data of the participants of the semi-structured interviews are given below in Table 8.

Table 8. *Demographic Information of the Interviewees*

Participants	Gender	Educational Status	Years of Experience	Age
Participant 1	Male	BA	11-15	35-39
Participant 2	Female	BA	11-15	35-39
Participant 3	Female	MA	11-15	35-39
Participant 4	Female	MA	11-15	35-39
Participant 5	Female	BA	6-10	30-34
Participant 6	Female	MA	11-15	35-39
Participant 7	Male	MA	11-15	35-39
Participant 8	Female	MA	11-15	35-39
Participant 9	Female	BA	0-5	25-29
Participant 10	Female	BA	6-10	30-34
Participant 11	Female	MA	11-15	30-34
Participant 12	Female	BA	11-15	35-39
Participant 13	Female	PhD	6-10	30-34
Participant 14	Female	MA	6-10	25-29
Participant 15	Male	BA	11-15	35-39
Participant 16	Male	BA	6-10	25-29
Participant 17	Male	BA	6-10	30-34
Participant 18	Male	BA	6-10	30-34
Participant 19	Female	BA	11-15	35-39
Participant 20	Female	BA	11-15	35-39

As seen in Table 8, majority of the interviewees were female, had bachelor's degree, had 11-15 years of experience in teaching English and were between 35-39 ages.

This is parallel with the background information of the participants in the questionnaire.

3.3. Data Collection Tools

In the present study, two types of data collection tools were utilized to strengthen the research and ensure the triangulation of data that enabled the study to become more reliable and valid. Quantitative data was gathered through an online Likert-scale questionnaire, and qualitative data was obtained from online semi-structured interviews. Before data collection, permissions were taken from the university ethics committee and Ministry of National Education. Furthermore, the participants of the interviews were the volunteer teachers who gave their consent to contribute to the qualitative part of the research by selecting “I agree to proceed with the study” button at the end of the questionnaire form and typing their contact e-mail addresses in order to be reached by the researcher.

3.3.1. Questionnaire

Before data collection of this study, a preliminary work had been done by the researcher (Kaya, 2022). It was a focus group interview whose findings composed the basis of this present study’s questionnaire. The questions on the questionnaire were developed by the researcher in the light of this focus group work. The focus group interview was used to lay the groundwork for this subsequent research. According to Morgan (1996), deep and rich data gathered from focus groups provide a solid foundation for one-to-one interviews and surveys. With Krueger and Casey’s perception (2015), survey researchers can, then, develop meaningful instruments which allow for larger samples and statistical analysis. With this aim, the researcher implemented an online focus group interview with 6 EFL teachers working at a primary, secondary or high school. To ensure the participants safety during Covid-19 pandemic, the interview was conducted via an online videoconferencing software. The aim of the focus group interview was to reveal the EFL teachers’ self-efficacy beliefs and intrapersonal factors that influence their implementation of Web 2.0 tools in distance learning. As stated above, this small-scale study’s results formed a basis for the present study. In other words, the focus group interview was a preliminary work for this research. Thus, it can be said that using the data of a previous research can have ensured the validity of the questionnaire of this study.

Moreover, the questionnaire of present study was developed by the researcher in line with the results of the focus group interview, research questions and comprehensive literature review. After the questionnaire questions were formed, the designed questionnaire was reviewed by 2 field experts from ELT department to check the validity of the data collection tool. Experts presented their opinions and some items were revised and regulated or eliminated from the questionnaire. Based on experts' suggestions and opinions, the items were edited and final version of the questionnaire was shaped. Revising the questions, one of them was eliminated by the researcher. This question was concerning only secondary teachers but the participants represented not only secondary schools but also primary and high schools. In view of the feedback, necessary revisions were made on the questionnaire before it was released as the main study.

As for reliability; the questionnaire was developed by the researcher just to learn about the participants' practices of Web 2.0 tools, self-perceptions, attitudes and the factors influencing their choices. It was not used as a scale or an instrument to measure these. Nevertheless, the questionnaire was tested for reliability in order to check its value. The result can be seen in Table 9 below.

Table 9. *Reliability Statistics*

Reliability Statistics	
Cronbach's Alpha	N of Items
.914	65

The result indicated that the questionnaire of this study showed high reliability ($\alpha=.95$) because as the closer it gets to the value 1.00, the more reliable it gets.

The initial page of the questionnaire informed about the aim of the research, assurance of confidentiality, completion time, contact numbers and e-mail of the researcher and an approval box for informed consent from the respondents. The Likert-scale questionnaire consisted of 69 items together with 4 items about demographic variables including gender, age, year of teaching experience and educational background. 65 statements were related to the research questions and grouped under 4 titles: EFL teachers' practices of Web 2.0 tools (1), self-perceptions of EFL teachers about Web 2.0 tools (2), opinions of EFL teachers about Web 2.0 tools (3) and factors that influence the EFL teachers' choices of Web 2.0 tools (4) (see Appendix 1). Although each of the items

belonged to a title, the sections were not specified on the survey form so as to gather accurate, trustworthy and unbiased responses from the participants. Respondents were asked to indicate the extent to which they “*strongly agree*”, “*agree*”, “*neutral*”, “*disagree*” and “*strongly disagree*”. The classification of the items has been given through the table below.

Table 10. *Distribution of the Items on the Questionnaire*

Titles	Items
EFL Teachers’ Practices of Web 2.0 Tools	Items 1-16
Self-perceptions of EFL Teachers about Web 2.0 Tools	Items 30-54
Opinions of EFL Teachers about Web 2.0 Tools	Items 17-29
Factors that Influence the EFL Teachers’ Choices of Web 2.0 Tools	Items 55-65

3.3.2. Interview

There are three difficulties involved in survey research; the questions should be clear and not mislead the respondents, respondents should answer questions thoughtfully and honestly and the researcher should get a sufficient number of questionnaires completed and returned to be able to make meaningful analyses. At this point, the researcher can conduct interviews with the same respondents. Open-ended questions or follow-up questions can be asked, particular questions of special interest and value can be made clearer and items which are unclear can be explained (Fraenkel, Wallen & Hyun, 2012). Thus, in this study, semi-structured interviews were conducted following the phase of gathering quantitative data.

In this study, semi-structured interview design was carried out with 20 in-service EFL teachers who agreed to take part in the interview after completing the questionnaire. At the bottom of the questionnaire, “I agree to proceed with the study” button was added by the researcher. 20 EFL teachers among the 134 participants of the questionnaire gave consent to contribute to the interviews, qualitative part of the study.

The questions of the semi-structured interview of this present study were developed parallel with the questionnaire and as with research questions regarding EFL teachers’ practices of Web 2.0 tools (1), self-perceptions of EFL teachers about Web 2.0 tools (2), opinions of EFL teachers about Web 2.0 tools (3) and factors that influence the

EFL teachers' choices of Web 2.0 tools (4). During the interviews, 6 questions were addressed to the participants. These were:

- 1) How do you use Web 2.0 tools in your classes?
- 2) How do you evaluate your own practice of Web 2.0 tools during and after online teaching?
- 3) Do you think that Web 2.0 tools are efficient for language teaching?
 - a. If so, what type of tools are efficient?
 - b. Do you have an interest in Web 2.0 tools?
 - c. What makes Web 2.0 tools' efficient or inefficient?
- 4) Can you implement Web 2.0 tools easily or do you have difficulty in using them?
 - a. Does it remain the same after the pandemic?
 - b. Do you feel competent in implementing Web 2.0 tools?
- 5) What are your criteria when choosing a particular Web 2.0 tool?
 - a. What makes a Web 2.0 tool good for you?
 - b. Are there any Web 2.0 tools that you tried and stop using in your teaching? If yes, what are the negative features of them?
- 6) Is there anything else you would like to add?

The testing of the semi-structured interview was carried out with 2 colleagues of the researcher working at the same state school. The interview was conducted face-to-face and it lasted about 15-20 minutes. After the interview, the questions and the process were evaluated with the participants and it was stated that there were no problematic issues or confusion.

Fraenkel, Wallen and Hyun (2012) point out that the term of "credibility" is often used by the qualitative researchers to encompass not only instrument validity and reliability but also internal validity as well. In this study, member checking was conducted in order to ensure the credibility. Cresswell (2012) defines member checking as follows:

Member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account. This check involves taking the findings back to participants and asking them (in writing or in an interview) about the accuracy of the report. You ask participants about many aspects of the study, such as whether the description is complete and realistic, if

the themes are accurate to include, and if the interpretations are fair and representative (Cresswell, 2012, p.259).

With this fact in mind, 2 participants in the study were asked to review the accuracy of the research report, and correctness was confirmed by each participant. Therefore, it is possible to say that the trustworthiness of the qualitative tool was ensured.

3.4. Data Collection

In this study two data collection tools were used. As the first phase of the explanatory sequential research, a questionnaire was implemented and in the second phase, an interview was conducted with the volunteer respondents.

The questionnaire as the data collection instrument of the first phase, was designed by the researcher and formed on Google Forms, the survey link was sent to the participants through various online platforms like WhatsApp, Telegram, Facebook or Instagram and e-mail addresses of some of the participants. The participants' consent was obtained and it was confirmed that they agreed to participate in the survey voluntarily. The confidentiality of the respondents was ensured on the initial page of the questionnaire form. Moreover, the required time to complete the questionnaire, the aim of the survey and the researcher's contact number and e-mail were included on this page. At the end of the process, the data was collected from 134 EFL teachers working in Antalya.

The second data collection tool, semi-structured interviews were held online and face-to-face. The interviews were carried out with 20 EFL teachers who had already taken part in the questionnaire and volunteered to proceed with the ongoing study. After the sample was decided, the researcher reached the interviewees via their e-mail addresses or telephone numbers. The interview schedule was planned according to the participants' preferences. While most participants preferred online meeting platforms like Zoom and Google Meets, some participants approved interviewed face to face or through phone calls. At the beginning of each interview, the researcher introduced herself, aims and the questions. Then, the interviews were recorded for transcription and analysis after the consent of the participants was granted. Each of the interviews, including 6 questions, lasted about 15-20 minutes. The interviews were held in Turkish language so that the

participants feel at ease while responding to the questions. The speeches were translated and transcribed into English for analysis after the interviews were completed.

3.5. Data Analyses

The data gathered from the questionnaire was analyzed through descriptive analysis; means, standard deviations, percentages. Before analysis, the quantitative data was collected on Google Forms. After the data collection was completed, it was transferred from Google Forms to Microsoft Excel program. Then, the numeric data was computed on SPSS 22 software program. The reliability of the questionnaire and crosstabs of the participants' gender, educational status, years of experience and age were obtained via this program.

After the data analysis of questionnaire, the interview analysis was initiated. The semi-structured interviews were transcribed and analyzed using deductive thematic analysis. The analysis was a recursive and iterative process. Entire data was read once to see the general tendencies and main issues. Then, a more detailed reading was undertaken and initial codes were given. This resulted in 58 codes. Finally, the codes were organized under 10 themes and the themes were categorized based on the research questions. For trustworthiness, the themes and codes were subjected to member check. Two members reviewed and confirmed the themes and codes reached after the analysis.

The codes and themes have been given in detail in the findings section. The list below presents the categorization of the themes regarding the research questions:

- 1) Related to EFL teachers' practices of Web 2.0 tools**
 - a. Theme 1: Usage of Web 2.0 tools after emergency remote teaching
 - b. Theme 2: Purpose of employing Web 2.0 tools
- 2) Related to self-perceptions of EFL teachers about Web 2.0 tools**
 - a. Theme 3: Competency and training
 - b. Theme 4: Creating contents
 - c. Theme 5: Required skills
- 3) Related to the opinions of EFL teachers about Web 2.0 tools**
 - a. Theme 6: Views on Web 2.0 tools
 - b. Theme 7: Benefits of Web 2.0 tools

c. Theme 8: Disadvantages of Web 2.0 tools

4) Related to the factors that influence the EFL teachers' choices of Web 2.0 tools

a. Theme 9: Challenges that influence the choice of Web 2.0 tools

b. Theme 10: Criteria of choosing Web 2.0 tools



SECTION IV

FINDINGS

In this section, findings from data collection phases are presented. Findings from the two data collection tools, the questionnaire and semi-structured interview, and results of the quantitative and qualitative data from these tools are reported.

Based on the problem statement which was defined before, this study aims to find an answer to the following research questions:

- 1) What are the EFL teachers' practices of Web 2.0 tools?
- 2) What are the EFL teachers' self-perceptions about their practices of Web 2.0 tools?
- 3) What are the EFL teachers' opinions about Web 2.0 tools?
- 4) What are the factors that have an influence on EFL teachers' selection of Web 2.0 tools?

The first phase was collecting quantitative data by means of a questionnaire. As the second phase, quantitative data was collected by conducting semi-structured interviews with volunteer participants. Therefore, findings have been presented respectively.

4.1. Quantitative Findings

The questionnaire consisted of 65 statements which were related to the research questions and grouped in 4 sections: EFL teachers' practices of Web 2.0 tools (1), self-perceptions of EFL teachers about Web 2.0 tools (2), opinions of EFL teachers about Web 2.0 tools (3) and factors that influence the EFL teachers' choices of Web 2.0 tools (4).

Although each of the items belonged to a title, the sections were not specified apparently on the survey form so as to gather accurate, trustworthy and unbiased responses from the participants. Respondents were asked to indicate the extent to which they “*strongly agree*”, “*agree*”, “*neutral*”, “*disagree*” and “*strongly disagree*”. The percentages and frequencies of the responses to each item are given below. Moreover, crosstab tables that show gender, age, educational status and years of experience are administered for the associated item when needed. This research does not aim to reveal the relation between the participants’ responses and demographic information; however, if a discrepancy is recognized and seen significant when analyzing, the crosstabs are simply referred to.

4.1.1. EFL Teachers’ Practices of Web 2.0 Tools

There were 16 statements (Items 1 to 16) on the questionnaire which were related to EFL teachers’ practices of Web 2.0 tools. The first 16 items on the questionnaire were designed to find the teachers’ practices and experiences in both face-to-face teaching and emergency remote teaching. Table 11 displays the descriptive analysis of the first title, which provides mean scores, standard deviations and percentages of each item separately in a descending order.

Table 11. *Descriptive Statistics for the Items on Practices*

Items	N	Mean	Std Deviation	SD %	D %	N %	A %	SA %
I benefited from Web 2.0 tools throughout emergency remote teaching. (3)	134	4.22	0.96	3.7	3.7	3.7	44.8	44.0
I tried to employ Web 2.0 tools as much as possible throughout emergency remote teaching. (13)	134	4.13	0.87	2.2	4.5	5.2	54.5	33.6
I use at least one Web 2.0 tool. (2)	134	4.05	0.96	3.0	6.7	5.2	52.2	32.8
Post emergency remote teaching, I maintain the utilization of Web 2.0 tools. (14)	134	3.91	0.98	3.0	9.7	6.0	56.0	25.4
I still employ Web 2.0 tools following the period of emergency remote teaching. (4)	134	3.77	1.07	3.7	12.7	10.4	49.3	23.9

I use Web 2.0 tools actively. (1)	134	3.71	1.03	3.7	13.4	9.0	56.0	17.9
I use Web 2.0 tools both in and out of the class. (9)	134	3.56	1.21	6.0	20.9	6.0	45.5	21.6
The number of Web 2.0 tools that I used in emergency remote teaching has decreased in face-to-face education. (15)	134	3.15	1.17	6.7	30.6	14.2	38.1	10.4
I do not have difficulty in managing Web 2.0 tools outside of class. (11)	134	3.10	1.16	9.0	25.4	22.4	33.6	9.7
I became acquainted with Web 2.0 tools thanks to emergency remote teaching. (5)	134	2.93	1.25	10.4	41.0	3.7	35.1	9.7
The number of Web 2.0 tools that I used in emergency remote teaching has increased in face-to-face education. (16)	134	2.80	1.12	8.2	41.8	20.1	21.6	8.2
I think it is difficult to manage Web 2.0 tools outside of class. (10)	134	2.70	1.14	14.2	35.1	23.1	21.6	6.0
I had not used Web 2.0 tools before emergency remote teaching. (6)	134	2.67	1.38	19.4	42.5	4.5	18.7	14.9
I use Web 2.0 tools only in class. (8)	134	2.66	1.19	16.4	39.6	9.0	31.3	3.7
I quit using Web 2.0 tools after emergency remote teaching. (7)	134	2.04	1.01	31.3	47.8	9.7	8.2	3.0
I do not need Web 2.0 tools in English teaching. (12)	134	1.86	0.95	40.3	44.0	7.5	6.0	2.2

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

As shown in Table 11, *benefiting from Web 2.0 tools throughout ERT (3)* and *trying to employ Web 2.0 tools as much as possible throughout ERT (13)* gained the highest mean scores. 88.8% of the participants agreed and strongly agreed that they benefited from Web 2.0 tools throughout ERT period and tried to employ Web 2.0 tools as much as possible throughout ERT.

Using at least one Web 2.0 tool (2) was agreed and strongly agreed by 85% of the participants with a mean score of 4.05. Similarly, *using Web 2.0 tools actively (1)* was agreed and strongly agreed by 73% of the teachers. Furthermore, 84% of the teachers

disagreed and strongly disagreed that they *did not need Web 2.0 tools in English teaching* (12).

Post ERT, maintaining the utilization of Web 2.0 tools (14), *still employing Web 2.0 tools following the period of ERT* (4) and *quitting using Web 2.0 tools after ERT* (7) were parallel with each other. 81% of the participants responded that they maintained the utilization of Web 2.0 tools after ERT; 71% of them agreed and strongly agreed that they still employed Web 2.0 tools following the period of ERT. Likewise, 79% of the teachers disagreed and strongly disagreed that they quit using Web 2.0 tools after ERT.

Using Web 2.0 tools both in and out of the class (9) and *using Web 2.0 tools only in class* (8) were parallel items. 67% of the teachers responded that they used Web 2.0 tools both in and out of the class with a mean score of 3.56. And similarly, 56% of the participants disagreed and strongly disagreed that they used Web 2.0 tools only in class.

The 15th item “*The number of Web 2.0 tools that I used in ERT has decreased in face-to-face education*” was parallel with the 16th item “*The number of Web 2.0 tools that I used in ERT has increased in face-to-face education.*” Nearly half of the teachers agreed that they used less Web 2.0 tools in face-to-face education than they had used during ERT.

As for managing Web 2.0 tools out of the class, 43% of the teachers agreed and strongly agreed with “*I do not have difficulty in managing Web 2.0 tools outside of class* (11)”. Next, 49% of the teachers thought that *it was not difficult to manage Web 2.0 tools outside of class* (10).

Majority of the teachers agreed that they had been acquainted with Web 2.0 tools before ERT. 51% of the teachers disagreed and strongly disagreed that they *became acquainted with Web 2.0 tools thanks to ERT* (5). In addition, 61% of the teachers agreed and strongly agreed that *they had used Web 2.0 tools before ERT* (6).

4.1.2. Self-perceptions of EFL Teachers about Web 2.0 Tools

There were 25 statements (Items 30 to 54) on the questionnaire which were related to EFL teachers' self-perceptions about their practices of Web 2.0 tools. Table 12 displays the descriptive analysis of the second title, which provides mean scores, standard deviations and percentages of each item separately in a descending order.

Table 12. *Descriptive Statistics for the Items on Self-perceptions*

Items	N	Mean	Std Deviation	SD	D	N	A	SA
				%	%	%	%	%
I can integrate Web 2.0 tools into learning and teaching process. (51)	134	3.90	0.75	1.5	4.5	11.2	68.7	14.2
I need to improve myself on using Web 2.0 tools. (33)	134	3.81	0.80	0.7	9.0	11.2	66.4	12.7
I can integrate Web 2.0 tools into my courses. (48)	134	3.81	0.82	2.2	6.0	13.4	64.9	13.4
I can choose Web 2.0 tools appropriate to the students' level. (50)	134	3.74	0.81	1.5	7.5	17.9	61.9	11.2
Emergency remote teaching enhanced my competency in using Web 2.0 tools. (35)	134	3.73	0.83	0.7	10.4	15.7	61.2	11.9
I think running eTwinning projects has a positive impact on the use of Web 2.0 tools. (37)	134	3.67	1.07	6.7	5.2	23.1	44.0	20.9
Without anyone's help, I can find a Web 2.0 tool for the subject I need and use it comfortably. (39)	134	3.66	0.93	1.5	11.2	23.1	48.5	15.7
I know how to use Web 2.0 tools in my teaching. (49)	134	3.63	0.92	4.5	7.5	17.9	60.4	9.7
I can use Web 2.0 tools effectively. (46)	134	3.62	0.90	3.0	8.2	23.9	53.7	11.2
I can prepare educational materials via Web 2.0 tools. (45)	134	3.56	0.98	3.0	14.9	16.4	54.5	11.2
I can create contents via Web 2.0 tools. (31)	134	3.48	1.04	4.5	14.9	21.6	46.3	12.7
I have enough background knowledge in using Web 2.0 tools effectively. (54)	134	3.45	1.01	2.2	20.1	19.4	47.0	11.2
I follow the developments in Web 2.0 tools. (52)	134	3.41	1.01	3.0	18.7	23.1	44.8	10.4
I can provide a Web 2.0 tool appropriate to each student's level and need. (44)	134	3.36	0.96	2.2	19.4	26.9	43.3	8.2
I have sufficient knowledge about Web 2.0 tools. (47)	134	3.28	0.99	3.0	20.9	29.1	38.8	8.2

I feel competent in using Web 2.0 tools. (34)	134	3.00	1.00	4.5	31.3	28.4	31.3	4.5
I receive trainings on Web 2.0 tools. (43)	134	2.93	1.21	10.4	38.1	6.7	38.1	6.7
Since there are so many Web 2.0 tools, I do not know which one to use. (41)	134	2.71	0.99	7.5	41.8	26.9	20.1	3.7
As I run eTwinning projects, I am proficient in Web 2.0 tools. (36)	134	2.69	1.25	16.4	38.1	16.4	18.7	10.4
I do not know which Web 2.0 tool I need to use. (40)	134	2.63	1.06	9.7	45.5	22.4	16.4	6.0
I do not have enough background knowledge in using Web 2.0 tools effectively. (53)	134	2.55	1.03	11.9	46.3	19.4	19.4	3.0
I feel incompetent in using Web 2.0 tools. (30)	134	2.54	1.01	14.2	38.8	27.6	17.2	2.2
I cannot create contents via Web 2.0 tools. (32)	134	2.48	1.03	13.4	47.8	20.9	13.4	4.5
I have difficulty in understanding and implementing new Web 2.0 tools. (38)	134	2.42	0.94	12.7	50.0	22.4	12.7	2.2
I do not exactly know what the concept of “Web 2.0 tool” is. (42)	134	2.23	1.05	23.1	49.3	12.7	11.2	3.7

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

As Table 12 displays, *integrating Web 2.0 tools into learning and teaching process (51)* gained the highest mean score. 82% of the teachers agreed and strongly agreed that they integrated Web 2.0 tools into learning and teaching process. In parallel with this item, *integrating Web 2.0 tools into my courses (48)* and *knowing how to use Web 2.0 tools in my teaching (49)* were accepted by 78% and 70% of the teachers respectively.

Need to improve myself on using Web 2.0 tools (33), *following the developments in Web 2.0 tools (52)* and *receiving trainings on Web 2.0 tools (43)* were about the teacher development. 79% of the teachers agreed and strongly agreed that they needed to improve themselves on using Web 2.0 tools. Moreover, 55% of them followed the developments in Web 2.0 tools. However; 48% of the teachers rejected receiving trainings on Web 2.0 tools.

“I can choose Web 2.0 tools appropriate to the students’ level (50)” and *“I can provide a Web 2.0 tool appropriate to each student’s level and need (44)”* were parallel items. 73% of the teachers accepted that they could choose Web 2.0 tools appropriate to the students’ level and 51% of them agreed that they provided a Web 2.0 tool appropriate to each student’s level and need.

“Emergency remote teaching enhanced my competency in using Web 2.0 tools (35)” was agreed and strongly agreed by 73% of the participants with a mean score of 3.73.

The items related to eTwinning were *“I think running eTwinning projects has a positive impact on the use of Web 2.0 tools (37)”* and *“As I run eTwinning projects, I am proficient in Web 2.0 tools (36)”*. 64% of the participants agreed and strongly agreed that eTwinning projects had a positive impact on the use of Web 2.0 tools. However; 55% of them disagreed and strongly disagreed that they were proficient in Web 2.0 tools as they ran eTwinning projects.

Majority of the teachers thought that they could choose and implement any Web 2.0 tools with ease. 64% of them agreed and strongly agreed with *“Without anyone’s help, I can find a Web 2.0 tool for the subject I need and use it comfortably (39)”*. In addition, 55% of them disagreed and strongly disagreed with *“I do not know which Web 2.0 tool I need to use (40)”*. Furthermore, 49% of the teachers were sure about which Web 2.0 tools they needed to use (41).

Using Web 2.0 tools effectively (46) was agreed and strongly agreed by 64% of the participants. Similarly, *having difficulty in understanding and implementing new Web 2.0 tools (38)* was disagreed and strongly disagreed by 62% of the teachers.

The items about creating contents were *“I can prepare educational materials via Web 2.0 tools (45)”*, *“I can create contents via Web 2.0 tools (31)”* and *“I cannot create contents via Web 2.0 tools (32)”*. Majority of the teachers thought that they could prepare and create contents via Web 2.0 tools.

“I have enough background knowledge in using Web 2.0 tools effectively (54)” and *“I do not have enough background knowledge in using Web 2.0 tools effectively (53)”* were parallel with each other. For each of the items, 58% of the participants accepted that they had enough background knowledge in using Web 2.0 tools effectively.

47% of the teachers agreed and strongly agreed with “*I have sufficient knowledge about Web 2.0 tools (47)*”. Moreover, 72% of them disagreed and strongly disagreed with “*I do not exactly know what the concept of “Web 2.0 tool” is (42)*”.

53% of the teachers disagreed and strongly disagreed with “*I feel incompetent in using Web 2.0 tools (30)*”. However; teachers were divided into two opposing opinions about “*I feel competent in using Web 2.0 tools (34)*”. Thus, the demographic data of the participants were analyzed. Only the participants’ educational status gave an important finding. The frequency and the percentages have been presented below.

Table 13. *The Crosstab of Educational Status and Item 34*

			Educational Status		
			BA	MA	PhD
I34	Strongly Disagree	<i>n</i>	6	0	0
		<i>f</i>	5.7%	0%	0%
	Disagree	<i>n</i>	35	7	0
		<i>f</i>	33.3%	25.9%	0%
	Neutral	<i>n</i>	33	5	0
		<i>f</i>	31.4%	18.5%	0%
	Agree	<i>n</i>	27	14	1
		<i>f</i>	25.7%	51.9%	50%
	Strongly Agree	<i>n</i>	4	1	1
		<i>f</i>	3.8%	3.7%	50%
	Total	<i>n</i>	105	27	2
		<i>f</i>	100%	100%	100%

Table 13 shows that the participants who had bachelor’s degree responded as disagree, neutral and agree at close percentages. 33.3% of them disagreed, 31.4% were neutral and 25.7% of them agreed. However, more than half of the participants who had master’s degree (51.9%) agreed with this item.

4.1.3. Opinions of EFL Teachers about Web 2.0 Tools

There were 13 statements (Items 17 to 29) on the questionnaire which were related to EFL teachers’ opinions about Web 2.0 tools. Table 14 displays the descriptive analysis of the third title, which provides mean scores, standard deviations and percentages of each item separately in a descending order.

Table 14. *Descriptive Statistics for the Items on Opinions*

Items	N	Mean	Std Deviation	SD %	D %	N %	A %	SA %
I find Web 2.0 tools useful in English teaching. (17)	134	4.35	0.71	0.7	1.5	4.5	48.5	44.8
I am interested in and curious about Web 2.0 tools. (28)	134	4.01	0.86	2.2	3.7	11.2	56.0	26.9
I observe the positive effect of Web 2.0 tools on classroom management. (26)	134	3.93	0.89	2.2	4.5	15.7	53.0	24.6
Thanks to Web 2.0 tools, I save time in class. (19)	134	3.92	0.80	1.5	3.7	16.4	58.2	20.1
I am motivated to explore new Web 2.0 tools. (24)	134	3.75	0.95	3.7	7.5	15.7	56.0	17.2
That my colleagues use Web 2.0 tools is encouraging me to use Web 2.0 tools as well. (27)	134	3.58	1.05	5.2	11.9	17.2	50.7	14.9
Preparation process of Web 2.0 tools takes my time a lot. (18)	134	3.07	1.09	6.7	28.4	23.1	34.3	7.5
I do not want to assign my out-of-school time to Web 2.0 tools. (29)	134	2.43	1.05	16.4	46.3	18.7	14.9	3.7
I do not have enough motivation to integrate Web 2.0 tools into my teaching. (23)	134	2.38	1.05	17.2	49.3	15.7	14.2	3.7
I do not think that Web 2.0 tools are requisite in English teaching. (21)	134	2.26	1.10	21.6	53.7	7.5	11.2	6.0
Web 2.0 tools take much of class time. (20)	134	2.16	0.98	22.4	53.7	12.7	7.5	3.7
I do not think that Web 2.0 tools are requisite in face-to-face teaching. (22)	134	2.07	0.97	27.6	52.2	8.2	9.7	2.2
Web 2.0 tools negatively affect my classroom management. (25)	134	2.04	0.91	26.1	54.5	11.9	4.5	3.0

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Table 14 shows that *finding Web 2.0 tools useful in English teaching (17)* gained the highest mean score. 93% of the teachers agreed and strongly agreed that Web 2.0 tools were useful. “*I do not think that Web 2.0 tools are requisite in English teaching (21)*” and

“I do not think that Web 2.0 tools are requisite in face-to-face teaching (22)” were the other items showing majority of the teachers thought that Web 2.0 tools were requisite.

82% of the teachers agreed and strongly agreed with *“I am interested in and curious about Web 2.0 tools (28)”*. Similarly, 62% of them disagreed and strongly disagreed with *“I do not want to assign my out-of-school time to Web 2.0 tools (29)”*. Lastly, 65% of the teachers agreed and strongly agreed with *“That my colleagues use Web 2.0 tools is encouraging me to use Web 2.0 tools as well (27)”*.

“I am motivated to explore new Web 2.0 tools (24)” and *“I do not have enough motivation to integrate Web 2.0 tools into my teaching (23)”* were the two items about the teachers’ motivation. 73% of them were motivated to explore new Web 2.0 tools and 66% of them did not agree that they did not have enough motivation to integrate Web 2.0 tools into their teaching.

78% of the teachers agreed and strongly agreed with *“Thanks to Web 2.0 tools, I save time in class (19)”*. Furthermore, 76% of the teachers disagreed and strongly disagreed with *“Web 2.0 tools take much of class time”. (20)*. On the contrary, 41% of them agreed and strongly agreed with *“Preparation process of Web 2.0 tools takes my time a lot (18)”*.

80% of the teachers disagreed and strongly disagreed with *“Web 2.0 tools negatively affect my classroom management (25)”*. Likewise, 77% of them agreed and strongly agreed with *“I observe the positive effect of Web 2.0 tools on classroom management (26)”*.

4.1.4. Factors that influence the EFL teachers’ choices of Web 2.0 tools

There were 11 statements (Items 55 to 65) on the questionnaire which were related to the factors that had an influence on EFL teachers’ selection of Web 2.0 tools. Table 15 displays the descriptive analysis of the fourth title, which provides mean scores, standard deviations and percentages of each item separately in a descending order.

Table 15. *Descriptive Statistics for the Items on Factors*

Items	N	Mean	Std Deviation	SD %	D %	N %	A %	SA %
A Web 2.0 tool that I use should be free. (56)	134	4.29	0.75	0.7	1.5	9.0	45.5	43.3
Reusability is an important criterion for me when choosing a Web 2.0 tool. (63)	134	4.25	0.74	0.7	2.2	6.7	51.5	38.8
When choosing a Web 2.0 tool, I take into account its being colorful and drawing attention. (62)	134	4.22	0.72	0.0	2.2	10.4	50.7	36.6
I think weekly English class hours are inadequate to implement Web 2.0 tools. (65)	134	3.89	1.05	1.5	11.9	15.7	38.1	32.8
The fact that a small number of students have Internet access prevents me from using Web 2.0 tools. (59)	134	3.72	1.08	2.2	17.2	11.2	45.5	23.9
I choose ready-to-use Web 2.0 tools. (57)	134	3.69	0.85	1.5	8.2	22.4	55.2	12.7
Lack of students' own technological devices prevents me from using Web 2.0 tools. (61)	134	3.66	1.12	3.7	16.4	12.7	44.0	23.1
In emergency remote teaching, students' attendance/non-attendance affected my motivation to use Web 2.0 tools. (60)	134	3.62	0.97	2.2	12.7	21.6	47.8	15.7
Students' low-level technology skills prevents me from using Web 2.0 tools. (58)	134	3.15	1.16	5.2	32.8	15.7	34.3	11.9
I learn about new Web 2.0 tools from my colleagues at school. (64)	134	2.79	1.06	7.5	40.3	23.9	22.4	6.0
When choosing a Web 2.0 tool, it is not important for me whether it is paid or free. (55)	134	2.06	1.03	32.8	43.3	11.2	10.4	2.2

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Item 55, 56, 57, 62 and 63 were about the teachers' criteria when selecting a Web 2.0 tool. *"When choosing a Web 2.0 tool, it is not important for me whether it is paid or free (55)"* was disagreed and strongly disagreed by 76% of the teachers. Likewise, *"A Web 2.0 tool that I use should be free (56)"* was agreed and strongly agreed by 88% of the teachers. 67 % of the teachers agreed and strongly agreed with *"I choose ready-to-use Web 2.0 tools (57)"*. 87% of the participants agreed and strongly agreed with *"When choosing a Web 2.0 tool, I take into account its being colorful and drawing attention (62)"*. *"Reusability is an important criterion for me when choosing a Web 2.0 tool (63)"* was agreed and strongly agreed by 90% of the teachers.

Item 58, 59, 60, 61 and 65 were about the obstacles that had an influence on the selection of Web 2.0 tools. 46% of the teachers agreed and strongly agreed with *"Students' low-level technology skills prevents me from using Web 2.0 tools (58)"*. 69% of them agreed and strongly agreed with *"The fact that a small number of students have Internet access prevents me from using Web 2.0 tools (59)"*. 63% of the teachers were in the same opinion about *"In ERT, students' attendance/non-attendance affected my motivation to use Web 2.0 tools (60)"*. 67% of the teachers complained about the lack of technological devices by agreeing and strongly agreeing with *"Lack of students' own technological devices prevents me from using Web 2.0 tools (61)"*. *"I think weekly English class hours are inadequate to implement Web 2.0 tools (65)"* was agreed and strongly agreed by 70% of the participants. In addition to obstacles, 47% of the teachers disagreed and strongly disagreed with *"I learn about new Web 2.0 tools from my colleagues at school (64)"*.

4.2. Qualitative Findings

In order to obtain further data, semi-structured interviews were implemented with the participant EFL teachers. The participants were asked to respond to open-ended questions which were parallel with the aim and research questions of this study. The data was analyzed by using content analysis. The data obtained in this study were classified under 10 themes and the themes were categorized based on the research questions. Each theme had various numbers of codes and they were presented in tables below. The obtained themes were as follows:

Table 16. *Themes and related topics*

Themes	Related Topics
Theme 1: Usage of Web 2.0 tools after emergency remote teaching	
Theme 2: Purpose of employing Web 2.0 tools	EFL teachers' practices of Web 2.0 tools
Theme 3: Competency and training	
Theme 4: Creating contents	Self-perceptions of EFL teachers about Web 2.0 tools
Theme 5: Required skills	
Theme 6: Views on Web 2.0 tools	
Theme 7: Benefits of Web 2.0 tools	Opinions of EFL teachers about Web 2.0 tools
Theme 8: Disadvantages of Web 2.0 tools	
Theme 9: Challenges that influence the choice of Web 2.0 tools	Factors that influence the EFL teachers' choices of Web 2.0 tools
Theme 10: Criteria of choosing Web 2.0 tools	

Table 17. *Themes and Codes related to EFL Teachers' Practices of Web 2.0 Tools*

Themes	Codes
	Continue to use Web 2.0 tools
	Quit using Web 2.0 tools
Usage of Web 2.0 tools after emergency remote teaching	No difference in frequency or variety of Web 2.0 tools
	Visual aid
	Homework and project tasks
	Revision
Purpose of employing Web 2.0 tools	Vocabulary teaching
	Game
	Animation
	Speaking

Assessment and evaluation
Getting feedback from the students
Filler activity
Listening
Writing
Wrap-up

As seen in Table 17, two themes were obtained related to EFL teachers' practices of Web 2.0 tools. The first one was "Usage of Web 2.0 tools after emergency remote teaching." The second one was "Purpose of employing Web 2.0 tools." Some participants stated that they maintained to use Web 2.0 tools after emergency remote teaching, which means that, they did not quit using Web 2.0 tools in face-to face teaching. However, some of them reported that they quitted or hardly ever applied them following the emergency remote teaching. In addition, some stated that there was no difference between the remote teaching and face-to-face teaching. They added that they had used at the same frequency and number of Web 2.0 tools in each period. Teachers were coded as P1 to P20 while presenting their quotations.

"When we started face-to-face teaching again, I continued to integrate as many as Web 2.0 tools in my lessons. There is no difference in my practice. I have just started to search new ones and use different kinds of Web 2.0 tools in real classes." (P10)

"Now, I rarely use Web 2.0 tools." (P11)

"I don't use them as actively as pandemic period." (P1)

"I had been using Web 2.0 tools before pandemic, I used them during it and now I still apply them in my classes. The students find them interesting." (P13)

Under the theme of "EFL teachers' purposes of employing Web 2.0 tools", 13 codes were obtained. It was elicited that teachers had various purposes of implementing Web 2.0 tools. Some teachers stated that they employed Web 2.0 tools for preparing a visual material or they had their students prepare some visual materials via Web 2.0 tools. Some teachers used Web 2.0 tools for homework and project tasks, revision, vocabulary teaching, game, preparing animations, speaking activities, assessment and evaluation, getting feedback from the students about the teacher, filler activity, listening activity, writing activity and a wrap-up activity.

“I mostly used Web 2.0 tools as a visual aid, especially when we were working on eTwinning projects.” (P1)

“I don’t allow my students to prepare their project tasks with a pen and paper; I have my students submit their project tasks done by means of a Web 2.0 tool.” (P4)

“At the end of my class, I use WordArt for revision, we create word clouds with this Web 2.0 tool.” (P6)

“Students have difficulty in memorizing and remembering new words and in order to provide retention, I use Web 2.0 tools for vocabulary practices.” (P10)

“I have an application of a book. It includes different games. My students play games and do the exercises on it.” (P15)

“I use Web 2.0 tools for creating word clouds, vocabulary games and competitions, making animations, doing puzzles. I use Voki for speaking activities.” (P3)

“I use Web 2.0 tools at the end of the units in order to assess and evaluate outcomes and I also use them to get feedback from students about me, my lesson or performance.” (P4)

“I usually use Web 2.0 tools for revision. When I have spare time and need a simple activity, I apply Web 2.0 tools as filler activities.” (P5)

“I rarely use Web 2.0 tools. Indeed, I need them only for listening.” (P9)

“I have used Web 2.0 tools for writing assignments like story completion.” (P6)

“I use Kahoot for wrap-up.” (P14)

Table 18. Themes and Codes related to Self-perceptions of EFL Teachers about Web 2.0 Tools

Themes	Codes
Competency and training	Feeling competent
	Feeling incompetent
	Feeling more competent with pandemic
	Receiving trainings about Web 2.0 tools

	Receiving no trainings about Web 2.0 tools
	Transferring trainings to the classroom
	Mostly using enriched books
	Mostly using ready-to-use sources generated by other users
Creating contents	Adapting ready-to-use sources
	Not creating contents
	Not creating contents in spite of receiving trainings
	Only watching tutorial videos
	Being at least an average computer user
	Knowing English
Required skills	Browsing the tool for a short time at the beginning
	Experiencing some other tools
	Running eTwinning projects
	Exchanging ideas with colleagues

Table 18 shows that three themes were obtained related to self-perceptions of EFL teachers about Web 2.0 tools. These were “Competency and training, creating contents, required skills.” Some teachers said that they felt competent about using Web 2.0 tools, whereas some reported that they felt incompetent. It can be said that the pandemic had a positive effect on teachers’ competency because they expressed that they gained more competency thanks to pandemic and emergency remote teaching. Furthermore, some teachers were willing to receive trainings, some others mentioned that they did not receive any trainings about Web 2.0 tools.

“I can apply Web 2.0 tools when I need them.”(P12)

“I don’t feel competent, I think Web 2.0 tools are not efficient for my students because they are not tech-savvy enough. So, I do not apply Web 2.0 tools. As I do not practice it frequently, as a result I don’t feel competent enough.”(P19)

“I have received 2 or 3 trainings about Web 2.0 tools but they were theoretical. In my opinion it is all about interest to implement them in your teaching or not.” (P7)

"I haven't received any trainings but I would like to." (P2)

"I attended a professional development training and after I completed it, I transferred what I learned to my classroom. I used them and encouraged my colleagues who hadn't been aware of Web 2.0 tools." (P4)

Teachers reported that they mostly used Web 2.0 tools. However, their implementation differed from each other. Some teachers only or mostly used enriched books that were generated by using Web 2.0 tools and they were ready-to-use. Some teachers mostly preferred using ready-to-use sources which were created by other users. Moreover, some teachers not only used ready-to-sources but also, they adapted ready-to-use ones. They cited that they adapted these contents according to the topic and levels of the students. Furthermore, some teachers stated that they did not generate any contents because they benefitted from the contents that were available on the open-sources. They added that they could reach a vast number of contents as they wanted. Another group of teachers reported that they received trainings about creating contents but they did not attempt to create their own contents.

"I prefer ready-to-use contents. Actually, I don't create myself because publishing houses provide enriched books for teachers. I like them because they are well designed, especially for foreign languages. For this reason, I use readily available ones." (P2)

"I access contents that have been already generated by other users. I sometimes do not have time to create contents for each lesson because I lecture 5th, 7th and 8th graders all in the same day. One day or two days before the lesson, I can't create new contents for each so I find ready ones and they are acceptable and enough for me." (P16)

"I generally choose ready-to-use presentations or activities. Then, I add some vocabulary or questions to the videos. I mean I take into consideration my students' vocabulary knowledge and levels. I make small adjustments but I am not very proficient in making an animated video from scratch." (P5)

"In addition to ready-made ones in simple applications such as Kahoot, I create my own questions on Kahoot. But frankly I don't need the more high-level complex ones. I mean I don't generate content. There are many ready-made things such as interactive games that are suitable for grade levels, syllabus and units. I benefit from them." (P20)

“I received some trainings like H5P and Vfabrika. These tools are for generating interactive contents. Although I have also got some other webinars, I haven’t use any of them because I prefer ready-to-use ones. Simply put, it takes an incredible amount of time to prepare just 10 questions on Kahoot. Instead, I filter level, grade, subject, unit and I reach dozens of contents. I use them after minor adjustments. I can access more content in less time. That’s why, even though I have a certificate in two different programs, I have never started and use them.”(P4)

Teachers expressed their opinions about the required skills for implementing Web 2.0 tools. Some said that only watching tutorial videos of the applications was enough to be able to employ them. Being at least an average computer user was another opinion. That means anyone who uses computer at a basic level can understand how to use Web 2.0 tools. Knowing English was another required skill according to the teachers. Because most of the tools’ language is English, knowing English is a prerequisite. According to some teachers, browsing the tool for a short time at the beginning was enough to apply it. Other teachers viewed that experience was important. As long as a teacher uses some Web 2.0 tools regularly, it is easy to experience a new one. Moreover, running eTwinning projects makes teachers more experienced on Web 2.0 tools because it requires applying Web 2.0 tools in order to share the activities. So, teachers thought that joining an eTwinning project was required in order to be more experienced on Web 2.0 tools. Lastly, some teachers reported that they learned about new Web 2.0 tools from their colleagues and they shared their experiences with each other. Thus, exchanging ideas was thought helpful for teachers to implement a new tool or use the old one more efficiently.

“I don’t have difficulty in using Web 2.0 tools if I have a problem or don’t understand a point, I watch the tutorial of this tool.”(P5)

“I think being at least an average computer user is enough to use a Web 2.0 tool. I become more proficient as I use Web 2.0 tools day by day. Also, I think as we are language teachers, implementing a new tool is not much difficult more than for other branch teachers. Because the applications require knowing English and it is not an extra problem for EFL teachers. At the beginning it can be a bit difficult to understand but it is until I browse the program for a short time.”(P1)

“I think all the tools are similar and simple. It is not hard to solve, I become more proficient as I have experiences on them.” (P20)

“Etwinning projects are very effective in using Web 2.0 tools, we learn and gain more knowledge about Web 2.0 tools because you have to use them.” (P3)

“My colleagues and I share effective ways that help us in the class, Web 2.0 tools are one of them. I think it is enough to hear a Web 2.0 tool’s name for using it. I learn about new ones from my friends and I search about it in wonder. As we share our experiences, I have the chance to improve my skills.” (P13)

Table 19. Themes and Codes related to Opinions of EFL teachers about Web 2.0 tools

Themes	Codes
Views on Web 2.0 tools	Positive perspective
	Having an interest
	Not having a special interest
	Engaging students
	Visual
	Motivating students
	Promoting creativity
	Fun
	Drawing students’ attention
	Timesaving in class
Benefits of Web 2.0 tools	Offering an interactive learning environment
	Innovative
	Retention of foreign language
	Multiple intelligence
	Reusability
	Giving instant feedback
	Groups
Disadvantages of Web 2.0 tools	Requiring internet
	Screen addiction
	Time-consuming
	System errors
	Cyber risk

Table 19 shows that EFL teachers' opinions about Web 2.0 tools. Views of teachers, benefits and disadvantages were the obtained themes about this topic. It was seen that teachers had different views on Web 2.0 tools. Most of them have positive attitudes about usage of Web 2.0 tools, they find it useful and effective in language teaching. While some of them have an interest and receive trainings or do research about Web 2.0 tools; some just employed Web 2.0 tools but they did not have a special interest to improve themselves about further knowledge.

"I have a positive perspective on Web 2.0 tools because I observe Web 2.0 tools' positive reflection on my students. To be honest, I can't imagine an English lesson without Web 2.0 tools and technology." (P7)

"I have an interest in Web 2.0 tools. Actually, I have both interest and need. Because it is hard to capture Generation Z's attention and focus, it requires extra skills and knowledge." (P8)

"I don't have an extreme interest in Web 2.0 tools but I am interested enough to make lessons fun and I can apply them." (P3)

Teachers declared that Web 2.0 tools have various benefits in language teaching. It was found engaging because they reported that students become more willing to raise hands and do activities eagerly when they integrate Web 2.0 tools in their classes. Another benefit of them is being visual and making lessons more vibrant. The participants noted that the visuals contributed to a permanent learning. Therefore, teachers added that Web 2.0 tools are good sources of motivation for students and it stimulates creativity. Moreover, they reported that students have fun and they are focused on the lesson thanks to Web 2.0 tools. Also, according to the teachers, Web 2.0 tools save time in class. Teachers found Web 2.0 tools time-efficient. They spend less time for an activity and have more time left for other activities. Furthermore, offering an interactive learning environment is another benefit of Web 2.0 tools. Teachers stated that Web 2.0 tools are useful because they are innovative and appropriate to today's students. They consolidate their learning and work well since they are endowed with a good visual memory enabling the students to visualize the words quickly when they hear or read. For these reasons,

effective learning and retention of language is provided via Web 2.0 tools. Besides these, Web 2.0 tools meet multiple intelligence types with promoting different types of intelligences. Also, teachers declared that contents created via Web 2.0 tools are reusable and customizable so they get the opportunity to use them again and again in different classes and time. Another benefit is that Web 2.0 tools give instant feedback. When the students work on an activity, the tool provide them to get feedback immediately and this is seen a beneficial feature of Web 2.0 tools according to the EFL teachers. Lastly, teachers have different opinions about the Web 2.0 tools' effect on ages. Some teachers reported that Web 2.0 tools are for younger learners, the others find them suitable for adult learners. And some others thought that Web 2.0 tools can be used for all age groups.

“Only using coursebook as a material is boring for students but Web 2.0 tools increase their motivation and engage students into the lessons.”(P14)

“I think using a colorful presentation prepared via Prezi helps to achieve permanent learning.”(P8)

“Web 2.0 tools motivate students. Students are motivated and they want to be actively involved in lessons.”(P4)

“Images, sounds, movies, drawings are important components in language learning. Web 2.0 tools offer these all and they foster creativity in student-generated products.”(P1)

“I often integrate Web 2.0 tools into my lessons because they make lessons fun.”(P3)

“Web 2.0 tools grab students' attention. When I bring a Web 2.0 tool into the classroom, I can attract students' attention easily. For example, if my younger students see a video or hear a song, they immediately focus on it and they dance with the song by repeating it.”(P11)

“While preparation takes really long time, I experience that it shortens in-class time. Students grasp a subject quicker.”(P5)

“Integrating Web 2.0 tools facilitates learner-centered and interactive learning process.”(P9)

“I think a foreign language teacher lecturing without Web 2.0 tools is behind the century, because Web 2.0 tools are innovative and we should benefit from this innovation as a language teacher.”(P7)

“Padlet is like a social networking site. It stimulates students’ interest. They comment on posts about grammar or vocabulary tasks; thus, it supports cooperative learning. Consequently, it increases the retention of the subject and words.”(P5)

“In my opinion, we should use Web 2.0 tools because we are in a digital age. I think Web 2.0 tools are beneficial in language teaching because they appeal to different characteristics and learning styles such as spatial, musical or bodily-kinesthetic.”(P18)

“The activities prepared with Web 2.0 tools are reusable. They give us the opportunity to use the same material the next year or with a different learner group.”(P13)

“I find Web 2.0 tools useful, especially in writing assignments. I can give instant feedback to my students’ tasks. However in real classroom, I can’t check them one by one or give feedback quickly.”(P14)

“I have joined an Erasmus project with a friend of mine. We used Web 2.0 tools and did some tasks with primary school students. They were so enthusiastic and willing to fulfil the tasks that we had really fun. So, I think Web 2.0 tools are more effective in teaching younger learners.”(P6)

“Web 2.0 tools are effective especially for younger learners. Primary school students learn better when incorporated visual materials into teaching, and Web 2.0 tools are a good way to ensure this environment.”(P2)

“I believe that Web 2.0 tools can be used with adult learning groups. For example, language schools for adults. Because they are more capable of using technology and they have their own smartphones.”(P19)

“In my opinion Web 2.0 tools are effective and can be used for all age groups. Even though high school students understand applying the steps quickly, I use them with primary or secondary school students, as well.”(P20)

“Disadvantages of Web 2.0 tools” is the third theme related to the opinions of teachers. According to the teachers, poor internet connection creates a problem when implementing Web 2.0 tools. Web 2.0 tools requires stable internet and when users face a problem with the internet, the work can be interrupted or cancelled. Also, Web 2.0 tools can trigger screen or technology addiction if the students are not controlled by their parents. Moreover, preparing a teaching material via Web 2.0 tools takes time. Some teachers added that Web 2.0 tools can be time-consuming in class, too. Another disadvantage is that some of the Web 2.0 tools give system errors and this hinders flow of the courses. Cyber risk or e-safety is another issue that teachers reported as a disadvantage. Besides, using Web 2.0 tools is seen as additional workload by teachers. Because it requires extra time and following outside the classroom assignments on Web 2.0 tools can be a burden for the teacher. Some of the teachers also stated that Web 2.0 tools are not appropriate for the disabled students. If there is a disabled student in the class, the Web 2.0 tool should be adapted to this student’s disability.

“The biggest problem is internet connection. We can’t use Web 2.0 tools without internet. If the internet is unstable and there is a disconnection, the flow of the course is affected negatively.” (P16)

“I have faced a problem. My students’ parents expressed that their students play online games after they finish their homework that I give online. So, students should be controlled by their parents from time to time. Technology or screen addiction shouldn’t be triggered by Web 2.0 tools and we shouldn’t damage our students unintentionally.” (P12)

“As a disadvantage of Web 2.0 tools, it may take time to prepare teaching materials before each lesson. Also, in crowded classrooms, each student can’t participate and do the task on the smartboard. We don’t have so much time. But Web 2.0 tools can be used for pair or group work. For example, using a question wheel in order to ask random questions can be suitable for crowded classrooms.” (P20)

“We are in a digital age so Web 2.0 tools may cause screen addiction. Also, some systematic errors may occur when implementing Web 2.0 tools because of service-based or infrastructure-based problems. In addition to these, cyber risk is the most serious

problem. The Web 2.0 tools should be safe and students shouldn't chat with the foreign users, they should interact with only their classmates and me.”(P5)

“Web 2.0 tools have a disadvantage. Implementing Web 2.0 tools can be a burden for the teacher. Because it requires extra time in and outside the class. Also, following these assignments is an additional workload for the teacher.”(P6)

“In my teaching groups, I have had many visually impaired students so far. Web 2.0 tools can cause excitement in children. While some students can see the screen and participate in the activity, the others can't see even the colors and the games on the screen. So, they just sit down. There should be a system with special devices integrating disabled students, too.”(P13)

Table 20. Themes and Codes related to Factors that influence the EFL teachers' choices of Web 2.0 tools

Themes	Codes
Challenges that influence the choice of Web 2.0 tools	Infrastructure issues
	Students' short attention span
	Students' low-level technology skills
	Lack of students' own technological devices
	and internet connection at home
	Lack of family support
	Banning smartphones or tablets at schools
	Overloaded content of the curriculum
	Large class sizes
	Limited class hours
Criteria of choosing Web 2.0 tools	Students preparing for national exams
	Adaptable
	Ease of access
	Up to date
	Stimulate students' interest
	Appropriate to the objectives
	Customizable
	Appropriate to the level and age of the students

Free or economic
Interactive
Instant feedback
Audio-visual
Ease of use
Simple user interface
Reusable
With or without internet options
Popular
No system errors
Under the control of the teacher
Timesaving

As seen in Table 20, challenges and teachers' criteria are the two themes related to the factors that influence the EFL teachers' choices of Web 2.0 tools. Teachers reported that there are some problems about the infrastructure such as not all the schools have installed smartboards yet. Also, teachers mentioned about some student-based problems. First, students' attention span is short and they get bored easily and consume all the materials or facilities easily. Second, contrary to popular belief, students generally have low-level digital skills. They seem like digital natives but they are not as proficient in online tasks as they are in social networking platforms. Third, all the students do not have not only their own technological devices such as smartphone, tablet or personal computer but also internet connection at home. There are a few students who have their own device or access internet at home. Fourth, as families limit students' internet access, they do not allow them to access for online assignments, either. Also, families generally do not give importance to language learning and when the students want to do their online English tasks, parents warn them about studying subjects like math and science not English. According to the parents, English does not value much as a subject. Moreover, some institutional challenges were reported by the teachers. One of them is banning smartphone usage at schools. Students are not allowed to use them in the classroom and teachers cannot employ most of the Web 2.0 tools because of this prohibition. Also, Teachers complained about some instructional challenges. Teachers expressed that English lesson curriculum is so overloaded that they do not have much time to integrate Web 2.0 tools into their teaching. Furthermore, they stated that class size matters and large class sizes reduce the teacher's ability to implement Web 2.0 tools. As activities with Web 2.0 tools

cause excitement in students, it is seen impossible to integrate Web 2.0 tools into larger classes. Additionally, teachers thought that class hours are not enough to implement Web 2.0 tools comfortably. Besides, it was reported that students who prepare for a national exam like high-school or university entrance exams think Web 2.0 tools as a waste of time for them and they only want to study for the exam by practicing with test books not playing educational games.

“Unfortunately, we don’t have smartboards in the classrooms. I use my personal computer or telephone in order to do listening exercises in the classrooms.” (P18)

“Students get bored and fed up with activities quickly. Their attention span is really short. However, when we teachers create an activity on a Web 2.0 tool, we want to use it for years. But students do not want to see the same Web 2.0 tool more than three times. Obviously, we are behind them in terms of age but they use up everything quickly. So, we need to search for new tools but unfortunately it increases the teachers workload.” (P14)

“Supposedly our students are called digital natives, but they can’t fulfil a simple task on a digital tool. They can’t even prepare a presentation or write a basic text on Office programs. Also, in emergency remote teaching, I gave every instruction again and again but still some of my students couldn’t achieve it.” (P2)

“My students are not techsavvy. Even though I want to apply what I have learned from the trainings, students slow me down. Most of the students don’t have a technological device or internet connection at home. It is not possible to accomplish a whole-class activity. If I use Web 2.0 tool as homework, I mean outside the class, only 5 or six students do it. Unfortunately, these a few students are not very capable of using technology. Next day, they come to school and ask about the online homework that I gave them, but again another problem appears. Because telephone or tablets are forbidden at school. Students can’t have the chance to show what they have done on her/his tablet, they try to explain verbally but my answers are not satisfying for them.” (P20)

“Families know that they should limit the student’s time spent on the Net but they totally forbid the students usage of internet to prevent screen addiction. They should know that technology has a big importance in language learning. Using internet effectively is possible. They can follow what the student does on the Net after she/he finishes her/him

homework only by taking a glance. Instead they don't get out of their comfort zone, because banning is easier than controlling the restriction."(P10)

"I think we have some parent-related problems. Most of the parents don't know English and can't help the student with Web 2.0 tools. Also, some families think that English has no value as a subject. They believe that a student should first learn math, Turkish or science."(P9)

"Families are indifferent and ignorant. If a student needs a parent smartphone in order to do homework, parents don't share it. They prefer strolling on Instagram. They think that the student will play game on the Net. But they don't know the student has to do homework on a digital platform, they appreciate traditional notebook activities."(P19)

"The smartphone is forbidden at schools. Student mustn't bring their phones to the class. Because of this obstacle, I can't use Web 2.0 tools in the classes. As an alternative, each school should have language classrooms and they should be designed and equipped with technology."(P13)

"English lesson curriculum has an overloaded content. So, this is an obstacle for me to integrate Web 2.0 tools because I have to be fast and use the time efficiently."(P1)

"I think the ideal class size is between 10-15 students. However, larger class sizes hinder my productivity in Web 2.0 tool integration. When I bring a game to the classroom, each student can't have the right to play. It takes all the class time."(P17)

"In my opinion weekly class hours are not sufficient. If I have elective English classes during the year, I am lucky. However, this year I have neither elective English classes nor after-school courses. For example, 5th graders have 3 hours English course per week, it is really limited. The time allocated for the curriculum is not enough. So, we need more time in order to employ Web 2.0 tools effectively."(P15)

"To me, we must take into account the needs of the students. I lecture 12th graders at a high school. My students are studying for the university entrance exam. Thus, I should plan the activities relevant to the students' needs. As soon as I finish delivering the subject, my students want to open their test books. The university entrance examination system requires this. I can't oblige my students to play games on the smartboard." (P2)

Teachers have a set of criteria when selecting Web 2.0 tools. First, a Web 2.0 tool needs to be adaptable to the subject. In other words, teachers want to adapt the material to the needs and abilities of the pupils. Also, teachers choose tools that are easily accessed, up to date, stimulating students' interest, appropriate to the objectives, and customized by the students. When selecting a tool, teachers also take the students' level and age into consideration. A tool needs to be free or at a low cost. It should ensure an interactive environment and give instant feedback to the learner. Teachers expressed that if a Web 2.0 tool is audio-visual, it draws attention easily. Another factor was the ease of use. That means students should be able to use it easily without confusion. Its pop-ups should be clear, they can be colorful and simple. The user interface should be simple, too. In addition, teachers select reusable ones. Teachers also reported that a Web 2.0 tool should offer both online and offline options so that students can go on studying without interruption. Popularity is another criterion. Because teachers thought that popular and well-known tools are experienced and tested by other teachers, they could be applied without any risks. Teachers pointed out that system errors when running a Web 2.0 tool can be discouraging for them. So, they stated that they prefer strengthened Web 2.0 tools to problematic ones. Besides, teachers do not prefer tools that are open to all users; they want to restrict the access of other users as a protection measure. Lastly, teachers aim to save time when applying Web 2.0 tools. They want to benefit from the practicality of using technology to allocate time for more activities.

"It needs to be adaptable to the subjects. It should be used more than once. I want to do some changes on it by adding some questions or making minor color adjustments."(P9)

"I think a Web 2.0 tool needs to be accessed easily on the smartboards in the classrooms. I want it to be free. Also, a teacher should be able to create contents easily and comfortably on it."(P16)

"To me, it should be up to date, adaptable to the goals, and also I don't want my students get bored when using an Web 2.0 tool."(P1)

"I choose interactive tools allowing group activities, stimulating students' interests, and it needs to be easy to use." (P5)

“First, I consider student-related aspects. For example, is it appropriate to my students’ age and level? What about objectives? Does it meet my goals and will I reach my goals?”(P2)

“I have used Storyboard That. As it had restrictions and limited the user, we quitted using it. My students couldn’t customize or personalize as they dream. However, they like StoryJumper. It also allows voice recording and students like that kind of stuff.”(P4)

“We share our experiences with my colleagues. I search Web 2.0 tools that I learn from teacher groups on social media at home. When selecting a new tool, I make sure that it is suitable for my students’ age and level. It needs to be simple, user-friendly, free, not complex.”(P20)

“Both for me and my students, it should be free. For this reason, I usually use Kahoot and Canva.”(P1)

“It needs to be interactive. It should offer students to collaborate and communicate with each other.”(P8)

“A Web 2.0 tool needs to keep students active and it should give instant feedback. Audio-visual ones are more effective. I think these appeal to most of the students.”(P3)

“It should be easy to implement and not too complex. Some of the tools we have used were too complicated for the students, so we wasted time when applying it. Some of the students couldn’t even log in and the others had difficulty in further steps. They found it confusing. I avoid such tools. The user interface should be simple, as well. Moreover, it should be economic, reusable and compatible with English syllabus.”(P4)

“The instructions of the tools should be clear, easy to understand, legible, visible, not complicated, appropriate to the level.”(P10)

“I think, a Web 2.0 tool should be available on both mobile application and desktop site. Mobile applications are easy to access. Also, it should provide students study without internet connection, I mean it need to ensure offline service, too.”(P6)

“I frequently select popular tools. I think that if it is popular, it is effective. Because some teachers have experienced it and it is well-known now.”(P17)

“I am very careful that it is user-friendly and not complicated. I mean especially in terms of interface. No matter how great some tools are, they crash my computer whenever I apply them. For example, Quizizz. I like it very much but I confront with this problem every time on the question and answer pages, as my students do. When a student has this problem, she/he doesn't come back to the same page because she/he has already lost the game. Those kinds of things are very important for me. A tool should be so strong that users don't face system errors. Another aspect is control. I have to control my students work. When their works are open to all users, it is not safe. Foreigners shouldn't interfere our class activities. Thus, I like Padlet. It is like a special social networking site for us.”(P14)

“A Web 2.0 tool needs to be timesaving. It can reduce the amount of time that I spend for pen and paper activities. If it is not timesaving and allocate time for more activities, why do I apply it?”(P8)

SECTION V

DISCUSSION, CONCLUSION, and SUGGESTIONS

5.1. Discussion

This chapter discusses the obtained findings under four headings. The headings are based on the research questions and given in the same order as they were presented in findings part above: EFL teachers' practices of Web 2.0 tools (1), self-perceptions of EFL teachers about Web 2.0 tools (2), opinions of EFL teachers about Web 2.0 tools (3), and factors that influence the EFL teachers' choices of Web 2.0 tools (4). Findings from both quantitative and qualitative data are discussed under the related heading together. As this research adopts explanatory sequential mixed methods research design, quantitative and qualitative findings are discussed respectively. First, the quantitative data discussion is presented. Second, if there is supporting data, the qualitative findings are included just after the quantitative ones. When quantitative data collected from the questionnaire is presented, the number of the related item is given because the order of the items on the questionnaire can be changed in discussion section which depends on the flow of the discussion. After the quantitative discussion is completed, it has been supported with extra qualitative data obtained from semi-structured interviews.

5.1.1. Discussion on the EFL Teachers' Practices of Web 2.0 tools

One of the research questions of current study is "What are the EFL teachers' practices of Web 2.0 tools?" First 16 questions of the questionnaire were related to teachers' practices of Web 2.0 tools. According to the answers of the teachers who took part in the questionnaire, they generally use Web 2.0 tools actively in their teaching (I1) and they use at least one tool (I2). Moreover, teachers believe that Web 2.0 tools should be integrated into foreign language classes (I12). It can be said that the participant teachers of present study integrate Web 2.0 tools as much as possible. Evaluating in terms

of age, 80% of the participants of questionnaire (108 out of 134) and all of the interviewees are under the age of 40. That is to say, they are digital hybrids. Hence, it is reasonable to generalize that their level of technology competence is better than digital immigrants. Kurt et al. (2022) and Kut et al. (2022) found that ICT (Information and Communication Technology) proficiency of teachers was thought to assist in the development of self-efficacy beliefs about the use of Web 2.0 tools. Similarly, the results of İmre-Güney's (2022) investigation showed that there was a significant relationship between attitudes towards the use of Web 2.0 tools in EFL teaching and TPACK ability levels. Moreover, emergency remote teaching has a positive effect on the teachers' use of Web 2.0 tools. Yi and Jang (2020) and Moorhouse (2023) supported that remote teaching reshaped the teachers' teaching practices and experiences and this can have improved teachers' digital abilities.

When the frequency and number of Web 2.0 tools used during emergency remote teaching were compared with face-to-face teaching, a decrease was observed. Although teachers expressed that they employed Web 2.0 tools as much as possible throughout emergency remote teaching (Item13), the number and the of the Web 2.0 tools used in emergency remote teaching decreased in face-to-face teaching (Item15, Item16). It can be because of the fact that online teaching was built on online tools, and Web 2.0 tools were a must during emergency remote teaching. Online teaching is based upon online tools. In online teaching, Web 2.0 tools are indispensable materials. However, in face-to-face teaching, teachers can provide various materials in addition to Web 2.0 tools. Likewise, there are some factors like infrastructure problems at schools that hinder using Web 2.0 tools in face-to-face education. Moussaoui and Moubtassime (2019) found that the integration of Web 2.0 tools in English language teaching was limited because some challenges hindered the use of Web 2.0 tools. Thus, the number and frequency of integrating Web 2.0 tools in face-to-face education can decrease. When the findings of the study's qualitative phase were examined, it was found that there was a decrease in implementation of Web 2.0 tools after emergency remote teaching, too. This finding is consistent with the questionnaire results. While some teachers maintain using Web 2.0 tools as they did during online teaching, some others reported that they quit or rarely use them after emergency remote teaching. As stated above, the reason of this decrease might be the challenges which the teachers confront in face-to-face teaching. The challenges

have been presented under the discussion part of the factors that influence the EFL teachers' choices of Web 2.0 tools.

Another finding of this study is that teachers integrated Web 2.0 tools at all times; before, during and after online teaching (I3, I4, I5, I6, I7, I13, I14). They did not quit using them in face-to-face teaching. That is; teachers had used Web 2.0 tools in pre-pandemic process, they benefited from Web 2.0 tools throughout emergency remote teaching and they have maintained using Web 2.0 tools following emergency remote teaching.

Another important finding is that teachers utilize Web 2.0 tools both in and out of the class (I8, I9). They do not have difficulty in the following the Web 2.0 tools outside the class. In other words, teachers not only integrate Web 2.0 tools in class activities, but they also use them as homework or extracurricular activity without difficulty (I10, I11). Also, they utilize as many tools as they could.

In addition to these findings, how the teachers integrate Web 2.0 tools into their teaching was obtained from qualitative data as a further data. With reference to semi-structured interview's findings, it was revealed that teachers use Web 2.0 tools for various purposes. Teachers employ Web 2.0 tools in order to present them as a visual aid, to have students generate audio-visual contents for homework or project tasks via Web 2.0 tools, to do revision, to teach vocabulary, to do game-based activities, to create animations, to realize speaking activities, to assess and evaluate students, to get feedback from students about the teacher's productivity, to implement them as a filler activity, to carry out listening activities, to use them for writing activities, to do wrap-up activities. In the recent literature; Aşıksoy (2018), Aslandemir (2020), Avcı and Atik (2020), Demirağ (2021), Kurtoğlu (2021), Mollamehmetoğlu (2021), Ergül Sönmez and Çakır (2021), Yılmaz (2021), Bilgin (2022), Karayazgan (2022), Temel (2022) and Şahin (2022) suggested the teachers' purposes of using Web 2.0 tools in their studies.

5.1.2. Discussion on the Self-perceptions of EFL Teachers about Web 2.0 Tools

Second research question of this study is "What are the EFL teachers' self-perceptions about their practices of Web 2.0 tools?" There were 25 statements (Items 30 to 54) on the questionnaire which were related to EFL teachers' self-perceptions about

their practices of Web 2.0 tools. It was aimed to reveal how teachers perceive themselves about using the Web 2.0 tools.

The findings of the quantitative data were scrutinized and indicated that majority of the teachers knew exactly what the concept of “Web 2.0 tool” was (I42, I47), had enough background knowledge in using Web 2.0 tools (I53, I54), could provide a Web 2.0 tool appropriate to the students’ level and needs (I44, I50), knew which Web 2.0 tool they needed to use (I39, I40, I41), knew how to integrate them (I48, I49, I51), implemented Web 2.0 tools with ease and effectively (I38, I46), and created contents via Web 2.0 tools (I31, I32, I45). In sum, it is likely to be the case that most of the teachers were proficient in integrating Web 2.0 tools in their teaching.

However; two questions about competency in using Web 2.0 tools yielded inconsistent answers. Most of the teachers disagreed on the item “I feel incompetent in using Web 2.0 tools.” (I30). Considering this, it is possible to say that teachers feel competent in using Web 2.0 tools. However, they do not have a common answer for the item “I feel competent in using Web 2.0 tools.” (I34). Thus, the teachers’ responses to this item were investigated in terms of gender, educational status, years of experience and age. But it was seen that the answers were nearly evenly distributed around “*agree*”, “*disagree*” and “*neutral*.” Only educational status gave a small data; most of the teachers who held master’s degree informed that they felt competent in using Web 2.0 tools. It can be inferred from this finding that teachers who have a higher educational status feel more competent in using Web 2.0 tools. Atalmış and Şimşek (2022) reached the same result in their research conducted with social studies and science teachers. Their study indicated that teachers having master’s degree had more competency in Web 2.0 tools utilization than the ones who had bachelor’s degree. At this point, referencing to qualitative findings might be reasonable. Likewise, findings from semi-structured interviews did not give common views about competency of teachers, too. Some of the teachers expressed that they felt competent, some said that they felt incompetent and others admitted that they were neither competent nor incompetent. Teachers’ being skeptical about their competency can be clarified with the issue of Web 2.0 tool universe. That means there are hundreds of Web 2.0 tools and teachers cannot have expressed they exactly have a control and competency over them. In addition, some teachers being skeptical about their competency clarified that it depends on the circumstances. For instance; they said that if they had more sophisticated facilities at schools, they would feel more competent because

they believed that practice fosters knowledge. They declared that their competency did not match with the facilities that they had then. Overall, an explanation for this discrepancy might be facilities. It is possible to conclude that the barriers prevent teachers from practicing. Thus, it is probable that even though the teachers are equipped with knowledge of Web 2.0 tools but do not have the opportunity to practice them, they can feel incompetent in time. It is probable to assume that there is a relation between the challenges and the teachers' self-perceptions about their competency. This result is consistent with the study of Demir (2021) conducted during online teaching. It was found that EFL teachers felt competent in integrating digital tools into teaching but problems like the Internet connection were challenging for them and hindered teachers' implementation. The challenges found in this present study have been presented under the discussion part of the factors that influence the EFL teachers' choices of Web 2.0 tools. What is more, qualitative findings showed that teachers felt more competent with pandemic.

Both qualitative and quantitative data presented a common finding that the teachers gained more competency thanks to pandemic during emergency remote teaching (I35). They used more Web 2.0 tools during emergency remote teaching so they gained experience. It could be stated that teachers' competency has developed in direct proportion to their experience. This finding is consistent with the study of Kul et al. (2022) which showed that teachers were identified to have high level of self-efficacy beliefs about the usage of Web 2.0 tools during emergency remote teaching. Yi and Jang (2020) and Moorhouse (2023) suggested that teachers used technology at a greater level due to online teaching and now, digital technologies have been embedded in teachers' regular teaching practices. Additionally, Akbana et al. (2021) looked into reports and papers about emergency remote teaching in an international setting. The publications they examined reported slightly more affordances for teachers resulting from emergency remote teaching than constraints, and they suggested that both teachers and students could turn the challenges of emergency remote teaching into advantages if they received enough support from the government, their peers, or schools, as well as from having access to already acquired digital skills and technical infrastructure. In conclusion, it was discovered that the emergency remote teaching scenario might have aided in the development of learners' academic skills as well as instructors' professional growth in terms of enhancing pedagogical and digital literacy skills.

Beyond this, teachers think running e-Twinning projects has a positive impact on the proficiency in Web 2.0 tools (I37) but they mostly do not agree on the statement of “As I run eTwinning projects, I am proficient in Web 2.0 tools.” (I36). There appears to be an assumption that teachers are aware that eTwinning projects develop and contribute to teachers’ skills. Whereas, it could be the case that they do not prefer joining eTwinning projects or they do not have suitable circumstances for conducting it. This finding can be supported by the study of Ulutan (2019) which employed 30446 participant teachers in national context. Ulutan (2019) reported that the teachers who were aware of eTwinning but did not sign in the portal were 60,3 %.

In the literature, there are studies indicating that competencies of the teachers differ in terms of receiving trainings; that is, there is a positive relation between competency and receiving trainings (Alhassan, 2017; Atalmış & Şimsek, 2022; Can & Kerkez, 2022; Eyüp, 2022). Based on thinking receiving trainings is related to competency, teachers were asked whether they receive trainings or not. Quantitative findings indicate that majority of the teachers follow the developments in Web 2.0 tools (I52), they need to improve themselves on using Web 2.0 tools (I33) but they do not receive trainings (I43). More importantly, an interviewee teacher stated that she/he transfers what she/he learns from trainings and encourages her/his colleagues to use them. However, some teachers stated that they do not receive any trainings. Reasons for this were obtained from qualitative findings. First, trainings are found too theoretical to transfer into teaching environment. Second, it is thought that an interested teacher can implement Web 2.0 tools even with a little knowledge.

As further information, qualitative data yielded how teachers integrate Web 2.0 tools. Findings of semi-structured interviews clarified what teachers mean by creating content in detail. Teachers’ implementations differ from each other. Most of them declared that they do not create contents which requires a proficient level of technology knowledge. They prepare simple educational materials via Web 2.0 tools like creating a questionnaire, preparing a presentation, editing quick animated videos. A teacher stated that even though she/he has a certificate in two high-level programs (H5P and VFabrika), she/he does not prefer using them. Because ready-made contents are available on the open-sources and they do not take much time to make small adjustments on them. However, creating a new content from scratch takes too much time. Teachers mostly prefer using ready-to-use sources which were generated by other users. They adapt them

according to the subject and the students' level. Besides, some teachers only or mostly benefit from enriched books which are readily-made by publishing houses or other users. This is consistent with the study of Kaya (2022) conducted during ERT, which resulted in two types of teachers named as "creators" and "adapters". Creators create their own contents via Web 2.0 tools but adapters prefer only adapting what has been generated by other users. Başaran (2021) found that teachers prepared simple level presentations, used prepared presentations and did not use Web 2.0 tools during emergency remote teaching and it was suggested that teachers' technological competencies were lacking so they had difficulties in distance education. However, in face-to-face teaching the teachers can have felt more experienced than in distance teaching because the participant teachers of this study view that the required skills for implementing Web 2.0 tools are at a basic level.

This finding was obtained from qualitative data, which is about the skills required to employ Web 2.0 tools. Teachers stated that only watching tutorial videos is enough. Some teachers reported that anyone who uses computer at a basic level can understand how to use Web 2.0 tools, which means being at least an average computer user is sufficient to employ Web 2.0 tools. Some stated that knowing English is a must in order to implement Web 2.0 tools. Users have to know English because the tools' language is mostly English and EFL teachers have an advantage about language. This finding aligns with a study in the literature which was conducted with classroom teachers. Tatlı et al. (2021) found that Turkish language support was one of the major features that classroom teachers look for when choosing a Web 2.0 tool. In addition to this, only browsing a new tool is enough to understand and start to use it. Also, teachers learn and become more proficient in using Web 2.0 tools as they use Web 2.0 tools regularly. So, it can be said that experience is important. As long as a teacher uses some Web 2.0 tools regularly, it is easy to implement a new one. Moreover, joining eTwinning projects makes teachers more experienced on Web 2.0 tools because the participants have to use Web 2.0 tools in order to share the activities. So, teachers reported that running an eTwinning project gives the them a chance to improve their skills on Web 2.0 tools. These findings align with previous studies. Bakır (2022) found that technology integration score average of the teachers involved in the eTwinning project was significantly higher than those who were not involved in a project. Also, Keleş (2022) and Bilgin (2022) found that e-Twinning projects contribute positively to teachers' attitudes towards using technology in education and more experience with Web 2.0 tools might be a positive effect of participation to

eTwinning projects by the teachers. Lastly, some teachers stated that they learned about new Web 2.0 tools from their colleagues and they shared their experiences and ideas with each other. Hence, sharing and exchanging ideas was thought helpful for teachers to implement a new tool or use the old one more efficiently. All in all, it is possible to conclude that teachers have a common idea on that Web 2.0 tools only require basic skills. It is not too complex or difficult to learn and understand a new Web 2.0 tool.

5.1.3. Discussion on the Opinions of EFL teachers about Web 2.0 tools

The third research question of this study is “What are the EFL teachers’ opinions about Web 2.0 tools?” There were 13 statements (Items 17 to 29) on the questionnaire which were related to EFL teachers’ opinions about Web 2.0 tools. The aim of this question is to reveal the teachers’ opinions about Web 2.0 tools; whether they have positive or negative views, whether Web 2.0 tools have benefits or disadvantages, what they are and so on.

Quantitative findings showed that teachers have a positive perspective on using Web 2.0 tools. Crook et al. (2008), Yuen et al. (2011), Cephe and Balçıkanlı (2012), Keleş (2013), Karkoulia (2016), Burkšaitienė and Selevičienė (2017), Timur et al. (2019), Fitri and Putro (2020), Özdemir (2021), Kırımlı and Demirezen (2022) and Yıldırım et al. (2022) reached the same results showing that teachers had positive perceptions of the pedagogical benefits and importance of Web 2.0 tools for teaching and learning. Most of the participants of current research found Web 2.0 tools useful and requisite (I17, I21, I22). This finding is consistent with the research of Bal (2019) whose participants were 34.026 teachers working at state or private schools within MoNE. It was found that the rate of the teachers who did not find using Web 2.0 tools in classes useful was quite low 2.8%. Also, they are motivated to use and explore new Web 2.0 tools (I23, I24). They are interested in and curious about Web 2.0 tools (I28). Similar results were obtained by Özcan (2020), indicating that instructors included in the study were likely to integrate a variety of Web 2.0 tools for teaching purposes and were well-versed in the majority of Web 2.0 tools and the possible applications of ICT technology. Also, participant teachers of current study are willing to assign their out-of-school time to Web 2.0 tools (I29). These findings are consistent with qualitative findings, too. Teachers have a positive attitude towards Web 2.0 tools. While some of the teachers have an interest and receive

trainings or do research about Web 2.0 tools; some just apply Web 2.0 tools but they did not have a special interest to improve themselves about further knowledge. That is to say, even if a teacher does not have a special interest to learn further skills in Web 2.0 tools, they try to implement Web 2.0 tools as much as possible, at least at a basic level.

Teachers agreed in the questionnaire that they save time in class thanks to Web 2.0 tools (I19). Web 2.0 tools does not take too much class time; on the contrary, it is timesaving (I20). In the semi-structured interviews, while some teachers found Web 2.0 tools time-efficient, some did not. As a benefit of Web 2.0 tools, they reported that they spent less time for an activity and had more time left for other activities. However, some teachers' statements were negative. They stated that Web 2.0 tools took in-class time. It may be because of the crowd of the classrooms and technical issues that hinder Web 2.0 tools' implementation. On the condition that a class consists of 40 students, students are not allowed to bring their technological devices to the school, smartboard is the only device and internet is unstable; the teacher cannot engage every student in the activity. Because, there are cited drawbacks as weekly class hour time is limited and classes are crowded. As for spending time in the preparation process, the teachers agreed on the fact that preparing materials via Web 2.0 tools takes much time (I18). Both quantitative and qualitative findings revealed that. Crook et al. (2008) and Arslan (2022) got the same finding that teachers were concerned about some issues like the time spent for planning and preparation.

Another view is that Web 2.0 tools help classroom management. Teachers stated that they observe the positive effect of Web 2.0 tools on their classroom management. (I25, I26). It can be motivating and encouraging for the teachers to use Web 2.0 tools. Because Web 2.0 tools are considered as engaging students and stimulating their interests. This result is similar to the research of Özcan (2020), which showed that Web 2.0 programs can motivate students to participate actively in class activities. Also, a specific aspect considered as encouraging by the teachers is that their colleagues using Web 2.0 tools (I27). They reported that they feel motivated and encouraged if their colleagues employ Web 2.0 tools in their classes. It can be interpreted that they get motivated because they see it is possible to engage Web 2.0 tools into the classrooms despite shortcomings. The barriers that teachers reported have been discussed in detail under following heading that is about the factors which influence the teachers' selection of Web 2.0 tools.

In addition to these common findings from questionnaire and semi-structured interviews, benefits and disadvantages of Web 2.0 tools were obtained from the qualitative phase. Teachers found Web 2.0 tools beneficial for a wide array of reasons. The benefits of Web 2.0 tools are being engaging, providing visual materials, motivating students, promoting creativity, being fun, drawing students' attention, timesaving in class time, offering an interactive learning environment, being innovative, being useful for retention of foreign language, promoting different types of intelligences, being reusable, giving instant feedback and being suitable for all ages. Avcı and Atik (2020), Arslan (2022), Bilgin (2022), Temel (2022) and Sudharma and Ardi (2023) proposed the similar benefits of Web 2.0 tools in their studies. Nevertheless, benefits do not conceal the disadvantages of Web 2.0 tools. Teachers implied the positive features of Web 2.0 tools but they proposed some disadvantages, as well. The vital point that needs to be underlined is that teachers also strive for disadvantages when practicing Web 2.0 tools. The disadvantages were explained under the findings section. To remember, these disadvantages are Web 2.0 tools' requiring a stable internet, being a trigger for screen addiction, consuming time, giving system errors, having a cyber risk, giving an additional workload to the teacher, not being suitable for disabled students. Hence, it appears that teachers employ Web 2.0 tools because they think Web 2.0 tools are beneficial from various perspectives; however, it should be borne in mind there are challenges that they struggle. This is consistent with Arslan's (2022) study which revealed that teachers implemented Web 2.0 tools despite some barriers. Additionally, Cephe and Balçıkanlı (2012) noted that despite some obstacles such a shortage of technical gadgets, student instructors appeared to feel positively about using online technologies.

It can be inferred that there are barriers but teachers still try to do their best to integrate Web 2.0 tools.

5.1.4. Discussion on the Factors that Influence the EFL Teachers' Choices of Web 2.0 Tools

The fourth and last research question of this study is "What are the factors that have an influence on EFL teachers' selection of Web 2.0 tools?" There were 11 statements (Items 55 to 65) on the questionnaire which were related to the factors that have an influence on EFL teachers' selection of Web 2.0 tools. The aim of this question is to

reveal the factors that influence teachers when deciding on a particular Web 2.0 tools. More specifically, it was related to how teachers select a specific tool among a dozen of Web 2.0 tools and what the teachers' criteria when choosing a tool.

Teachers' responses on the questionnaire indicated that they face some challenges. To begin with, there are student-related factors. Students have low-level technology skills and they do not have enough capabilities to use technology (I58). In consistent with this finding, Ercan's (2020) research revealed that students used modern technologies more for leisure time activities rather than academic studies, and they needed guidance to be able to integrate them in their language studies. Moreover, a small number of students have Internet access (I59), students' attendance/non-attendance demotivated teachers in emergency remote teaching (I60), most of the students do not have their own technological devices (I61). Tatlı et al. (2021) conducted a study during emergency remote teaching and reached the same student-related issues like students' nonattendance. Hence, it is quite clear that teachers confront some student-related obstacles and these factors are beyond the teachers' skills and abilities of using Web 2.0 tools. It can be concluded that even though a teacher is proficient enough to employ Web 2.0 tools, these barriers can prevent the teacher from performing her/his skills. Thus, barriers can affect the teachers' selection of Web 2.0 tools. Teachers may have to choose the Web 2.0 tools according to the circumstances. For instance, if students do not have their own tablets or personal computers at home, the teacher's only chance can be employing Web 2.0 tools in class, rather than using them as an extracurricular activity or homework. Also, teachers noted that weekly English class hours are inadequate (I65). It is probable that teachers use practical Web 2.0 tools or timesaving ones because they complain about the class hours they have per week. Besides, colleagues can be thought as an important factor (I64). Because teachers always interact and can learn about new Web 2.0 tools from each other. As stated before, teachers receiving trainings share what they learn, which encourages other teachers to implement Web 2.0 tools. Hence, it is probable to say that if a teacher works at a school where Web 2.0 tools are widely implemented by other teachers, she/he is influenced by them.

When it comes to qualitative findings about the challenging factors that influence the choice of teachers, the teachers had common answers with student-based challenges that were discussed above. These are students' low-level technology skills and lack of technological devices and internet connection at home. In addition to common ones, two

more factors were obtained from qualitative findings. One of them is that students have short attention span and they get bored easily; so, they consume the materials quickly and they want to try another one. This situation can wear the teachers out. Because they may feel the burden of frequently being in search of new Web 2.0 tools. The second factor is families. They are against the students' technology use and they limit the internet access. They misunderstand the educational purpose of technology use. Likewise, they do not give importance to English lesson. They think that math, Turkish and science classes are more important and need to be studied harder. However, English lesson is supposed that it does not have not much importance. It can be suggested that parents should be informed about these judgements by the teachers. Likewise, Tümen Akyıldız (2020) gathered EFL teachers' suggestions during distance education and they complained about lack of parents' awareness of online education. School administrators can organize meetings from time to time and give information about the actual benefits of right technology use. In addition to the student-based challenges, some institutional challenges like lack of smartboards at some schools, banning the use of smartphones or tablets at schools, overloaded content of the English lesson curriculum, large class sizes, limited class hours and national exams were explained in the qualitative findings section. In the literature, the most repeated challenge of using Web 2.0 tools is technical problems. (Cephe & Balçıkanlı, 2012; Fitri and Putro, 2020; Demir, 2021; Tatlı et al., 2021; Arslan, 2022; Bilgin, 2022; Kırımlı & Demirezen, 2022; Yıldırım et al., 2022). Other challenges presented in the literature and consistent with this present study are price of Web 2.0 tools (Arslan, 2022); internet connection problems (Demir, 2021); inadequency of the course duration (Kırımlı & Demirezen, 2022); problems of control and trust (Crook et al., 2008); teachers' self-efficacy in using Web 2.0 tools, lack of professional development, school administrative support, training and confidence, e-safety issues (Pan, 2010); not integrated ICT in the syllabus (Karkoulia, 2016); limited knowledge and training (Fitri & Putro, 2020).

To conclude, it may be said that the challenges have an influence on EFL teachers' choices of Web 2.0 tools. Both qualitative and quantitative findings give similar results. These challenges regulate the criteria of the teachers. Quantitative findings show that Web 2.0 tools need to be free (I55, I56), ready-to-use (I57), colorful and drawing attention (I62) and reusable (I63). These findings are consistent with qualitative ones. In addition to these; other criteria are being adaptable, easily accessed, up to date, appropriate to the

objectives, customizable, appropriate to the level and age of the students, interactive, audio-visual, easily used, popular, timesaving, under the control of the teacher, stimulating students' interest, giving instant feedback, having simple user interface, offering both online and offline options, and not giving system errors. These criteria were explained in the related qualitative findings section in detail.

5.2. Conclusion

This study aimed to investigate the EFL teachers' practices of Web 2.0 tools, self-perceptions, opinions and the factors influencing their choices. To reach elaborate data, explanatory sequential mixed methods research design is adopted in this research. Hence, the study consisted of two phases; quantitative and qualitative steps. The quantitative data was collected and analyzed first and then it was followed by qualitative data. For this study; in the primary phase, the numeric data was gathered via questionnaire and it was followed up by semi-structured interview as the second phase. In order to design the questionnaire, an online focus group interview was conducted by the researcher as a preliminary work before conducting this study. The focus group was consisted of 6 EFL teachers chosen according to convenience sampling technique. They shared their beliefs and intrapersonal factors influencing their use of Web 2.0 tools in distance learning during Covid-19 period. By using the findings of this focus group interview, the questions of the questionnaire were generated. The participants of the questionnaire were selected following a convenience sampling procedure and it was aimed at reaching as many EFL teachers as possible and gather data about the teachers' practices of Web 2.0 tools, their self-perceptions, opinions and factors that have an influence on their selection of Web 2.0 tools. The data from the questionnaire was collected from 134 in-service EFL teachers working at various state schools in Antalya. In order to describe the participant teachers' opinions, the quantitative data was analyzed through descriptive analysis; means, standard deviations and percentages were obtained by means of SPSS Statistics 22 software package program. After the first phase of the research, data collection from the questionnaire, was concluded; the second phase of the research, semi-structured interviews were conducted. Interviews were carried out with 20 in-service EFL teachers among the respondents of the questionnaire. The interviews were transcribed and analyzed using deductive thematic analysis. As this research adopted explanatory

sequential mixed methods research design, quantitative and qualitative findings were discussed respectively. First, the quantitative data discussion was given. Second, if there was supporting data, the qualitative findings were included just after the quantitative ones. When quantitative data collected from the questionnaire was presented, the number of the related item was given because the order of the items on the questionnaire changed in discussion section depending on the flow of the discussion. After the quantitative discussion was completed, it was supported with extra qualitative data obtained from semi-structured interviews.

Teachers generally use Web 2.0 tools actively in their teaching and they believe that Web 2.0 tools should be integrated into foreign language classes. Teachers utilize Web 2.0 tools both in and out of the class. They do not have difficulty in following the Web 2.0 tools outside the class. It can be said that the participant teachers of present study integrate Web 2.0 tools as much as possible. As a reason of this; evaluating in terms of age, most of the participants are digital hybrids. Also, emergency remote teaching has a positive effect on the integration of Web 2.0 tools and has improved teachers' digital capabilities. Teachers are more experienced than they were before emergency remote teaching. However, teachers have started to use less Web 2.0 tools in face-to face teaching. That can be because online teaching is based upon online tools. In online teaching, Web 2.0 tools are indispensable materials. However, in face-to-face teaching, teachers can provide various materials in addition to Web 2.0 tools. Likewise, there are some factors like infrastructure problems at schools that hinder using Web 2.0 tools in face-to-face education. In spite of this, teachers have integrated Web 2.0 tools at all times; before, during and after online teaching. They did not quit using them in face-to-face teaching. That is; teachers had used Web 2.0 tools in pre-pandemic process, they benefited from Web 2.0 tools throughout emergency remote teaching and they have maintained using Web 2.0 tools following emergency remote teaching. Having said that, various purposes of implementing Web 2.0 tools were obtained. Teachers employ Web 2.0 tools in order to present them as a visual aid, to have students generate audio-visual contents for homework or project tasks via Web 2.0 tools, to do revision, to teach vocabulary, to do game-based activities, to create animations, to realize speaking activities, to assess and evaluate students, to get feedback from students about the teacher's productivity, to implement them as a filler activity, to carry out listening activities, to use them for writing activities, to do wrap-up activities.

Majority of the teachers know exactly what the concept of “Web 2.0 tool” is, have enough background knowledge in using Web 2.0 tools, can provide a Web 2.0 tool appropriate to the students’ level and need, know which Web 2.0 tool they need to use, know how to integrate them, implement Web 2.0 tools with ease and effectively, and create contents via Web 2.0 tools. In sum, it is likely to be the case that most of the teachers are proficient in integrating Web 2.0 tools in their teaching. Teachers’ answers to two questions on competency in using Web 2.0 tools yielded inconsistent results. They disagreed on feeling incompetent but agreed on feeling competent. When applied to demographic data and examined in detail, a minor data was obtained. Teachers who have high educational status feel more confident enough to state that they feel competent. Teachers’ being skeptical about their competency can be clarified with the issue of Web 2.0 tool universe. That means there are hundreds of Web 2.0 tools and teachers cannot have expressed they exactly have a control and competency over them. The other issue can be circumstances or the institutional facilities they have. If a teacher had more sophisticated facilities at schools, she/he would feel more competent. Teachers may not be able to practice Web 2.0 tools and they do not feel competent enough in time. Practice fosters knowledge. Overall, an explanation for this discrepancy might be the specific barriers that each teacher has. Teachers’ level of competency does not match with the facilities that they have now. Because, both qualitative and quantitative data presented a common finding that the teachers gained more competency thanks to pandemic during emergency remote teaching. Furthermore; majority of the teachers receive trainings, follow the developments in Web 2.0 tools and they need to improve themselves on using Web 2.0 tools. However, some teachers stated that they do not receive any trainings. Reasons for this were obtained from qualitative findings. First, trainings are found too theoretical to transfer into teaching environment. Second, it is thought that an interested teacher can implement Web 2.0 tools even with a little knowledge. Beyond this, teachers think running eTwinning projects has a positive impact on the proficiency in Web 2.0 tools but they mostly do not agree on the statement of “As I run eTwinning projects, I am proficient in Web 2.0 tools.”. There appears to be an assumption that teachers are aware that eTwinning projects develop and contribute to teachers’ skills. Whereas, they do not prefer joining eTwinning projects or they do not have suitable circumstances for conducting it. Teachers implement Web 2.0 tools in various ways. Most of them declared that they do not create contents which requires a proficient level of technology knowledge. They prepare simple educational materials via Web 2.0 tools like creating a

questionnaire, preparing a presentation, editing quick animated videos. Because ready-made contents are available on the open-sources and they do not take much time to make small adjustments on them. However, creating a new content from scratch takes too much time. Teachers mostly prefer using ready-to-use sources which were generated by other users. They adapt them according to the subject and the students' level. Besides, some teachers only or mostly benefit from enriched books which are readily-made by publishing houses or other users. When it comes to the skills required to employ Web 2.0 tools, teachers stated that only watching tutorial videos is enough. Some teachers reported that anyone who uses computer at a basic level can understand how to use Web 2.0 tools, which means being at least an average computer user is sufficient to employ Web 2.0 tools. Some stated that knowing English is a must in order to implement Web 2.0 tools. Users have to know English because the tools' language is mostly English and EFL teachers have an advantage about language. In addition to this, only browsing a new tool is enough to understand and start to use it. Also, teachers learn and become more proficient in using Web 2.0 tools as they use Web 2.0 tools regularly. So, it can be said that experience is important. As long as a teacher uses some Web 2.0 tools regularly, it is easy to implement a new one. Moreover, joining eTwinning projects makes teachers more experienced on Web 2.0 tools because the participants have to use Web 2.0 tools in order to share the activities. So, teachers reported that running an eTwinning project gives them a chance to improve their skills on Web 2.0 tools. Lastly, some teachers stated that they learned about new Web 2.0 tools from their colleagues and they shared their experiences and ideas with each other. Hence, sharing and exchanging ideas was thought helpful for teachers to implement a new tool or use the old one more efficiently. All in all, it is possible to conclude that teachers have a common idea on that Web 2.0 tools only require basic skills. It is not too complex or difficult to learn and understand a new Web 2.0 tool.

Teachers have a positive perspective on using Web 2.0 tools and find Web 2.0 tools useful and requisite. Also, they are motivated to use and explore new Web 2.0 tools. They are interested in and curious about Web 2.0 tools. Moreover, participant teachers of current study are willing to assign their out-of-school time to Web 2.0 tools. These findings are consistent with qualitative findings, too. Teachers have a positive attitude towards Web 2.0 tools. While some of the teachers have an interest and receive trainings or do research about Web 2.0 tools; some just apply Web 2.0 tools but they did not have

a special interest to improve themselves about further knowledge. That is to say, even if a teacher does not have a special interest to learn further skills in Web 2.0 tools, they try to implement Web 2.0 tools as much as possible, at least at a basic level. Teachers agreed that they save time in class thanks to Web 2.0 tools. Web 2.0 tools does not take too much class time; on the contrary, it is timesaving. In the semi-structured interviews, while some teachers found Web 2.0 tools time-efficient, some did not. It may be because of the crowd of the classrooms and technical issues that hinder Web 2.0 tools' implementation. Because, there are cited drawbacks as weekly class hour time is limited and classes are crowded. As for spending time in the preparation process, the teachers agreed on the fact that preparing materials via Web 2.0 tools takes much time. Another view is that Web 2.0 tools help classroom management. Teachers observe the positive effect of Web 2.0 tools on their classroom management. It can be a motivating and encouraging for the teachers to use Web 2.0 tools. Because Web 2.0 tools are considered as engaging students and stimulating their interests. Also, a specific aspect considered as encouraging by the teachers is that their colleagues using Web 2.0 tools. They reported that they feel motivated and encouraged if their colleagues employ Web 2.0 tools in their classes. It can be interpreted that they get motivated because they see it is possible to engage Web 2.0 tools into the classrooms despite shortcomings.

In addition to these, teachers find Web 2.0 tools beneficial for a wide array of reasons. The benefits of Web 2.0 tools are being engaging, providing visual materials, motivating students, promoting creativity, being fun, drawing students' attention, timesaving in class time, offering an interactive learning environment, being innovative, being useful for retention of foreign language, promoting different types of intelligences, being reusable, giving instant feedback and being suitable for all ages. Nevertheless, benefits do not conceal the disadvantages of Web 2.0 tools. Teachers implied the positive features of Web 2.0 tools but they proposed some disadvantages, as well. The vital point that needs to be underlined is that teachers also strive for disadvantages when practicing Web 2.0 tools. The disadvantages are Web 2.0 tools' requiring a stable internet, being a trigger for screen addiction, consuming time, giving system errors, having a cyber risk, giving an additional workload to the teacher, not being suitable for disabled students. It appears that teachers employ Web 2.0 tools because they think Web 2.0 tools are beneficial from various perspectives; however, it should be borne in mind there are

challenges that they struggle. It can be inferred that there are barriers but teachers still try to do their best to integrate Web 2.0 tools.

Teachers face some challenges while using Web 2.0 tools. To begin with, there are student-related factors. Students have low-level technology skills and they do not have enough capabilities to use technology. Moreover, a small number of students have Internet access, students' attendance/non-attendance demotivated teachers in emergency remote teaching, most of the students do not have their own technological devices. Students have short attention span and they get bored easily; so, they consume the materials quickly and they want to try another one. This situation can wear the teachers out. Because they may feel the burden of frequently being in search of new Web 2.0 tools. It is quite clear that teachers confront some student-related obstacles and these factors are beyond the teachers' skills and abilities of using Web 2.0 tools. It can be concluded that even though a teacher is proficient enough to employ Web 2.0 tools, these barriers can prevent the teacher from performing her/his skills. Thus, barriers can affect the teachers' selection of Web 2.0 tools. Teachers may have to choose the Web 2.0 tools according to the circumstances. Also, teachers noted that weekly English class hours are inadequate. It is probable that teachers use practical Web 2.0 tools or timesaving ones because they complain about the class hours they have per week. Besides, colleagues can be thought as an important factor. Because teachers always interact and can learn about new Web 2.0 tools from each other. As stated before, teachers receiving trainings share what they learn, which encourages other teachers to implement Web 2.0 tools. Hence, it is probable to say that if a teacher works at a school where Web 2.0 tools are widely implemented by other teachers, she/he is influenced by them. Another factor is families. They are against the students' technology use and they limit the internet access. They misunderstand the educational purpose of technology use. Likewise, they do not give importance to English lesson. It can be suggested that parents should be informed about these judgements by the teachers. School administrators can organize meetings from time to time and give information about the actual benefits of right technology use. In addition to the student-based challenges, there are some institutional challenges such as lack of smartboards at some schools, banning the use of smartphones or tablets at schools, overloaded content of the English lesson curriculum, large class sizes, limited class hours and national exams. To conclude, it may be said that the challenges have an influence on EFL teachers' choices of Web 2.0 tools. These challenges regulate the criteria of the teachers. Web 2.0

tools need to be free, ready-to-use, colorful and drawing attention and reusable, adaptable, easily accessed, up to date, appropriate to the objectives, customizable, appropriate to the level and age of the students, interactive, audio-visual, easily used, popular, timesaving, under the control of the teacher, stimulating students' interest, giving instant feedback, having simple user interface, offering both online and offline options, and not giving system errors.

5.3. Suggestions

In this last part, some suggestions and implications for further research have been discussed in the light of the present study's context. First, this study's survey participants were from a province in the southwest part of Turkey. The total number of the participants was 134 and only 20 participants out of them volunteered to attend interviews. Hence, generalizability of its results is subject to certain limitations. Still, this study offers valuable insights into the integration of Web 2.0 tools in EFL context. In this study, the concept of Web 2.0 tool does not refer to a specific tool. The concept of Web 2.0 tool was used as the digital tools that teachers employ in and out of the classrooms; that can be used as a two-way interaction; that are not only used for presentation but also engage students. As Web 2.0 tools are a wide array of web-based applications which allow users to collaboratively build content and communicate with others across the world, it is thought that the definition may have confused teachers. To prevent this; in semi-structured interviews, a short definition and examples were given verbally to the participants when needed. However; in the questionnaire, the participants were accepted as they know what the concept of Web 2.0 tool is.

Most of the participants of this study were female. Considering that the majority of the students studying in education faculties are female, this rate is reasonable and can be predicted. However, most of the participants are under the age of 40. They tend to use technology more than the teachers over 40 years old. As this research focuses on technology and digital tools, the perceptions of participants above the age of 40 would be valuable data. Because, whether the participants are digital natives, immigrants or hybrids could offer further results. Hence, a future study can be conducted with older participants.

Another issue that was not addressed in this current study was whether age, gender, years of experience and educational status have a significant effect on the aim of this study. Demographical data was gathered just in case it helps when needed. They were examined only once when the responses of the questionnaire participants were uncertain about one question. They can be used for further research in detail.

As for suggestions; although it was seen that most of the teachers practice Web 2.0 tools in their teaching, the importance of in-service trainings cannot be underrated in teacher development. Because it was obtained that teachers learn by experiencing and practicing a tool rather than applying to a training. Hence, in-service trainings may need to be improved. If the trainings are planned as practice-oriented, the outcomes can be reached immediately by the teachers. Also, professional development communities and teacher networks offer different viewpoints to the teachers. Good practices can stimulate other teachers. In that sense, membership to teacher networks such as eTwinning platform or others might be important. Although the teachers of this study integrate Web 2.0 tools as much as possible, it cannot be ignored that there are serious challenges they face. First, the infrastructure should be strengthened. The paradox of banning technological devices at schools and prompting Web 2.0 tools in language classes should be eliminated. The students should be provided with technological devices and the internet connection should be stable at schools. Second; large class sizes, limited class hours and overloaded content of curriculum might be improved by policy makers and stakeholders. Also, it may be suggested that Web 2.0 tools usage can be integrated into the syllabus of English language course. Third, not only English language teachers but also other branch teachers should embark on tasks conducted via Web 2.0 tools and students' technological skills on academic purposes should be developed. Lastly, as the parents have an important role in terms of awareness, they should be informed about the importance of technology use in language teaching.



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APPENDICES





Appendix 1. Ethics Committee Report by Muğla Sıtkı Koçman University

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURULU - 1 KARARI

Protokol No : 220226

Karar No : 7

Araştırma Yürütücüsü	Yüksek Lisans Öğrencisi ZEHRA KAYA
Kurumu / Birimi	MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ / İNGİLİZ DİLİ EĞİTİMİ
Araştırmanın Başlığı	İngilizce Öğretmenlerinin Web 2.0 Araçları Kullanımının, Algılarının, Tutumlarının ve Seçimlerini Etkileyen Faktörlerin Araştırılması
Başvuru Formunun Etik Kurula Geldiği Tarih	29.12.2022
Başvuru Formunun Etik Kurulda İncelendiği Tarih	05.01.2023
Karar Tarihi	06.01.2023

KARAR : UYGUNDUR

AÇIKLAMA :Beyan edilen veri formlarının dışına çıkılmaması şartıyla araştırmanın uygulanabilirliği konusunda bilimsel araştırmalar etiği açısından bir sakınca yoktur.

Prof.Dr. Şendil CAN
Başkan

Prof.Dr. Aylin Çiğdem KÖNE
Üye

Doç.Dr. Aytekin FIRAT
Üye

Doç.Dr. Burçak BOZ YAMAN
Üye

Prof.Dr. Emine ÇİL
Üye

Doç.Dr. Aydan BEKAR
Üye

Doç.Dr. Ali Gürel GÖKSEL
Üye

Doç.Dr. Öner ÇELİKALELİ
Üye



Appendix 2. Research Practice Permit by Provincial Directorate of National Education



T.C.
ANTALYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-98057890-20-73236063
Konu : Araştırma Uygulama İzni
Zehra KAYA

28.03.2023

İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜNE

İlgi : 21/01/2020 tarih ve 1563890 sayılı Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma, Yarışma ve Sosyal Etkinlik İzinlerine Yönelik İzin ve Uygulama Genelgesi.

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi Zehra KAYA'nın, Doç. Dr. Perihan KORKUT danışmanlığında yürüttüğü "Investigating EFL Teachers Practices of Web 2.0 Tools, Self-perceptions, Attitudes and Factors Influencing Their Choices (İngilizce Öğretmenlerinin Web 2.0 Araçları Kullanmalarının Algılarının, Tutumlarının ve Seçimlerini Etkileyen Faktörlerin Araştırılması)" isimli araştırmasını, ilimizde görevli İngilizce öğretmenlerince yönelik uygulama isteği ile ilgili Muğla Sıtkı Koçman Üniversitesinin 10/03/2023 tarih ve 589031 sayılı yazısı Müdürlüğümüz Ar-Ge Birimi Değerlendirme ve İnceleme Komisyonunca incelenmiş olup;

Adı geçen ilgi Genelge kapsamında 2022-2023 Eğitim Öğretim Yılı içerisinde olmak üzere ilimizde görevli İngilizce öğretmenlerine yönelik araştırmasını, Okul Müdürlüklerinin sorumluluğunda Eğitim Öğretim faaliyetlerini aksatmaksızın yürütülmesi.

Söz konusu araştırmanın bitimine müteakip; sonuç raporunun bir örneğinin CD ortamında Müdürlüğümüz Ar-Ge bürosuna gönderilmesi kaydıyla uygulanması, Komisyonca uygun görülmüştür.

Makamlarınızca da uygun görüldüğü takdirde, Valilik Makamının 25/08/2020 tarih ve 24911 sayılı yetki devrine göre olurlarınıza arz ederim.

Fatma Zeynep ŞERAN
Müdür a.
Müdür Yardımcısı

OLUR
Dr. Emre ÇALIŞKAN
Vali a.
İl Millî Eğitim Müdürü





Appendix 3. Questionnaire

KULLANIM DURUMLARI İLE İLGİLİ MADDELER

1. Web 2.0 araçlarını aktif olarak kullanıyorum.
2. En az bir Web 2.0 aracı kullanıyorum.
3. Web 2.0 araçlarından uzaktan eğitim boyunca faydalandım.
4. Uzaktan eğitim sonrası Web 2.0 araçları kullanmaya devam ediyorum.
5. Uzaktan eğitim sayesinde Web 2.0 araçları ile tanışmış oldum.
6. Uzaktan eğitimden önce Web 2.0 araçlarını kullanmıyordum.
7. Uzaktan eğitimden sonra Web 2.0 araçlarını kullanmaktan vazgeçtim.
8. Web 2.0 araçlarını sadece ders içinde kullanıyorum.
9. Web 2.0 araçlarını hem ders içinde hem ders dışında kullanıyorum.
10. Web 2.0 araçlarının ders dışında takibinin zor olduğunu düşünüyorum.
11. Web 2.0 araçlarının ders dışı takibinde zorlanmıyorum.
12. İngilizce öğretiminde Web 2.0 araçlarına ihtiyaç duymuyorum.
13. Uzaktan eğitimde Web 2.0 araçlarını mümkün olduğunca kullanmaya çalıştım.
14. Uzaktan eğitimden sonra Web 2.0 araçlarını kullanmaya devam ettim.
15. Uzaktan eğitimde kullandığım Web 2.0 aracı sayısı yüz yüze eğitimde azaldı.
16. Uzaktan eğitimde kullandığım Web 2.0 araçları sayısı yüz yüze eğitimde daha da arttı.

GÖRÜŞ İLE İLGİLİ MADDELER

17. Web 2.0 araçlarını İngilizce öğretiminde faydalı buluyorum.
18. Hazırlık aşamasında Web 2.0 araçları çok vaktimi alıyor.
19. Web 2.0 araçları sayesinde derste zaman kazanıyorum.
20. Web 2.0 araçları derste zaman kaybı yaratıyor.
21. İngilizce öğretiminde Web 2.0 araçlarının çok gerekli olduğunu düşünmüyorum.

22. Yüz yüze eğitimde Web 2.0 araçlarının gerekli olduğunu düşünmüyorum.
23. Web 2.0 araçlarını derslerime entegre etmek için yeterli motivasyona sahip değilim.
24. Yeni Web 2.0 araçlarını keşfetmek için motivasyonum var.
25. Web 2.0 araçları sınıf yönetimimi olumsuz etkiliyor.
26. Sınıf yönetimi konusunda Web 2.0 araçlarının olumlu etkisini gözlemliyorum.
27. Okulumdaki diğer öğretmenlerin Web 2.0 araçları kullanması beni teşvik ediyor.
28. Web 2.0 araçlarına ilgim ve merakım var.
29. Okul dışında boş vakitlerimi Web 2.0 araçları ile harcamak istemiyorum.

ALGI İLE İLGİLİ MADDELER

30. Web 2.0 araçlarını kullanma konusunda kendimi yetersiz hissediyorum.
31. Web 2.0 araçları kullanarak içerik üretebiliyorum.
32. Web 2.0 araçlarıyla içerik üretmiyorum.
33. Web 2.0 araçları kullanımı konusunda kendimi geliştirmeye ihtiyacım var.
34. Web 2.0 araçlarında kendimi yeterli hissediyorum.
35. Uzaktan eğitim Web 2.0 araçları konusunda yeterliğimi artırdı.
36. E-twinning projesi yürüttüğüm için Web 2.0 araçlarına hakimim.
37. E-twinning projesi yürütmenin Web 2.0 araçları kullanımı üzerinde olumlu etkisi olduğunu düşünüyorum.
38. Yeni bir Web 2.0 aracını anlamakta ve uygulamakta zorlanıyorum.
39. Başkasının yardımını olmadan, ihtiyacım olan konuda gerekli bir Web 2.0 aracını bulabilir ve onu rahatlıkla uygulayabilirim.
40. Hangi Web 2.0 aracı kullanmam gerektiğini bilmiyorum.
41. Çok fazla Web 2.0 aracı olduğu için hangisini kullanacağımı bilmiyorum.
42. Web 2.0 aracı kavramının ne olduğunu tam olarak bilmiyorum.
43. Web 2.0 araçları ile ilgili eğitimler alıyorum.

44. Her öğrencinin seviyesine ve ihtiyacına uygun Web 2.0 aracı bulabilirim.
45. Web 2.0 araçları ile eğitim materyalleri hazırlayabilirim.
46. Web 2.0 araçlarını etkili bir şekilde kullanabilirim.
47. Web 2.0 araçları ile ilgili yeterli bilgim var.
48. Web 2.0 araçlarını derslerime entegre edebilirim.
49. Web 2.0 araçlarını derste nasıl kullanacağımı biliyorum.
50. Öğrencilerin seviyelerine uygun Web 2.0 araçları seçebilirim.
51. Öğrenme ve öğretme sürecine Web 2.0 araçlarını dahil edebilirim.
52. Web 2.0 araçları ile ilgili gelişmeleri takip ederim.
53. Web 2.0 araçlarını etkili kullanma konusunda yeterli alt yapım yok.
54. Web 2.0 araçlarını etkili kullanma konusunda yeterli alt yapım var.

WEB 2.0 ARAÇLARI SEÇİMİNİ ETKİLEYEN FAKTÖRLER

55. Web 2.0 aracı seçerken ücretli olması benim için önemli değildir.
56. Kullandığım Web 2.0 aracı ücretsiz olmalıdır.
57. Web 2.0 araçlarından hazır olanları seçiyorum.
58. Öğrencilerin teknoloji becerilerinin düşük olması Web 2.0 araçlarını kullanmamı engelliyor.
59. Az sayıda öğrencinin İnternet erişimine sahip olması Web 2.0 araçları kullanımımı engelliyor.
60. Uzaktan eğitimde öğrencilerin devam/devamsızlık durumu Web 2.0 araçlarını kullanma motivasyonumu etkiledi.
61. Öğrencilerimin kendilerine ait teknolojik cihazlarının olmaması Web 2.0 araçları kullanmamı engelliyor.
62. Web 2.0 araçlarını seçerken renkli ve dikkat çekici olmasını önemsiyorum.
63. Web 2.0 araçlarının tekrar kullanılabilir olması benim için önemli bir kriterdir.

64. Web 2.0 araçlarını okuldaki öğretmen arkadaşlarımdan duyarak öğreniyorum.
65. Web 2.0 araçları kullanabilmek için haftalık İngilizce ders saatleri sayısının yetersiz olduğunu düşünüyorum.

Not: Cevaplar “ Kesinlikle katılmıyorum. / Katılmıyorum. / Kararsızım. / Katılıyorum. / Kesinlikle katılıyorum.” şeklinde toplanacaktır.



Appendix 4. Semi-structured Interview Questions

- 1) Derslerinizde Web 2.0 araçlarını nasıl kullanıyorsunuz?
- 2) Online eğitim süreci ve sonrasında kullanım durumunuzu nasıl değerlendirirsiniz?
- 3) Size göre Web 2.0 araçları dil öğreniminde etkili mi?
 - a. Etkili ise hangi tür araçlar etkili?
 - b. Web 2.0 araçlarına ilginiz var mı?
 - c. Web 2.0 araçlarını etkili ya da etkisiz bulma sebepleriniz nelerdir?
- 4) Web 2.0 araçlarını kolayca kullanabiliyor musunuz ya da kullanmakta zorlanıyor musunuz?
 - a. Pandemiden sonra bu durum değişti mi?
 - b. Web 2.0 araçları konusunda kendinizi yeterli hissediyor musunuz?
- 5) Web 2.0 araçlarını seçerken nelere dikkat ediyorsunuz?
 - a. Kullandığınız Web 2.0 araçlarını diğerlerinden ayıran özellikler neler?
 - b. Deneyip vazgeçtiğiniz Web 2.0 araçları var mı? Var ise bunların olumsuz özellikleri nelerdi?
- 6) Eklemek istediğiniz bir şey varsa lütfen belirtiniz.