A STUDY OF FACULTY MEMBERS' AND INSTRUCTORS' AWARENESS, ROUTINES AND USE OF WEB 2.0 TOOLS IN FOREIGN LANGUAGE TEACHING

ÖĞRETİM ÜYELERİ VE OKUTMANLARIN YABANCI DİL ÖĞRETİMİNDE WEB 2.0 ARAÇLARI FARKINDALIKLARI, RUTİNLERİ VE KULLANIMI

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Submitted to the Graduate School of Educational Sciences of Hacettepe University as a Partial Fulfillment to the Requirements for the Degree of Master in English Language Teaching Program

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ACCEPTANCE AND APPROVAL

This is to certify that we have read this thesis, entitled "A study of Faculty Members' and Instructors' Awareness, Routines and Use of Web 2.0 Tools in Foreign Language Teaching", and that in our opinion it is fully adequate, in scope and quality, as a thesis for the Degree of Master in the Program of English Language Teaching.

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19 /06 /2017

Zehra DAŞKIN

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- All audio-visual and written information and results have been presented according to the rules of scientific standards,
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- All cited studies have been fully referenced,
- I did not do any distortion in the data set,
- And any part of this thesis has not been presented as any other thesis study at this or other university.

Zehra DAŞKIN

To my beloved mother..

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A STUDY OF FACULTY MEMBERS' AND INSTRUCTORS' AWARENESS, ROUTINES AND USE OF WEB 2.0 TOOLS IN FOREIGN LANGUAGE TEACHING

Zehra DAŞKIN

ABSTRACT

The use of Web 2.0 tools in many walks of life has recently become ubiquitous owing to the fact that they offer a great many opportunities to the individuals to communicate, interact and collaborate with each. Though Web 2.0 concept seems like a new trend, it owes its' popularity in the area of education to a deep-routed theoretical background of constructivism, social constructivism and other social learning theories. As the main purpose of learning a language is to communicate and interact with others effectively, the utilization of Web 2.0 tools in this area has become an inevitable part of the language teaching instruction since they give learners the opportunity to practise the language beyond the classroom walls in real life settings. Based on these ideas, language teachers should be aware of this technology and use them as much as possible in their profession, and the institutions should integrate this technology in their language teaching curricula. In the light of the ideas mentioned so far, this study aims to identify the faculty members' and instructors' awareness, routines and use of Web 2.0 tools in FLT process. In the current study, a mixed methods research design was adopted. While the quantitative data was gathered through an online questionnaire with the participation of 101 faculty members and instructors working at ELT departments and school of foreign languages of state universities in Turkey, interviews with 10 participants were carried out for the qualitative part of the research. The quantitative data was examined through statistical analyses via SPSS 21, and content analysis was employed in order to analyze the qualitative data. The results of the analyses have indicated that although the participants have a high awareness of the Web 2.0 tools in general, they do not use them a lot in their teaching practices. Furthermore, the participants' level of the awareness and use differs in terms of various demographics. Also, though most of the participants are not knowledgeable about what Web 2.0 concept is, they have already used it for varying purposes without being aware of them. For the routine component of the study, the results revealed out that the only Web 2.0 tool they use on a regular basis is social network sites,

and multimedia sharing tools follow them with the second frequency of use among the participants. What is more, having knowledge of the Web 2.0 concept was found to have a significant mean difference among the participants in terms of awareness, routine and use of the Web 2.0 tools.

Keywords: Web 2.0 tools, awareness, routine, use, faculty members, instructors.

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ÖĞRETİM ÜYELERİ VE OKUTMANLARIN YABANCI DİL ÖĞRETİMİNDE WEB 2.0 ARAÇLARI FARKINDALIKLARI, RUTİNLERİ VE KULLANIMLARI

Zehra DAŞKIN

ÖZ

Web 2.0 araçlarının hayatın birçok alanında kullanımı, bireylere sunduğu iletişim, etkileşim ve iş birliği gibi olanaklar yüzünden son zamanlarda yaygınlaşmıştır. Web 2.0 kavramı yeni bir akım gibi görünse de, eğitim alanındaki popülerliğini yapılandırmacılık, sosyal yapılandırmacılık ve sosyal öğrenme gibi köklü teorik altyapıya borçludur. Dil öğreniminin temel amacı diğer insanlarla etkili iletişim ve etkileşim kurmak olduğu için, Web 2.0 araçlarının bu alanda kullanımı kaçınılmaz hale gelmiştir, çünkü bu araçlar öğrencilere, dili sınıf dışındaki gerçek hayat ortamlarında pratik yapma olanağını sunar. Bu fikirlere dayanarak, dil öğretmenleri bu teknolojinin farkına varmalı ve mesleklerinde mümkün olduğunca fazla kullanmalıdır ve kurumlar da bu teknolojiyi dil öğretimi müfredatlarına entegre etmelidirler. Bu çalışma, tüm bu bahsedilenlerin ışığında, öğretim üyelerinin ve okutmanların yabancı dil eğitimi süreçlerinde Web 2.0 araçları farkındalıklarını, rutinlerini ve kullanımlarını ortaya çıkarmayı amaçlamaktadır. Bu çalışmada karma yöntemli bir araştırma metodu kullanılmıştır. Nicel veri Türkiye'deki devlet üniversitelerinin İngiliz dili eğitimi bölümleri ve yabancı diller yüksekokullarında çalışan toplamda 101 öğretim üyesi ve okutmanın çevrimiçi ankete katılımıyla toplanmıştır. Araştırmanın nitel kısmı için ise 10 katılımcıyla mülakat yapılmıştır. Nicel veri SPSS 21 ile istatistiksel analizler yapılarak incelenirken, nitel veri analizinde içerik analizi kullanılmıştır. Veri analizi sonuçları göstermiştir ki; katılımcıların genelde Web 2.0 araçları farkındalıkları yüksekken, bunları öğretim pratiklerinde çok fazla kullanmadıkları gözlenmiştir. Ayrıca, katılımcıların Web 2.0 araçları farkındalık ve kullanımları sahip oldukları farklı demografik özelliklere göre farklılık göstermektedir. Buna ek olarak, katılımcıların çoğunun Web 2.0 kavramının ne olduğu hakkında bilgi sahibi olmamasına rağmen, bu araçları daha evvelinde farkında olmadan çeşitli amaçlar için kullandıkları tespit edilmiştir. Araştırmanın rutin bileşeni kısmı sonucu, katılımcıların düzenli olarak kullandıkları tek Web 2.0 aracının sosyal paylaşım siteleri olduğunu ve kullanım sıklığı açısından bunu çoklu medya paylaşım sitelerinin takip ettiğini göstermiştir. Öte yandan, Web 2.0 kavramı

hakkında önceden bilgi sahibi olmanın katılımcıların Web 2.0 araçları kullanımı, farkındalığı ve rutinleri açısından anlamlı bir farka sahip olduğu ortaya çıkmıştır.

Anahtar kelimeler: Web 2.0 araçları, farkındalık, rutin, kullanım, öğretim üyesi, okutman

Danışman: Yrd. Doç. Dr. Hüseyin ÖZ, Hacettepe Üniversitesi, İngiliz Dili Eğitimi Anabilim Dalı, Yabancı Diller Eğitimi Bölümü

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ABBREVIATIONS

CALL: Computer Assisted Language Learning

ICT: Information and Communication Technology

EFL: English as a Foreign Language

ELT: English Language Teaching

FLL: Foreign Language Learning

FLT: Foreign Language Teaching

CMC: Computer Mediated Communication

1. INTRODUCTION

"Any sufficiently advanced technology is indistinguishable from magic."
Arthur C. Clarke

1.1 Presentation

The purpose of this study is to identify the faculty members' and instructors' awareness, routines and use of Web 2.0 tools in foreign language teaching (FLT) process. This chapter mainly presents the relevant background to the study, statement of the problem, significance, purpose, limitations of the study and the research questions.

1.2 Background of the Study

We live in a world where technology is ubiquitous. It is in every single part our life, so in the area of education as well. Thus, this widespread presence has undergone a tremendous change as other beings over the centuries. It is true that as long as technology is used proficiently at the right time and right place with a sound theoretical background and purpose, it is like a magic stuff that creates a fabulous change and helps the things go easy and on track. Inescapably, the field of education got its share from this widespread presence of technology to a great extent.

Using technology for educational purposes is not a new phenomenon. Many research studies have been conducted in the field of use of technology in classroom setting in order to enhance the teaching and learning environments in education (Ajjan, Hartshorne, 2008). In language teaching, tape recorders, language laboratories, videos, overhead projectors, audio tapes and audio labs have been largely used to make the learning environment more authentic (Warschauer, Meskill, 2000; Dudeney, Hockly 2007). To our knowledge, the abovementioned tools were used in the audio-lingual (ALM) and Community Language Learning (CLL) periods. The purpose of the use of these tools was either to make learners perform the repetition drills or to promote the interaction between learners in a safe atmosphere

, so that they can get the ability to communicate in the target language (Richards & Rodgers, 2001; Larsen-Freeman, 2000). In the late 1970s, these methods fell from fashion owing to undesired and poor results obtained from the learning and teaching process. The reason behind this was clear: many of the methods lacked communicative and interactive concerns. However, in the following decades, in 1970s and 1980s, there was a sharp shift to the communicative approaches and methods which put emphasis on student engagement and interaction on meaningful and authentic contexts. With this trend, integration of technology into the learning and teaching process in various ways became necessary. This necessity helped teachers make better use of technology tools for instruction, and learners enhance their technology skills within the context of the existent curriculum. However, not many teachers and learners have the required technological literacy to handle this process. They need to take the training for use of technological tools.

After 1970s, computers made a great contribution to the area of education with its arrival. In this period, use of computer in educational settings became fashionable as it had many advantages for the foreign language teaching and learning process (FLT/ FLL). In his essay, Demirezen (2011) puts forward that the use of computers was of great help both for teachers and learners as to do research became much easier and the statistical results were prosperous, faster and cheaper for the former group. For the latter group, learners, it was really fruitful as well. Since the boredom that they experienced in FLL process lessened and the classroom atmosphere became more attractive and authentic for them as they were provided with visual, audio and audio-visual materials all in one machine which served them as a tool enhancing their interaction and motivation.

The role of the computer not only in the field of language teaching but also in education in general has gradually been transformed in the eyes of many educational technology specialists (Warschauer, 1996). Computer-Aided Instruction (CAI) and Computer-Aided Language Instruction (CALI) were termed and generally utilized by American specialists in the related field, whereas Computer –Assisted Learning (CAL) and Computer Assisted Language Learning (CALL) were commonly preferred by British (Higgings, 1983). Namely, all of them followed almost similar theoretical background and processes, yet CALL was the mostly mentioned one as it was much more student-centered and the others were not that much

realized or favored by the specialists. Computer-based materials for language teaching, often denoted to as CALL, first appeared in the early 1980s.

Early CALL programs characteristically required “learners to respond to stimuli on the computer screen and to carry out tasks such as filling in gapped texts, matching sentence halves and doing multiple-choice activities” (Dudeney & Hockly, 2007, p. 7). Though CALL was a hot topic in the literature in those years and the applications were favorable for both learners and teachers, there were still some profound debates about the usefulness of it. The questions aroused were that (1) To what extent is CALL effective? (2) What are the suitable roles for learners and teachers? and lastly (3) Can CALL lessen the cost of teaching? (Otto, 1988). Shreck and Shreck (1991) acknowledged two primary problems with the software that CALL provided: (a) the learning opportunities are not that much enhanced and (b) CALL doesn’t focus on what is meant or needed to be learnt. The use of computers in FLT were becoming more powerful and provoking the integration of multimedia, yet it was merely focusing on the reading and listening skills. That is, the skills that learners were to obtain were rather receptive, so that the interaction, cooperation and collaboration between the individuals were not promoted. Another drawback was that the access to the computers for learners was limited (Watson-Todd, 2009). In the following decades, the access to the information electronically, namely Information and Communication Technology (ICT) became much more prevalent, thus CALL stepped forward by putting more on the use of computer (Dudeney & Hockly, 2007). The Internet was welcomed by the people in many areas of education. The emergence of the Internet has given way to the increase in the use of computers in language teaching and learning process. The improvements in this area brought up massive innovations for both foreign and second language teaching and learning process. The Internet has been the leading one to have made the greatest impact as a tool for social interaction, source of materials, and academic improvement.

We are living in a globalized world and in order to communicate (apart from face to face communication) and interact with each other, we make use of some technological tools such as mobile phones and the internet. The internet provided the people with not only online sources but also a platform to collaborate, interact, communicate and share their ideas. The arrival of the browser in 1993 gave the society an opportunity to access much more information than before. This early

browser provided the users with the texts, graphics information and so forth (O'Driscoll &Kapp, 2010). Web 1.0 or web, which refers to the first stage of World Wide Web (www) linking web pages and hyperlinks, began to be used with the release of the 'www' to the public in 1993 and was including statistic pages, the use of framesets and tables, proprietary HTML extensions, online guest books and vice versa. (*)

The web has been used as a tool to collaborate, yet it is the last years that the software allowed the individuals to use them to as a platform for real collaboration activities. The web has been experiencing the swift change recently. The people are not just passive readers any more, they are sharing, collaborating and interacting with each other. This rapid shift from Web 1.0 to Web 2.0 could be seen as a consequence of technological enhancements. This shift from Web 1.0 to Web 2.0 is called by O'Driscoll &Kapp (2010) as 'webvolution'. Therefore, as the new coined word suggests, the switch to Web 2.0 has been seen as a breakthrough revolution for the new age. Web 2.0, which was coined by O' Reilly in 2004 in a conference, was defined from very different perspectives and the ideas about the varying definitions are still debatable. To define it in a broad sense, Web 2.0 is a social use of the web which allows individuals to interact and collaborate with each other, get dynamically involved in the creating of the content, to generate and share knowledge online. (Grosseck, 2009, Alexander, 2006; Hargadon, 2008; Zimmer, 2007; Adebanjo & Michaelides; 2010, Mason & Rennie, 2007). Web 2.0 gives the individuals opportunity to create their own sites, share texts, photos, videos, visuals, audio-visuals and their ideas and interact with each other online on various settings. Despite the fact that Web 2.0 tools seem as a brand new trend to foster communication, collaboration and interaction between the individuals, it has a deep-rooted theoretical background. Since it promotes the social interactivity and other social aspects among learners, it is closely related to social learning theories, constructivism and some other social-cognitive aspects. The underlying reason is that learners are the individuals who have right to create, construct their own learning and context by becoming an author on some Web 2.0 tools, and on the other hand share what they want and contact with each other via these tools which enhance the interaction between themselves. These actions generally take place in wikis, blogs, social-networking sites and so forth. Before these applications, there were list servers, groupware, and web-based communities which linked the people

with mutual interests, yet what makes Web 2.0 different from these was that it is open to new applications (apps) which allows the users to modify the content (Ajjan & Hartshorne, 2008). So, these tools are no longer under the control of the web-masters.

Millions of people are using the Internet for a vast array of purposes on a daily basis. They search for information, collaborate, interact, communicate and cooperate with each other, create various contents, make entries, write blogs, share photos, videos, information, watch movies and videos and numerous tasks. These acts are generally more common among the teenagers, the young and adults. Today's children and young people who mingle with technology so often are called 'digital natives'. However, the parents of this group, who are not that much concerned with the use of technology, are labeled as 'digital immigrants'. So, as the new generation is that much interested in the technology, especially on the internet, and more specifically in Web 2.0 tools, it would be a big fault of the specialists in the related field, if they didn't integrate the Web 2.0 tools into the FLT / L contexts and curricula. Web 2.0 tools focus on the "challenging assumptions of existing educational curricula which will bring them more in line with learning methodologies appropriate for students entering the knowledge economy and promote task and project-based learning" (Thomas, 2009, p. xxiv). Thus, learners are challenged to take part in collaborative work which allows them to express themselves by discovering themselves again.

Although Web 2.0 has been seen as a revolution, it should not be regarded as a magic stuff that would solve all of the problems in educational settings. The key point to make Web 2.0 tools more powerful in FLT/L is that they should be manipulated in accordance with the existing curricula by taking the interests, needs and levels of learners into consideration. As the new generation, named as 'Generation Z', is growing up with this swiftly changing internet technology and has a lifelong use of technological tools such as mobile phones, the internet, instant messaging and mp3 players (Horovitz, 2012). It is nearly becoming a must for teachers to make use of it in the teaching and learning processes. The language itself is a tool for communication and in order to promote the communication among learners, the establishment of interaction and collaboration are the key elements. Learners do not have the chance to interact with each other or the native speakers of the target

language all the time, so the Web 2.0 tools give them the opportunity to collaborate with one another on the virtual platforms.

Language teachers should be attentive to the changes in the area of the Internet and understand these changes on the Web and it's reflects on the world around themselves. They should also provide learners with these tools so as to make them feel ready for the challenges that they may confront. The Web 2.0 tools offer teachers a treasure for the teaching process, and if they can manipulate it in the correct and effective way, it is no doubt that the learning will be facilitated. They can not only design various and creative activities for their students, but also develop themselves in their own professions. They can access to the information and do research via Web 2.0 tools easily. They can follow the online and electronic journals, publish their own studies or research, create their own blogs, write on it and exchange ideas and information on a regular basis. The language teachers and learners can make use of Web 2.0 tools such as blogs, wikis, photos/slides, podcasts, videos sharing websites and social networking sites with many educational purposes. To illustrate, blogs can be used for real-world writing experiences, to give feedback, update new information and develop their own knowledge; wikis can be used for the students' projects, to use as a presentation tool and to create a discussion area; photos/ slides and video sharing websites can be used to inspire creativity and writing, to post presentations to authentic audiences, share, comment and add notes to photos and videos, to find videos on current issues and lastly social networking sites can be used as a tool to create discussion boards and give assignments (Grosseck, 2009). They also provide easy access to authentic materials and seem better than Moodle, Wiki and Blackboard in that way. And, there is no need to give instruction to the students about how they use the program. Watson Todd (2009) summarizes the implementation of Web 2.0 as its format goes beyond traditional CALL applications in promoting social interaction, learning outside the class, process writing, encouraging learners to view the internet as a place for productive creativity in addition to a receptive knowledge source (p. 94). So, in the age of Web 1.0, learners were passive and just developing their receptive skills. However, as the quotation suggests, they have a more active and productive role in Web 2.0 age.

1.3 Statement of the Problem

Web 2.0 tools offer a great variety of opportunities and sources for the individuals whose purpose is either to teach or to learn a foreign language. However, there is still a lack of technological literacy on the side of academics and teachers, namely the educators, as far as the adoption of Web 2.0 tools is taken into consideration. There is a consensus among the educators that the use of Web 2.0 has many positive aspects, yet still they are not able to use and manipulate them effectively in their teaching processes. The case is that they need to be introduced by means of special programs or special subject training sessions (Grosseck, 2009). They should be innovators in the area of foreign language teaching, and one of the ways to do is to be aware of the technological developments, keep up with them and be able to implement it into the teaching process. This implementation can still make up a problem for EFL academics, faculty members and instructors. Therefore, in this study, this phenomenon will be dealt with its all facets. Concerning the issue, the awareness, routines and the use of Web 2.0 tools by the faculty members and instructors will be analyzed to shed light into the actual application of Web 2.0 in related field. In Cephe & Balçıkanlı's (2012) article about a research on student teachers' attitudes and ideas about the use of Web 2.0 tools, they mentioned about the result of six different studies on the same topic. The results revealed out that most of the teachers, pre-service teachers and academics generally hold a positive attitude towards the use of ICT (information and communication technologies) and Web 2.0 tools in FLT, yet not all of them are aware of these tools and applications. Furthermore, they need training in order to master and generate the needed content online. Apart from this, a question still remains unanswered: will teachers keep believing in the importance and effectiveness of Web 2.0 tools? Therefore, it is expected that the present study will shed light on not only teachers' but also the faculty members' and instructors' beliefs, attitudes, awareness, usefulness and routines of Web 2.0 tools in an ELT or EFL contexts.

1.4 Purpose of the Study

The main goal of the present study is to identify the faculty members' and instructors' awareness, routines and use of Web 2.0 tools in FLT process. The use of the Internet is a very effective and powerful tool in language learning, but to be able to

use it in a desired way, an individual needs to be competent enough to utilize it with its all facets and applications. With this in mind, it could be asserted that in order to get the maximum benefit out of this process, both the language learners and teachers should be aware of the services, applications and software that the Internet, more specifically Web 2.0 tools, offer them. Regarding this point, the purpose of this study is to investigate the use of Web 2.0 tools from teachers' perspective and identify the awareness, routines and usefulness of the faculty members and instructors in the FLT processes.

1.5 Significance of the Study

It's not surprising to see various studies on the use of Web 2.0 tools in the area of FLT/L recently. The reason is that the use of the Internet, more specifically Web 2.0 tools, has become a routine for the digital natives in their daily life, and as this group is in the very center of the teaching and learning process, the researchers are trying to find out or build the relationship between their real life and classroom atmosphere in terms of the use of Web 2.0 tools. As Warshauer (2007, p. xx) asserts, "Web 2.0 is not viewed as a magic bullet to solve all educational problems, yet rather as a powerful tool that can have both positive and negative impact, and that must be carefully exploited in line with learners' needs, teacher capacity, and social contexts". Regarding this, teachers' use of this powerful tool in instructional process is at the core of this research. The current study primarily aims to shed light into the issue of not learners this time, but the other side, namely teachers', awareness, routines and use of Web 2.0 tools. These tools do not only link the ideas or the information, but the individuals to each other virtually as well. In other respects, Web 2.0 tools save time and expenses by bringing all the materials together on virtual platforms, so that teachers and learners will not need to spend extra time by dealing with each activity on classroom atmosphere, and to meet expenses spent for the materials to be used in the classroom. When gone through the literature about the use of Web 2.0. tools at varying contexts in Turkey, it is possible to find many studies about learners' use and attitudes towards the Web 2.0 in FLL as well as teachers'. However, the current study differs from others in some respects as it aims to highlight the points like (i) 'if the faculty members and instructors are aware of Web 2.0 tools?' and if so (ii) 'do they use it either for professional development or in

classroom setting?', and if they use (iii) 'how often they use Web 2.0 tools, namely is it a routine for them or not?".

1.6. Research Questions

This study mainly addresses the following research questions:

1. What are ELT faculty members and EFL instructors' awareness levels of the Web 2.0 tools?
2. To what extent do ELT faculty members and EFL instructors make use of Web 2.0 tools for their profession?
3. What are their routines of the use of Web 2.0 tools?
4. What are their ideas and priorities about the educational purposes of the use of Web 2.0 tools and the obstacles they encounter during using them?
5. What is the relationship between faculty members' and instructors' awareness, use, routines and other variables: age and time spent on the Internet?
6. What specific Internet and Web 2.0 tools do the participants use for what purposes?
7. What is the mean difference among the participants' awareness, use and routines of the Web 2.0 tools in terms of their knowledge of Web 2.0 concept?
8. Is there a significant difference between faculty members and instructors in terms of their level of the awareness, use and routines of Web 2.0 tools?

1.7 Scope and Limitations of the Study

The current study focuses on the faculty members' and instructors' awareness, routines and use of Web 2.0 tools as is mentioned so far. The scope of the study covers the participants who work at the higher education institutions in Turkey, more specifically the ones who are faculty members in the departments of English language teaching (ELT), and EFL instructors working at the schools of foreign

languages. As the study covers those departments' academics, it is not that easy to access them all at once via e-mail or other Internet tools that enable to contact with them in order to request them to take part in the current research study. On the other hand, as there are individuals who are accustomed to pen and paper applications rather than the Internet based ones, they may not be volunteer to take part in the study as the participation will need to fill in the online questionnaire. This is partially a limitation of the study.

1.8. Definitions of Terms

Web 2.0 is a virtual platform that "delivers software as a service that is continually updated through new user content, where information is delivered through searching and collocating data from a multitude of sources delivering rich user content whilst facilitating an architecture of participation" (O' Reilly, 2005, p. 1).

Social network sites are the examples of Web 2.0 tools via which people can connect, cooperate and interact with each other. These websites allows individuals to create their own profiles including their backgrounds and interest areas, and share photos, documents and videos. These websites are online platforms that facilitate the social relations among the individuals. Most commonly used social network sites are Facebook, Twitter, Google +, Linkedin, Ning, MySpace and so forth.

Digital natives are the people who were born after the general introduction of technologies and have the capability to utilize them successfully from their early ages and have a great understanding of the related concepts.

Digital immigrants are the people who were born after the abovementioned period and adopt the technological tools later on their lives. These terms, digital natives and immigrants, were coined by Marc Prensky in 2001.

Generation Z is the term used for the people who were born after 2000s and are closely related to use of the technological tools

ICT (Information and Communications Technology) includes all the uses of existing digital technology which help individuals, groups, businesses and organizations use, manipulate, store, retrieve, send and receive the information electronically.

Web-based language teaching includes network-based teaching, distance language learning and teaching, blended and virtual language teaching aiming to use of the web based applications in order to teach and learn a language in different settings such as classroom atmosphere and virtual environments.

1.9 Conclusion

The developments in advanced technology have contributed a lot to the area of education, more specifically, to the foreign language education. When the situation for Turkey is taken into consideration, it can be said that EFL teachers try to make use of this advanced technology as much as they can with the opportunity on their hands. When they combine their skills, creativity and knowledge with the facilities that the Internet presents them, they can get the maximum benefit out of their teaching process. This inevitably will lead both teachers and learners to success, an increase in interaction, collaboration, communication, and relevantly to more permanent and fruitful learning. As the use of Web 2.0 tools in EFL does not go too back in the history of language learning and teaching, the literature provides us with limited theories and approaches and so forth. However, since the use of Web 2.0 tools in FLT process is a contemporary and fresh issue to touch upon, the result of this study will serve as a valuable source in the related area. In summary, the current study aims to find out the faculty members' and instructors' awareness, routines and use of Web 2.0 tools in their FLT process and to present possible recommendations.

2. REVIEW OF LITERATURE

2.1. Presentation

In this chapter, the theoretical basis for the use of computers, technology, the Internet and Web 2.0 tools are explained in detail by refering to the movements like constructivism, social constructivism and web-based language learning approaches. Furthermore, the Web 2.0 tools like blogs, wikis, social network sites, podcasts and so forth are dealt with broadly with their relation to foreign language teaching and learning. In the end, the use of Web 2.0 tools in FLE and related studies are examined in a broad sense.

2.2. Use Of Technology in Language Teaching

As is touched upon in the introduction part, the use of technology in language classrooms dates back to more than fifty years ago. Indeed, “technology has been around in language teaching for decades- one might argue for centuries, if we classify the blackboard as a form of technology” (Dudeney & Hockly, 2007, p. 7). This period corresponds to the age when the ALM and CLT were in fashion and the use of audiotapes, cassettes and recorders was widespread.

With the rapid change in technology, a large number of technological tools have found themselves a place in the area of education, more specifically in the area of language teaching and learning. This rapid change in technology, the emerging and developing of multimedia technology and their applications to teaching, featuring audio, visual and audio-visual materials, have come into full play in language teaching and set a feasible platform to reform and explore new teaching models. What is important here is that it is not the technology itself alone, but the contribution it might make to the teaching and learning that decides its usefulness. The changing trends in the world have affected the way people use, teach and learn the language and the way individuals interact with others in society. Traditionally, technology seems to have a rather clear function in language learning: for example to practice grammar, provide information about target countries, make long-distance communication possible, bring in the outside world and access digital corpora (Svensson, 2003). Moreover, it made the language learning more authentic, created

opportunities to increase the interaction between individuals and enhanced the quality of education services provided with the use of the tools that technology brought.

As we entered the 21th century, colloquial language use is so bound to technology that learning language by means of technology has turned into a fact of life with important implications for all applied linguists, especially for those concerned with features of SLA. (1) In the area of language teaching and learning, educators have a lot to choose from technology: radio, tape, audio cassettes, TV, CDs, DVDs, computers, mobile phones, the Internet and a large body of applications, programs and services it brings with it. The ones who are interested in language teaching and learning in our century need to grip the nature of technology-mediated tasks that the students can tackle for SLA, and how these tasks can be used for assessment procedures.

As aforementioned, this century has witnessed a revolution with the onset of the technology. The use of technology has become increasingly crucial for both teachers' personal and professional lives, and learners are increasingly make use of this technology. "One of the most fundamental aims of contemporary education should be preparing students to function properly in the information society as well as find their proper place in knowledge-based reality" (Myrdzik & Latoch-Zielinska, 2010 as cited in Kılıçkaya et al.). Thus, in order to make use of these developments in language education, different types of teaching methods have been employed to examine the efficiency of the teaching &learning process.

The use of authentic materials like films, radio, TV, computer, the Internet, and so forth has been there for a long time and it is true that these technologies have evidenced to be mostly successful in replacing the traditional teaching methods. Many research studies have shown that the use of technology in language classrooms works well with both teachers and learners. Bearing this in mind,

> *The advantages of using new technologies in the language classroom can only be interpreted in the light of the changing goals of language education and the changing conditions in postindustrial society. Language educators not seek not only (or even principally) to teach students the rules of grammar, but rather to help them gain apprenticeship into new discourse communities. This is accomplished through creating opportunities for authentic and meaningful interaction both within and outside the classroom, and providing students the tools for their own social, cultural, and linguistic exploration. The computer is a powerful tool for this process as it allows students access to online*

> *environments of international communication. By using new technologies in the language classroom, we can better prepare students for the kinds of international cross-cultural interactions which are increasingly required for success in academic, vocational, or personal life. (Warschauer & Meskill, 2000, p. 307)*

However, there are still some drawbacks such as teachers' and learners' illiteracy of technology, resistance to the use of technology either by teachers or learners, complexity of the use of technological tools, mismatch between the needs of learners and the technology or method used in given tasks, inconsistency of the goal-orientation, lack of technological equipment, and last but not least, institutional or administrative problems about the supply of the needed technological tools. Dudeney & Hockly (2007) assert about teachers' negative attitudes towards technology as in the following:

> *A large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom. It is also often the case that teachers may not be fully in control of their work situations. A teacher may want to use more technology in their teaching, but the school may not have the facilities, or, on the other hand, a teacher may be instructed to start using technology for which they feel unprepared or untrained (p.9).*

The improvements in technology should be regarded as supplements to the traditional instruction, not as replacements or replicates of what a teacher can do in the classroom (Lewis&Wall, 1988). Information and communications technology (ICT), which refers to the technological tools designed to be used to communicate; access, process and manage information (Erben, Ban &Casteneda, 2009), should be considered as a tool via which both teachers and learners can make use of in or outside the classroom. A technological tool can have weaknesses that may not be fully harmonious with the program that the teacher is making use of. Teachers and learners get more opportunities to get connected and educated globally as the technology is integrated in L2 (second or foreign language) instruction (Dudeney & Hockly, 2012).

In what follows, the use of computer in language classrooms will be discussed thoroughly in the following part.

2.2.1. Use of Computers in Language Teaching

Computers have been used as a tool for language teaching since 1960s (Brown, 2007). Many schools have been offering facilities with their computer labs and trying to give new and permanent knowledge with them. In this way, they have intended to develop learners' language skills like listening, speaking, reading, test solving and communication skills. Apart from this, with the arrival of personal computers (pc) in 1980s, learners had chance to study and develop their language skills outside the school. Language learners typically use computers to write papers, practice linguistic drills via specifically designed programs; and with the arrival of the internet, they send e-mail, browse the world-wide web for their assignments, join social networking, play games in virtual platforms which needs the use of a foreign language to communicate with other participants and so forth.

The current advances in educational applications of computer hardware and software have provided a rapidly growing-and sometimes "bewildering-set of resources for language classrooms" (Brown, 2007, p.199). Along similar lines, Paramskas (1999) asserts that the computer has become "to the delight of some but to the dismay of others, a vital tool in second language learning." (p.13) The terms 'second language' and 'foreign language' have been used interchangeably throughout the literature, so it is no doubt that Paramkskas's words also accounts for foreign language learning. On these grounds, it can be argued that the rapid technological progress the century witnessed inevitably led to a development of use of computers in foreign language classrooms which enabled communication among computer systems resulting in the communication among learners.

As the computer is used as a medium of communication and integration among the individuals recently, it is better to mention the communicative competence hereby first. The term of 'communicative competence' coined by Hymes (1972) can be basically defined as the competence not only to be able to use grammatical rules properly but also the ability to use those grammatical rules in a variety of communicative situations, namely to understand and use language appropriately in varying meaningful and authentic contexts (Cook, 2003). The recent literature about communicative competence puts emphasis on the idea that the nature of communicative competence has inescapably changed in the world where communication with other individuals occurs via the use of computers. On the other

hand, Rassool (1999) brings a definition to communicative competence as the interactive process in which meaning is dynamically generated between the individuals' world and information technology. So, what can be inferred from that definition is that learners of any language will require communicative competence including electronic and technological literacies (Murray, 2000; Warschauer, 2000). (1) So, the computer will be the medium for that purpose. Having mentioned communicative competence, Rassool (1999) propounds the view that:

> *In a world increasingly driven by (a) the need for innovation through research and development, (b) the multileveled changes brought about in our everyday lives as a result of the nature and speed of technological developments, (c) the volume and the range of information available, and its open accessibility, (d) the multimodal features of electronic text as well as (e) its interactive nature, we require significantly more than just the ability to read and write in a functional way. (p. 202)*

One of the challenges for language teachers is to develop their computer using experiences in similar lines with the language teaching and learning experiences. To overcome the challenges, teachers' concern should shift to the study of computer-based tasks and methods in order to get the maximum benefit out of it.

Meskill's (1999) analogy tells a lot about the right way to get the desired outcome from the use of computer in language learning and teaching process: Providing the children with a book does not insure the mastery of its content and putting them in front of the world of colorful information that the technological tools serve them either. Neither of them guarantees cognitive engagement or development of the language and literacy skills. The experience of handling with computers in this process shows that "the power of the medium lies in how well it gets used and integrated into the daily classroom scheme so that active engagement in acquisition-oriented work takes place (p.141)."

Since computer technologies offer flexibility and accessibility, the educational institutions and language learners are making use of these technologies in the classrooms (Goertler, 2009). The approaches and methods for language learning are evolving with the changing nature of technology, and these brand new technologies allow learners to reach the target language use outside the classroom easily (Ota, 2011).

Chapelle (2001) develops the claim that most of the language learners know how to work with the computers in 21st century. Many of the proponents of this idea assert

that many learners are quite familiar with the use of the computers. In his article, Prensky (2001, p. 1) proposes that

> *Today's students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a "singularity" – an event which changes things so fundamentally that there is absolutely no going back. This so-called "singularity" is the arrival and rapid dissemination of digital technology in the last decades of the 20th century. It is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors.*

As can be deduced from the quotation, learners of the new era have undergone a tremendous change, and they are not learners that the traditional education methods or systems can teach fruitfully. The system will somehow be lacking in terms of the way of teaching and instruction for them. Due to this fact, Prensky (2001) coined the terms of ***digital natives*** and ***digital immigrants*** in order to make a distinction among learners in different generations. Digital natives refer to "the 'native speakers' of the digital language of computers, video games and the Internet" (Prensky, 2001, p.1). Namely, they were the ones who were born into the digital world and also called as 'generation Z'. Generation Z is the term used for the people who were born after 2000s and are closely related to use of the technological tools. On the other hand, digital immigrants refer to the "those of us who were not born into the digital world but have, at some later point in our lives, become fascinated by and adopted many or most aspects of the new technology are, and always will be compared to them" (Prensky, 2001, p.2). The distinction actually lies in the sense that the digital immigrants like immigrants in general term, learn to adapt to their environment. Thus, teachers of these 'natives' should try to do their best to learn and adapt the technological developments both in general and in the related area, meet the needs of their learners, adapt their syllabus or curriculum accordingly with the supplement of the ICT in it. They should also facilitate learning in order to turn their learners' computer using time into language learning by making use of these technological tools through the process of instruction. Pimienta (2002) proposes that rather than monitoring learners behind the screen, teachers should view them as being in front of a keyboard. Along similar lines, Garret (1991) argues that the use

of the computer in foreign language classroom is not a method of teaching actually, but a medium via which the foreign language can be taught.

In order to present the potentials of the use of computer technology in language teaching and learning, it is crucial to delve into the ways that the computers have been used until today. Therefore, in what follows this issue will be dealt with in detail.

2.2.1.1. Computer Assisted Language Learning (CALL)

Computers have been used in and for language teaching and learning since 1960s. On this basis, it can be safely asserted that the root of computer-assisted language learning (CALL) in educational technology goes back to that decade and has been in action since then (Reiser, 1987; Saettler, 1990; Brown, 2007; Paramskas, 1999; Warschauer & Healey, 1998). Actually, the participants in a TESOL convention meeting came to terms with the expression 'CALL' in 1983. (Chapelle, 2001)

Computer-assisted language learning (CALL), in a broad sense, can be defined as "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997: p. 1). Practitioners in the related area have brought varying definitions to CALL as it evolves in time. Some of them are as follows:

- "This term is widely used to refer to the area of technology and second language teaching and learning despite the fact that revisions for the term are suggested regularly" (Chapelle, 2001, p. 3).

- "Given the breadth of what may go on in computer-assisted language learning (CALL), a definition of CALL that accommodates its changing nature is any process in which a learner uses a computer and, as a result, improves his or her language" (Beatty, 2003, p. 7).

- "Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element" (Davies, G, p. 48).

- CALL is defined as "using computers to support language teaching and learning in some way" (Egbert, 2005, p. 3).

The history of CALL can be practically divided into three main phases: behavioristic CALL, communicative CALL and integrative CALL (Warschauer & Healey, 1998). Each of the phases is composed of a certain level of technology and pedagogy, and each seems like the evolved form of the former one. In what follows, these phases are dealt with respectively.

Behavioristic CALL, which was then termed as structural CALL and developed in the similar lines with the behavioristic learning model, is basically composed of repetitive language drills or practice via the use of computer. In this model, computer was regarded as a tireless and non-judgmental mechanical tutor which did not let learners study at an individual pace. PLATO, which allows learners the opportunity to mingle with drills, translation tests and grammatical explanations, was one of the well-known abovementioned tutorial systems. (Ahmad, Corbett, Rogers, & Sussex, 1985)

With the arrival of personal computers in 1960s and in following decades- late 1970s and early 1980s- a great many opportunities for learners occurred for individual study. In the same decades, the behavioristic approaches were criticized for their lacking points both in pedagogical and theoretical levels. This corresponds to the period when communicative CALL emerged. Supporters of this paradigm claimed that computer-based activities should teach the grammar in an implicit way, put emphasis on the use of forms, let and encourage learners to produce authentic utterances and lastly use the target language effectively outside the classroom (Jones & Fortescue, 1987; Phillips, 1987; Underwood, 1984 in Warschauer & Healey, 1998). Communicative CALL resembled the cognitive theories in that both considered learning as a developmental and discovery based process. Text reconstruction programs and simulations were popular example of software developed in accordance with the theoretical background of communicative CALL. Many of the advocates of communicative CALL pointed out that what is crucial with learners' use of software to develop the target language is not so related to learners' working with the computers as a tool, but to the interaction occurred between them while working on the computers.

The third phase- integrative CALL- dating back to the early 21th century, integrates the use of language skills like listening, speaking, reading and writing with the technology in the process of learning the target language. Learners do not only work

on the computers in labs on a regular basis, but also get acquainted with the use of different technological tools. Most of the practitioners shifted from cognitive approaches to the social ones, even to 'socio-cognitive views' in Warschauer & Healey's (1998) words due to the focus on the use of language in more authentic social contexts. This integration of the use of technology and language skills in varying social contexts led way to the growing of integrative CALL. The table below presents the summary of Warschauer's (2000) three stages of CALL:

Table 2.1: Warschauer's three stages of CALL (2000)

Stage	**1970s-1980s: Structural /behavioristic CALL**	**1980s-1990s: Communicative CALL**	**21st Century: Integrative CALL**
Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching Paradigm	Grammar-Translation &Audio-Lingual	Communicative Language Teaching	Content-Based; ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-Cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	And Fluency	And Agency

The term CALL, in general, grips a great variety of information and communication technology applications in language learning and teaching, ranging from behavioristic CALL's 'drill-and-kill' software in Brown's (2007) terms to recently used applications and approaches of CALL like virtual learning environments, social networking, distance education and so forth. The applications of CALL in language learning are evolving so fast that it is not that easy for a practitioner or a teacher to catch up with the updates. Computers and the other technological tools seem to bring charming and colorful applications and ideas to the area of language education. However, it is a misconception that this allure of the technology will make learners more successful and contented out of the process (Brown, 2007).

There is still an ambiguity about the viability of CALL among the specialists. The troublesome points are (a) whether the computers contribute to instruction more than pen&paper, books and libraries as in the past, (b) whether the computers

remove the use of other technological tools such as DVDs or CDs which can be used without a computer as well, and lastly (c) as computer is in every single walk of our lives as well as classrooms, why we should distinguish the computer from other digital technological tools (Bax, 2003; Kern, 2006; Warschauer, 1999 in Brown, 2007). Computers have been extensively used for educational practices in the third millennium, more specifically for L2 learning in such a way that CALL has become an inevitable part of language learning (Öz, 2015). However, instead of focusing only the use of computer in L2 teaching process, teachers should also give place to other information and communication technologies.

Though having some drawbacks and ambiguous points, CALL has several benefits in foreign language learning. Brown (2007) enumerates some of the advantages of CALL by adapting from varying specialists as follows:

(adapted from Chapelle, 2005; Egbert, 2005; Miyagi, 2006; Nunan, 2006; Warschauer & Healy, 1998)

- opportunity for learners to *notice* language forms
- a means for providing optimal modified *input* to learners
- multimodal (visual, auditory, written) practice
- immediate, personalized feedback
- individualization in a large class
- self pacing
- private space to make mistakes
- convenient mode for [distance] teacher feedback
- convenient venue for [written] practice of the L2
- collaborative projects
- variety in the resources available and learning styles used
- exploratory learning with large amounts of language (corpus) data
- real-life skill building in computer use

- the fun factor

What can be concluded from the items stated above is that the use of CALL in language teaching and learning process contributes to both learners and teachers a lot as it gives the opportunity to learners to work both individually and collaboratively with their peers by making use of varying multimodal materials serving to many senses with real-life like contexts. For teachers, it is a valuable source of practical and multimodal materials to provide learners with by letting them study either in isolation or groups at the end of which they can give instant or delayed feedback. It is for sure that there will be a dramatic increase in the number of autonomous learners out of this process.

2.1.1.2. Use of the Internet in Foreign Language Teaching

Over the past few decades, the Internet has arisen as a means of an outstanding technology. It has affected nearly all aspects of life such as business, education, finance, health and so forth all around the world. No matter whether an individual uses the Internet or not, it should be kept in mind that we are living in the age of information and the Internet has a lot to offer in this respect. Before moving to its use in varying areas, it is necessary to clarify what exactly 'the Internet' is.

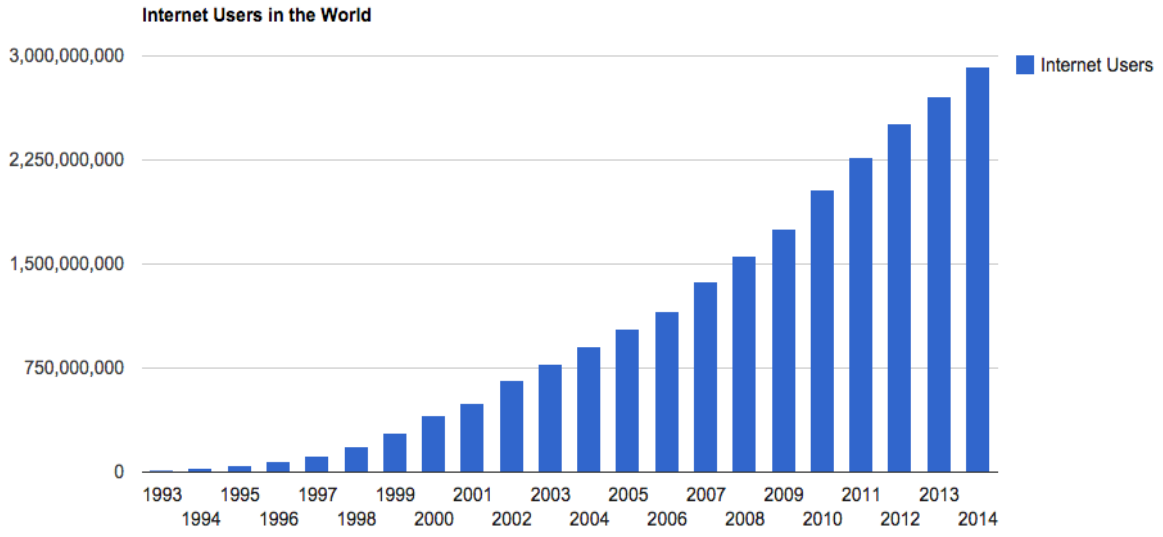
The Internet is defined as "a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols" in Oxford dictionaries. (*) On the other hand, Singhal (1997) defines it as "an international network of computers which makes it possible to share information between various computers in various ways." Lewis (1994) asserts that each specific system brings something different to the whole system like databases, graphics, maps, and electronic journals resulting in a huge accumulation of information.

There is a common misconception that the terms 'the Internet' and 'World-Wide-Web (www)' are the same things, therefore they are generally used interchangeably by the individuals. At this point, it is important to clarify the difference between them. Though related, they are actually separate terms. The Internet is "merely an infrastructure which allows information to be shared, sent or received in various ways; the World-Wide Web, on the other hand, e-mail and conferencing systems

are actual uses of this infrastructure" (Baber, 2001). In other words, if the Internet is imagined as a highway and web as a vehicle, the Internet is the way which allows vehicles to go from one place to another.

In the last decades, the Internet has had remarkable uses in the domains of finance, government, education and business. Like many other groundbreaking inventions, the Internet has found its place as an inevitable daily routine in most of the individuals' lives. It has become an important need in every aspect of lives of people as it allows them to access the information or the data fast and easily in anytime and anyplace via computers, laptops, tablets or mobile phones.

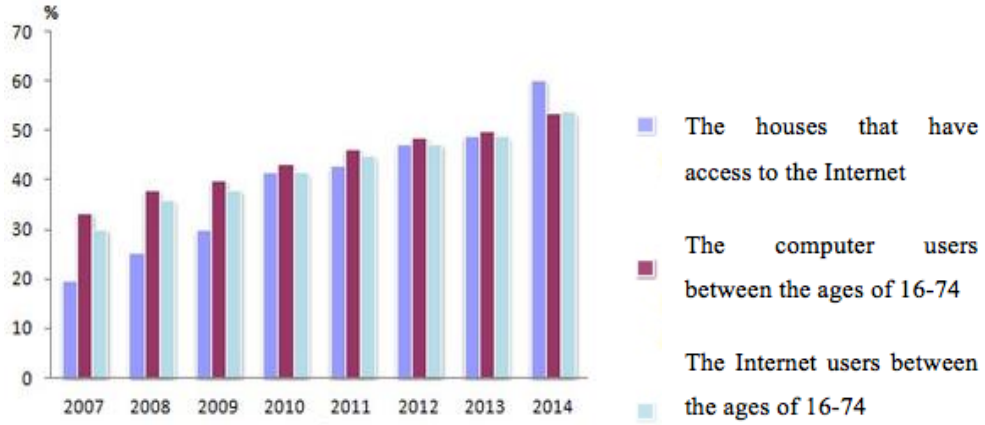
While talking about the use of the Internet, it is necessary to look at some statistical data about its worldwide use first. According to the website titled *www.internetlivestats.com* the number of the Internet users is as follows:



(retrieved from *www.internetlivestats.com)*

Figure 2.1: Internet users in the world

It can be deduced from the graphical data that the number of the people who use the Internet keeps increasing constantly each year and there are nearly three billion people using the Internet in 2014. It means that around 40% of the world population has an Internet connection today. When we consider the use of the Internet in Turkey, the graphic taken from TÜİK (Turkey Statistical Institute) reveals out that there is a constant increase in the number of the users of the Internet. According to TÜİK's data, nearly 54% of the country's population used the Internet for varying purposes in 2014.



(retrieved from *http://www.tuik.gov.tr/PreHaberBultenleri.do?id=16198)*

Figure 2.2: Internet users in Turkey

It is no surprise that people aged between 16 and 24 make up the largest part of the computer and the Internet users in Turkey according to the data that TÜİK presents. While the use of the Internet is that widespread both in Turkey and around the world, it is quite reasonable to exploit it in the area of education.

Currently, the Internet has a crucial role and a huge potential in the area of education. As the use of the Internet is widespread in several domains, it is no doubt that it offers a great deal of opportunities for educational use, and more specifically in foreign language education. It has become a universal medium both for language teachers and learners with various e-learning web sites and applications. (Opp-Beckman & Kieffer, 2004). The burst of the Internet has provided teachers and learners with an almost infinite database of authentic materials to study, an enormous range of professional language learning sites that have been established by experienced researchers and teachers, bulletin boards, e-mail, chat rooms and so forth for the most part free of charge. (Lock, 2002) A great majority of university students and professors in the developed countries use the Internet to share ideas, conduct research, and collaborate in the production of any knowledge (Warschauer, Shetzer and Meloni, 2000, p.1).

Due to its numerous advantages and practicality, the Internet has been greatly used in language classrooms in order to increase the effectiveness of language teaching and learning by means of downloadable applications, programs and web sites which provides learners with varying level of courses in foreign or second language, games, exercises, virtual learning platforms, chat rooms, educational social

networks to practice any language skill online. Warschauer and Healey's (1998, p. 63) words are worth to touch upon herein:

> *With the advent of the Internet, the computer- both in society and in the classroom- has been transformed from a tool for information processing and display to a tool for information processing and communication. For the first time learners of a language can now communicate inexpensively and quickly with other learners of the target language all over the world.*

Computer based learning and teaching activities have become more interesting with the arrival of the Internet, thus it has been the most fascinating field of research in the area of web applications since late 90s (Ausserhofer, 1999). On these grounds, it can be maintained that the use of the Internet should be have a sound foundation in order to serve that purpose. Warschauer, Shetzer and Meloni (2000, p.7) enumerates five reasons to use the Internet in foreign teaching, more specifically for English teaching with the motto of "Help your classroom come Alive":

- **A**uthenticity
- **L**iteracy
- **I**nteraction
- **V**itality
- **E**mpowerment

What is meant by *authenticity* is that the Internet is a low-cost method that provides learners with rich authentic and meaningful contexts about any topic they are interested in and opportunities for authentic communication with 24-hour access. Second reason, named as *literacy,* refers to the ability to read, write, communicate, research and publish on the Internet which is a new form of literacy needed in the 21th century. By combining the language and the technology, a teacher may help learners to master the skills that they need for occupational and academic success. *Interaction,* which is stated as the third reason, is regarded as the main means of acquiring or learning a foreign language. The curriculum of the language programs encompasses ways of interactive communication. In this respect, the Internet offers opportunities for learners to interact with both native and non-native speakers of the target language 24 hours a day. In many of the language classrooms learners bog down into memorizing the vocabulary items or grammatical rules with no purpose. The Internet can bring an element of *vitality* into this atmosphere and motivate them

to communicate in the target language with a flexible, multimodal and dynamic medium that is close to their real life contexts. With the Internet literacy in their pockets, both teachers and learners increase their personal power which lets them become a lifelong autonomous learner that can reach anything they need via the Internet and collaborate with the others to help construct a new body of knowledge. What is meant by the last step is namely the *empowerment*.

By making use of the Internet, not only learners but also teachers can access up-to-date language sources, share language files, do academic research, follow the agenda, publish or inform language files directly, participate in conversations and in a a local or international language forums which can improve language knowledge, develop language skill or ability, enhance communication, study the target language interactively in varying platforms.

Although the Internet provides learners with a precious medium, the success of the results depends on how the Internet is implemented into language teaching. All in all, it is not the use of Internet itself, but the way of teaching that makes the difference. It is important not to regard the Internet as a magic stuff that fixes all the problems in language teaching and learning. The use of the Internet should be managed and monitored well by teachers as it offers limitless source some of which could be unsuitable for learners and the abundant information could be confusing for learners who need to collect information about a specific topic. For these abovementioned reasons, it is a really important issue how to implement the Internet into the foreign language teaching programs and curriculum in any level of education. Warschauer & Whittaker (1997, p. 27) suggest a guideline to implement the Internet into the language teaching in a useful way.

1. *Consider carefully your goals.* As there are many ways of integrating the Internet into classroom instruction, it is crucial for the language teachers to clarify their goals. To illustrate, if teachers' objective is to create a linguistic atmosphere for learners, they should think about the types of the language experiences that can be useful and arrange the activities correspondingly.

2. *Think integration.* While trying to implement the Internet in foreign language teaching process, teachers should think of collaborating with foreign partners in order to enhance the quality of the interaction among

learners so that the communication takes place in more realistic and authentic settings in the target language.

3. *Do not underestimate the complexity.* Either novice or not to the use of Internet, teachers should mingle with it so as to keep up with the changes, for it continually keeps changing with new contents and applications. Teachers may come across with learners who have never had access to the Internet even to the computer or lacked basic knowledge about the use of computer such as operating the mouse or opening a new file. What is more, there might be technical problems during the use of the computers or the Internet. None of the obstacles mean that Internet-based activities should not be used in this process. Therefore, it is wise to begin small and create goal-oriented activities which are well integrated into the purpose of the language teaching.

4. *Provide necessary support.* The complexities that the Internet may offers can prevent learners from dealing with the activities or interact with the others in the target language. At that point, teachers should support learners in order not to let them alienate from the activities carried out or fall behind from their peers. For that purpose, teachers can build technology-training sessions into the schedule, assign students to work in pairs or groups, create detailed handouts about the activities beforehand and telling learners that they are available to help them when they are in need.

5. *Involve students in decisions.* Putting learners in the center of the teaching and learning practices has been one of the most important issues in the related literature recently. Involving learners into the decision making process about the learning process does not mean that the teacher assigns a passive role in this process. Teachers may organize group planning, focus learners' attention on linguistic facets of computer-mediated texts, help them gain meta-linguistic awareness of discourses and topics and lastly help them develop proper learning strategies.

The rapid advances in the area of use of Internet in the foreign or second language teaching and learning practices have arisen the question of whether the computers

or the Internet replace teachers or not. As an answer to this question, Lee and et al (2005) propounds the view that computers can never replace teachers, yet teachers who do not use them can be replaced by those who do. As the web based teaching practices are increasing, some of the teachers fear that they will lose their jobs. This doubt is groundless since they will be needed all the time to teach distance courses, plan activities and curriculum, and train students in and for these environments (Blake, 2008).

As the use of computer is evolving likewise other technological tools, language learning approaches and methods keep on changing accordingly, and these technologies lets learners reach the target language much more easily out of classroom. Computer mediated communication (CMC) is one of these technologies used in foreign language teaching. CMC is said to be one of the effects of the globalization process influencing the foreign language teaching curricula. CMC refers to communication or communication patterns that take place through networked computers (Metz, 1992; Warschauer, Shetzer and Meloni, 2000). The Internet has become a significant linguistic medium with the developments in this area. Warschauer and Healey (1998, p. 63) assert that

> *it is the rise of computer-mediated communication and the Internet, more than anything else, which has reshaped the uses of computers for language learning at the end of the 20th century. With the advent of the Internet, the computer—both in society and in the classroom—has been transformed from a tool for information processing and display to a tool for information processing and communication. For the first time, learners of a language can now communicate inexpensively and quickly with other learners of speakers of the target language all over the world.*

CMC is categorized into two groups as synchronous and asynchronous CMC. In synchronous CMC, the communication takes place live just like on the telephone. All participants should be sitting at the computer at the same time. The communication could be carried out either one-to-one or many-to-many. On the other hand, in asynchronous CMC the participants do not have to sit at the computer at the same time. The messages sent could be read and answered later on. The examples of the former group could be chat rooms, instant messaging or video conferencing. For the latter group, e-mail, web bulletin boards could be given as examples. (Warschauer, Shetzer and Meloni, 2000)

CMC has various educational purposes like constructing group coherence among learners, giving the opportunity to collaborate the ideas and information, online tutoring facilities, improving communication skills and the chance to give feedback to learners. (Sherry, 2000)

CMC opens the doors for the language learners to take part in virtual communities that lets them communicate with native or non-native speakers of the target language in synchronous or asynchronous ways. Vi (1995) states that the advantage of CMC given rise by the Internet is that learners had chance to interact with others with no interruptions, social anxiety and time pressure. Furthermore, the use of technology provokes less talented learners to become more active participants in classes.

2.3. Web-Based Language Teaching and Learning

Web-based language learning (WBLL) could be defined as the use of web materials, applications, resources and tools in language learning and teaching. Two primary models could be utilized in instruction; that is to say, both teachers and learners can carry it out either in synchronous or asynchronous ways. A wide range of CMC tools and multimedia documents that the Web offers let language teachers integrate these sources into the language classrooms (Warschauer, 2001). Many researchers and practitioners have conducted research in order to measure the role of web in the learning and teaching of English as a foreign or second language. It has been found out that web offers a worldwide database for authentic materials that improves the quality of language learning and teaching (Felix, 1999; Murray & McPherson, 2004; Son, 2005; Warschauer, 1995). It has been also concluded that there is still a need to develop new ways of using web effectively in language learning and teaching. For the very reason, various research studies have been carried out to find out the use of Internet based activities that promotes the language learning.

In his articles on web based language learning, Son (2007, p.22) maintains that “In observing and describing learning activities in CALL environments, researchers have attempted to discuss the features of classroom discourse, learning strategies, learners’ conversation and interaction between learners and the computer as well as learners themselves.” The research studies that Son examined have provided valuable data about what learners have done in CALL activities. However, those

studies were not carried out in web platforms, thus there is not much data on learner engagement in WBLL activities.

A wide body of research examines the uses of WBLL in areas such as teaching of four language skills, grammar, vocabulary, task-based activities, interaction and communication among the language learners. Son's (2008) study about Web-based language learning activities in the ESL classrooms revealed out that learners displayed positive attitudes toward the use of Web and wanted to use WBLL activities more both in and outside the classroom. This effect is similar to the finding of Lee (2005) that observed the effect of WBLL on development of some language skills. The result of the study showed that WBLL supports writing and communication skills and lets learners take active part in learning process in which they are responsible for their own development. Web allows researchers and teachers to carry on a goal-oriented and experimental learning process in which learners have chance to choose the tasks, negotiate the process, determine the product and share the outcome on a global scale (Felix, 2002). In another study on Web-based forum discussion, it has been found out that Web based courses encourages international learners to communicate and take more part in online discussion more than face-to-face communication in the classrooms (Yildiz and Bichelmeyer, 2003).

What is more, WBLL is proved to encompass the potential to engage learners in authentically rich contexts, and thus to increase their motivation in learning process accordingly, and to find themselves in favorably interactive language use (Gruber-Miller & Benton, 2001; Kung & Chuo, 2002). The use of World Wide Web (www) in language learning lets learners discover their own pathways of learning by giving them the chance of easy access to any resource or databases online at the end of which they turn into autonomous learners.

In a nutshell, it could be proclaimed that use of web or World Wide Web in language education cannot be said to be better or worse than printed materials and other means of technological tools. It is just that new technological tools are somehow different from others. What teachers should keep in mind is that they are the ones who should comprehend those differences and adopt these technologies in a harmony with other means of teaching according to the needs of learners in order to get effective and fruitful results out of that process.

2.3.1. E-learning and Distance Language Learning

Educational technology, shortened as edtech, is the appropriate use of technological tools in teaching and learning process which allows use of technological tools, network and hardware depending on a theoretical background to be applied effectively into the varying contexts in education. Accordingly, web-based language education involves almost all facets and the processes of language education which use World Wide Web as a means of communication and supporting technology. Throughout the literature, some other terms like online education, virtual education, interned based education and education via computer-mediated education are used as alternatives to web based education interchangeably. (Paulsen, 2003)

Electronic learning, generally referred as e-learning, basicaly is the learning based on technology. To put it more sophisticatedly, Daly and Pachler (2010) proposes the meaning of e-learning as:

> *A set of practices that enhance the potential of people to learn with others via technology-aided interaction, in contexts that can be ,free of barriers of time and place. It involves the utilization of a range of digital resources—visual, auditory, and text-based—which enable learners to access, create and publish material which serves educational purposes. This material can be shared electronically with fellow learners and teachers both within and beyond the bounds of formal education contexts (p. 217)*

E-learning utilizes advanced methods of conveying the knowledge via the Internet, intranet and extranet technologies, audio, video, flash animations and so forth. (Zielińska, n.d.) E-learning could be either synchronous or asynchronous. The former one takes place in real-time, when all participants interact at the same time. The latter one, on the other hand, does not require all the participants to interact at the same time. It lets the participants exchange ideas or share information in any time as it is a sort of self-paced learning. E-learning is not a brand new phenomenon. It is said to have three distinct periods. Geray (2007) proposes that before 1983, which is regarded as the first period of distance education, the education took place only in the classrooms. Therefore, the distance education was based on the correspondence. In the second period of distance education, namely between 1984 and 1993, the education was assisted by computer based programs. As a result of the developments on the Internet technologies and systems, web assisted language learning has been utilized since 1994 which is regarded as the third period of

distance education. By making use of networks, e-learning has stepped into a new age in education system since 2000. Again, Geray (2007) states that other educational techniques such as equipment and classrooms, satellite communication, radio and TV broadcasting, cable TV, interactive TV, audio and audiovisual lectures, printed materials are used by e-learning method. The communication between learners and teachers occurs either synchronously or asynchronously.

The terms e-learning and distance education overlap in some occasions, yet they are not alike. Distance education is not a new issue indeed. It is “the educational process in which the instructor and learners are physically separated, and interaction between them is conducted through technology” (Aşkar, 2005, p. 671). Since the emergence of new technologies in the area of education, the tools and the platforms to carry out distance education have changed. Distance education is a method of learning which encompasses learners and groups of learners instructed by a teacher with no continuous interaction. On the other hand, distance learning is “a learning context in which both student and teacher are separated by geographical and temporal distance, which results in individual learning with little or no cooperation with other students” (Kılıçkaya et al, 2014, p.168). Correspondingly, distance language learning is a term including various learning environments just like blended learning or entirely virtual platforms with a special reference to multimedia tools (Blake, 2008).

As aforementioned, distance education is not a new phenomenon, it dates back to 19th century. The University of London was the first university offering distance-learning degrees via correspondence courses and Sir Isaac Pitman was the pioneer in this area of education (Rothblatt, 1988). Since then it has become widespread all over the world. Open University in London is a well-known worldwide distance education institution with around 200,000 students and nearly 6,000 tutors. In Turkey, the first application of distance education dates back to 1970s and since then in all levels of education except for primary stage, distance education courses have been offered and Anadolu University Open Education Faculty has been the pioneer institution in this area. The process of distance education is controlled by the government. It is the Ministry of National Education (MONE) that is in charge of the distance learning from kindergarten to secondary level of education, while the Council of Higher Education has the responsibility for the distance learning at

universities. MONE started distance education programs in English and French in order to support the curriculum at schools via a state radio in 1970s. In cooperation with the state TV, TRT started organizing foreign language teaching programs as well as other courses (Adıyaman, 2002). Anadolu University started offering undergraduate distance education courses in 1980s with TV programs, audio books and multimedia learning materials. Now it has more than one million students enrolled from all around Turkey. Many universities have distance education centers, and in the area of language teaching, many preparatory schools of universities conduct foreign language education via distance education. This shows that there is a growing interest in distance education in Turkey.

After a detailed investigation on the studies of some researchers (Koçoğlu, 2008; Özek, Kesli, & Koçoğlu, 2009; Çoklar & Odabaşı, 2010; Hişmanoğlu, 2010; Baturay & Daloğlu, 2010; Yüksel & Kavanoz, 2011) about the use of e- learning and distance learning in foreign language education, Kılıçkaya et al (2014, p. 179) put forward that “language teachers, teacher candidates and students have overall positive attitudes towards technology and, according to them, technology has positive effect on EFL learning”. What is more, the result of the abovementioned study illustrates that Turkish learners and language teachers are willing to benefit from the facilities of distance education, but learners need instant feedback, assistance of a teacher, opportunity for face-to-face communication since they report that they do not feel ready for independent learning. Many of the Turkish universities, especially English language teaching departments, offer courses in computers and are starting to implement e-learning practices via some tools such as *Moodle* and *Blackboard* (Öz, 2014).

To transmit the data in distance education, apart from broadcast in TV channels, teleconferencing and videoconferencing are used as major tools. With the advances in communication technologies, video transmission has become more widespread and affordable. Even some video sharing web sites like YouTube, Vimeo and Dailymotion allow the broadcasting of videos on varying courses either synchronously or asynchronously at lower bit rates with technological support and web cam equipped computers (Craig & Kim, 2012).

There are now a great number of distance education opportunities both for learners and teachers. A list of online courses for English teaching and learning can be found

on the web site called *Online ESL courses*. Some other web sites on distance learning worldwide are shown in the figure below:

- Colleges and Universities: http://www.hoyle.com/distance/college.html
- NewPromise.Com: Online Education Directory: http://www.newpromise.com
- New Tierra: Distance Learning: http://www.newtierra.com/links/DİstanceLearning
- TeleCampus: http://apsis.telecampus.edu
- Virtual University: http://www.vu.org
- Virtual High School: http://vhs.concord.org
- SmartPlanet.com: http://www.smartplanet.com
- Yahoo! Education: Distance Learning: http://dir.yahoo.com/Education/Distance_Learning

Figure 2.3: Locating distance education programs (adapted from Warschauer et al, 2000)

The explosion of distance education programs in accordance with the developments in the area of the Internet offers teachers and learners varying opportunities. However, it also poses some challenges. The increase of commercial companies in distance education becomes a threat for traditional academic institutions and that situation creates pressure of mass and low-quality education (Warschauer et al, 2000). On his article about questioning the pros and cons of distance education Feenberg (1999) draw attention to a very crucial point. The critic that Feenberg (1999) made about this threat would be awakening for the educators:

> *Once the stepchild of the academy, distance learning is finally taken seriously. But not in precisely the way early innovators like myself had hoped. It is not faculty who are in the forefront of the movement to network education. Instead politicians, university administrations and computer and telecommunications companies have decided there is money in it.*

2.3.2. Blended Learning

Blended learning can be broadly defined as the combination of traditional learning in classroom with web-based online education programs. Yet, it is far beyond this basic definition. Blended learning is an integrated combination of face-to-face

teaching, several pedagogic approaches and methodologies, classroom instruction in an online or classroom environment and benefits of technology (Sharma, 2010; Oliver and Trigwell 2005; Claypole 2010; Banados, 2006). Throughout the research literature, it is possible to see the terms ‘blended’, ‘hybrid’, ‘technology-mediated instruction’, ‘web-enhanced instruction’ and ‘mixed-mode instruction’ used interchangeably. In a blended learning situation, the teacher may deliver a face-to-face lesson and then organize learners to meet in a virtual platform as a follow up class.

There are many content providers and portals to support blended learning like Discovery Education, Adaptive Curriculum in the USA, and EBA, Vitamin Education in Turkey (Akgündüz, 2014). Those create the opportunities for integrating the face-to-face instruction in classrooms with online instruction. The blended model of teaching is getting more and more widespread all around the world. The proportion of the classroom instruction and online instruction differs depending on the teaching goals and learners’ needs (Spiliotopoulos, 2011). Council of Higher Education (CHE) in Turkey has started a project to set up language laboratories in state universities in Turkey. Those language laboratories let teachers implement the blended learning in their instruction with the opportunity of web-based support.

In the current situation, with the development of education technologies, blended learning is regarded as an appropriate solution to teachers who want to create a difference by making use of digital technologies as a facet of their practice as an effective support for their instruction in traditional classrooms (Motteram & Sharma, 2009). However, teachers might be insufficient to engage learners into blended learning process as the new generation learners are generally composed of digital natives, whereas teachers are mainly digital immigrants. If they are incompetent in using new technologies in or outside the classrooms, the process of blended learning inescapably turns into a handicap for them.

As the name of the approach suggests, it is a process of ‘blending’ different types of instruction lying in the heart of blended learning. Motteram & Sharma (2009, p. 90) proposes four types of blend as:

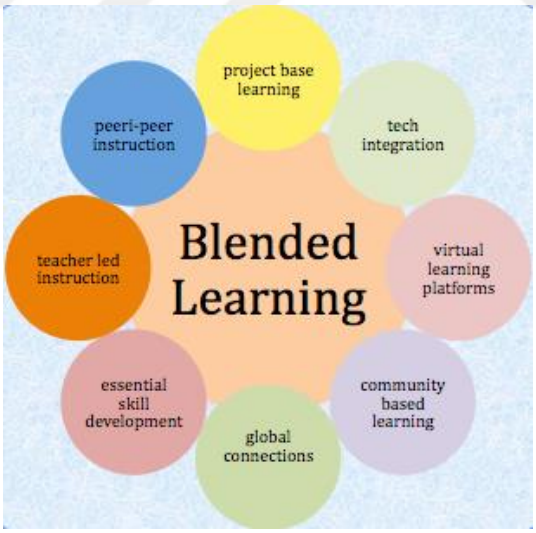
1. ***f2f plus online:*** The integrated combination of traditional learning with web based on-line approaches. This could include the use of virtual learning environments such as Moodle or Blackboard. The process could be handled synchronously or asynchronously.

2. ***Combination of technologies:*** This could be conducted via the combination of media and the tools in an e-learning environment. There is no face-to-face communication between learners and the teacher in this case. The interaction takes place through the use of e-mails, Skype, forum, wiki or a Moodle.

3. ***Beyond four walls:*** This type mainly combines presentation-produce-practice (3P or PPP) methodology in which guided practice of the target activity leads to free practice and task-based learning.

4. ***Combination of real world plus virtual world:*** In this type, teachers delivers a face-to-face lecture in classroom and then organizes a follow-up lesson in order to meet learners in a virtual world like Second Life.

What can be inferred from the abovementioned types of blended learning is that this approach is in a constant change and open to different interpretation and implementations of the educators and researchers. The figure below shows the different components of the combinations in blended learning.



Retrieved from *https://sites.google.com/site/blendedlearningintheclassroom/*

Figure 2.4: Blended learning

In what follows one of the components used in blended learning, virtual learning platforms, will be dealt with as a learning theory.

2.3.3. Virtual Language Learning

There has been a growing interest in online and blended learning in many of the disciplines recently. The reason of this interest arises from educational and institutional perspectives. Blended learning and distance education share some aspects such as web-based activities and applications. However, virtual language learning embodies virtual learning environments and virtual communities together with these web-based applications and activities. The shift from traditional language teaching to virtual language teaching is regarded as a milestone by many scholars and professionals as it has let learners to build, control and take the responsibility of their own learning in a virtual atmosphere -with or without a guidance- rather than a classroom where face-to-face communication occurs in real settings. One of the major motivating factors behind the use of new technologies and the Internet is the willingness to communicate and spend time in varying types of computer-generated environments in which people spend time communicating via e-mail, playing computer games and gaining experience through the use of different types of virtual environments (Svensson, 2003).

Wilson (1996) defines virtual learning environments (VLE) as “computer-based environments that are relatively open systems, allowing interactions and encounters with other participants and providing access to a wide range of resources” (p. 8). “VLEs are different from computer microworlds in the sense that learners individually enter a self-contained computer-based learning environment, and classroom-based learning environments, where various technologies are used as tools to support classroom activities” (Wilson, 1996, p. 44). VLE allows learners to gain self-control in a high level, supports participant interaction through the process of learning and gives an opportunity to reconstruct their learning experience.

Learning environments are generally described in terms of ‘time, place and space’. Yet, Piccoli et al. (2001) expand this traditional description of learning environments with three additional dimensions: technology, instruction and control. The table below illustrates each dimension with examples of how VLE differs from traditional classroom teaching.

Table 2.2: Classification of dimensions of learning environments

Dimension	Definition	Comparison
Time	The timing of instruction. VLEs free participant from time constraints.	When instruction is delivered asynchronously in a VLE, participants retain control as to when they engage in the learning experience. Learners determine the time and pace of instruction.
Place	The physical location of instruction. VLEs free participants from geo- graphical constraints.	Participants access the learning material and communicate with classmates and instructors through networked resources and a computer-based interface, rather than. face-to-face in a classroom.
Space	The collection of materials and resources available to the learner, VLEs provide access to a wide array of resources.	While it is feasible to expand the traditional model of classroom-based instruction to include the variety of resources available in VLEs (Leidner and Jarvenpaa 1993, 1995), generally these materials remain only a secondary resource in instructor-led classroom education
Technology	The collection of tools used to deliver learning material and to facilitate communication among participants.	In VLEs technology is used to deliver learning material and to facilitate many-to-many communication among distributed participants. Text, hypertext, graphics, streaming audio and video, computer animations and simulations, embedded tests, and dynamic content are some examples of delivery technology. Electronic mail, online threaded discussion boards, synchronous chat, and desktop videoconferencing are some examples of communication technology.
Interaction	The degree of contact and educational exchange among learners and between learners and instructors.	VLEs rely on information and communication technology to create the venue of knowledge transfer and learning progress. Unlike computer microworlds, VLEs are open and systems that allow for

		communication and interaction among the participants. Unlike traditional classroom education, VLEs support student-to-student and student-to- instructor connectivity throughout the learning experience in a technology-mediated setting
Control	The extent to which the learner can control the instructional presentation. to provide far greater personalization of Control is a continuum enabling the design of varying degrees of learner control (Newkirk 1973).	A certain degree of learner control can be built into traditional classroom instruction, but VLEs have the potential to provide far greater personalization of instruction and much higher degree of learner control than traditional classroom education. Traditional learning environments do allow students, when outside of the classroom, to control the pace and sequence of material, and the time and place of their study. VLEs, however, provide this flexibility during instruction as well.

(Piccoli et al. 2001, p404)

Research in the related area appears to validate the view that role-playing and simulation play a important role in language learning and VLEs can supply learners with such areas for role-playing and simulation. The use of technology in educational processes assigns teachers and technicians the task of production of the digital contents. In these cases, learners are merely in the users' positions. Nevertheless, learners are allowed to create hypertext, streamed media and virtual worlds in some cases in order to encourage them to grip the media, arouse motivation deeply by making use of technology as a means of constructing of their own knowledge (Svensson, 2003). When learners create, share and develop the digital content and the arenas themselves, they will inescapably find themselves in a challenging and stimulating task which promotes the interaction in authentic and meaningful contexts in the target language.

It is generally criticized that virtual worlds cannot provide learners with the real interactions, and accordingly cannot promote the language development, as in the real world contexts. However, "it is important to acknowledge that being social or

thinking online is just as valuable as carrying out the corresponding activities in the real world" (Piccoli et al., 2001). It is also crucial to acknowledge that online experiences are not unreal and inferior to real world experiences. The language that learners used in VLE is not incidental, and the language professionals' work on this language is a matter of utmost importance. The underlying argument in favor of virtual language learning put forward by Svensson (2003) is that

> *From a cognitive perspective (Lakoff and Johnson 1999) it might be argued that everything we do is based on the fact that we are embodied beings. Knowledge is not disembodied or objective, but constructed and experienced. We use our hands, vision, brains etc. to interact with the technology and to make sense of what the computer presents to us. Graphical environments where users maneuver human-like representations around are based on the fact that we function in certain ways, and this is one of the reasons why virtual worlds tend to resemble real worlds so closely (p. 126).*

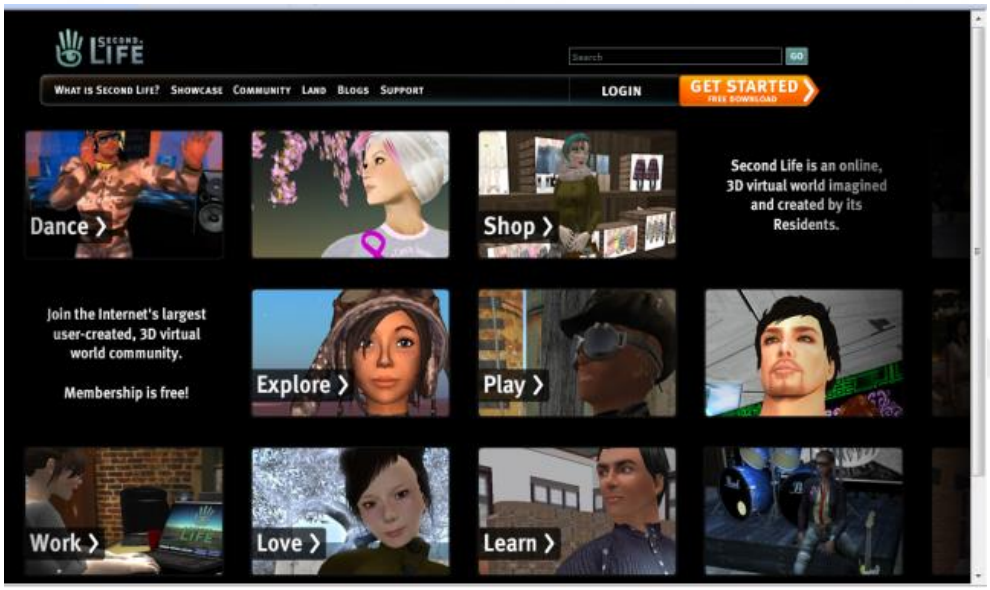
One of the most well-known and the first example of the virtual environments is MOO (MUD Object Oriented). Text-based MUDs (Multi-User Domain) and MOOs have been used in educational settings since the early nineties (Cherny, 1999). The key appealing aspect of these virtual environments is that they open a new door from classroom to a wider world in which the opportunities for learners to facilitate interaction and communication are many in number. In these environments, learners can exploit user-changeable shared spaces, and the world is presented them via text and the communication is text-based (Svensson, 2003). The pedagogical benefits that MOOs offer are:

- Authentic communication and content
- Autonomous learning and peer teaching in a student-centered classroom
- Individualized learning
- Importance of experimentation and play
- Students as researchers

(Von der Emde, Schnedir &Kötter, 2001)

The developments in communication technologies gave way to rise of three dimensional (3D) virtual worlds like Active Worlds, Second Life, Gaia, Club Cooee, Gojiyo, NuVera Online and so forth to be used by teens and adults. The number of 3D worlds is increasing day by day and the medium used in most of them is English which is considered as lingua franca in the world. Many individuals take part, interact

and communicate with each other, enjoy, spend time and in these 3D worlds. Therefore, to make use of them in language teaching and learning process would be feasible both for learners and teachers. The participants of 3D worlds try to be accepted as individuals with the identities that they made up, and for that, they should interact in the target language with the other users in that virtual environment. This process evolves with the internalization of the novel knowledge facilitated by socio-cognitive interchanges in virtual worlds (Collentine, 1998). This socio-cognitive interchange leads to progress in oral proficiency through the use of verbal interaction in virtual worlds like Second Life (Jauregi et al., 2011). Below is a sample page from Second Life web page:



(Forsythe, 2011)

Figure 2.5: Sample web page of Second Life

Some locations in Second Life have been created with the purpose of providing an educational experience for learners. So, after teachers' investigation of these sites, learners can be directed to these locations for content-based learning (Forsythe, 2011).

Virtual worlds are valuable sources not only for learners, but also for teachers. The virtual worlds help teachers to develop themselves professionally and create much more attracting, interactive and authentic contents to let learners play with the language and construct their own knowledge and practice of the target language. What is more, the use of these virtual worlds may result in a desired and effective

teacher training process. To illustrate, İstanbul University started VİCTA (Virtual Campus for Teacher Academy) Education Project in 2013 in order to "provide focused in-service and pre-service 'Teacher Academy' trainings to the foreign language teachers carrying out their teaching duty at the educational bodies of Istanbul University and to the candidate teachers in the fourth year of their education at English Language Teaching Department at Hasan Ali Yücel Faculty of Education" in their sayings. (p. xd) The project offers trainings in a virtual world called Second Life both to the students studying at ELT Department and the lecturers working at the Foreign Languages Department of İstanbul University using a 3D virtual learning environment with the technical assistance of the Department of Computer Education and Instructional Technologies. Below are the two different settings of VİCTA project excerpts from Second Life:

(Retrived from: http://yabancidiller.istanbul.edu.tr/wp-content/uploads/2014/03/ViCTA-Bilgi.pdf)

Figure 2.6: VİCTA education program scenes in Second Life

2.3.4 Network Based Language Teaching

Contrary to the traditional modes of delivery in teaching with resources like textbooks, tapes and CDs; computers have been regarded as more useful tools in foreign language education as learners have had the opportunity to use them both in and outside the classroom. The shift from traditional resources to the ones that the computers offer has increased the experience of learners in foreign language education which then has led to the rise of learner-centeredness in foreign language

education. As a result of the dramatic changes on computer and computer based language teaching and learning accordingly, the Internet has become a new medium of communication. Warschauer and Kern (2000) states that the reason is that “computers have opened up new opportunities for communication between both learners and teachers and among second language users themselves, many language teachers see great potential in computer-mediated teaching and learning” (p. ix).

Network-based language teaching (NBLT) cannot be called as a method, approach or technique. It is a combination of ways through which learners communicate by means of computer networks, “interpret and construct texts and multimedia documents, all as part of steadily- increasing engagement in new discourse communities” (Warschauer & Kern, 2000, p.xi). It refers to the pedagogical use of computers which are connected each other via local or global networks that let peer, group or mass communication for learners (Kern et al. 2008, p. 281). The growing use of computer networking in almost every aspect of life has altered the way the people communicate, carry out their works and studies and generate knowledge. This development has inevitably affected the way of teaching of foreign languages. The computer networks not only have allowed teachers and learners to reach any information, texts and multimodal resources that they need, but also increased their communication practice outside the classroom. While many of the language teachers adopted and manipulated NBLT in varying creative ways in and outside the classroom, many of them hesitated to it into their traditional ways of teaching.

The facilities and the tools for language teaching and learning that the Internet serves is tremendous. Sayers (1993, p.20) propounds that network-based technology contributes remarkably to the concepts like:

- **Experiential Learning:** As learners mingle with the Internet based activities in varying platforms, they gain a great deal of experience through the process. In this way, they learn doing by themselves, that is, they develop the sense of autonomy gradually. They use the network not only to be informed, but also to create the contexts on their own.
- **Motivation:** The computer and the Internet provides learners with multimodal, authentic contexts and activities which attract their interests and attention most. This leads an increase learners’ motivation in language learning.

- **Enhanced student achievement:** Network-based instruction encourages learners to empower their linguistic abilities and affects their attitude towards learning in a positive way. This process also increases their self-concept.
- **Authentic materials for study:** Network-based platforms serve learners rich authentic resources which could be accessed 24 hours a day with no or low cost.
- **Greater interaction:** Learners have the opportunity to interact and communicate with their peers or the people around the world in the target language via the use of online platforms.
- **Individualization:** Introverted or shy learners can highly benefit from the chance of individual study that the network-based activities and platforms offer. Furthermore, both the impulsive and reflective learners can make use of the advantage of studying at their own pace either individually or collaboratively.
- **Independence from a single source of information:** The source of information no longer lies only in printed books. With the help of the network-based platforms and sources, learners get the chance to discover the other authentic and multicultural sources of information.
- **Global understanding:** As learners get familiar with the target language, they get into a new culture as well. Teachers should prompt learners to use the Internet to learn and get more information about the target language by supplying them with the facility of practicing communication in multicultural online platforms in a global level.

2.4. Web 2.0 And Foreign Language Education

The aim of this part is to give comprehensive information about the definition of the concepts like Web 1.0 and Web 2.0, their relation to foreign language education (FLE), theoretical background for the use of these tools in FLE, mostly used Web 2.0 tools, benefits and challenges of using these tools in FLE, and lastly case studies from the literature.

2.4.1 What is Web 2.0?

The concept of Web 2.0 has emerged in the last decade as an expansion of Web 1.0 and is widely used by the researchers, educators and learners, as it has become a ubiquitous part of their daily lives. Nowadays, it is used to describe online tools and applications that differentiate themselves from the former generation of the software with many principles. Web 2.0 is regarded as an umbrella term covering the Internet tools differ from the prior ones (Web 1.0) in the sense of encouraging the connectivity. Lewis (2010) propounds that former Internet tools concentrated on communication via emailing or chatting, content searches via web browsers and search engines and content creation via websites, whereas the latter web (Web 2.0) tools embodies all of the functions.

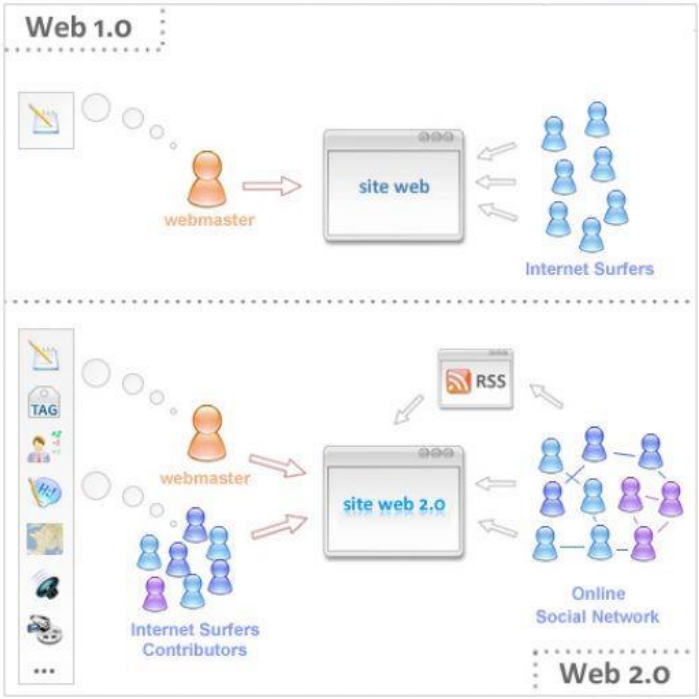
The term "Web 2.0" was coined by Tim O'Reilly in a conference on Web technologies in 2005 (O'Reilly, 2005), and since then it has been regarded as a "radical shift from the monopolistic and static use of the Internet to a more proactive and interactive platform" (Enonbun, 2010, p.20).

The term Web 2.0 was defined from many different perspectives by different authors and the definitions seem a bit controversial (Bloch, 2008; Warschauer & Grimes,2007; Zimmer 2007; 2005; Grosseck, 2009). It does not mean that each definition disregards the others, rather they meet at a common ground in the sense that Web 2.0 refers to the social use of Web which let the individuals to collaborate, generate knowledge, share information and actively involve in creating the content in an online platform (Grosseck, 2009). The concept of Web 2.0 is also generally referred as 'read &write Web' since it allows the users to have control over the data in varying online settings (Maloney, 2007). It is noteworthy to state O'Reilly's definition of Web 2.0 right here, as he was the one who coined the concept. He broadly defined Web 2.0 as:

> *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, 2005, September).*

In general terms, Web 1.0 is made up of static web pages, and refers to the first stage of World Wide Web (www) in which the content is created by a small number

of people for a large number of users, and only the content creators can control the content. The crucial difference between Web 1.0 and 2.0 is that an owning authority posting editorial material exists, and they are not dependent for their existence on user contributions (Walker and White, 2013). The figure below clearly illustrates this phenomenon.



(Retrieved from http://hubpages.com/technology/The-Difference-between-Web-20-and-Web-10)

Figure 2.7: The Difference between Web 1.0 and Web 2.0

It is for sure that there were web and the Internet applications for language learning and teaching before Web 2.0 age, namely in the Web 1.0 era. The educational uses of Web 1.0 were just information retrieval and rote learning as in drill exercises (Pegrum, 2009). However, Web 2.0 offers a large room for interactivity, lets the users create, modify and share the content, collaborate; and lastly promotes communication. The table below indicates the differences between Web 1.0 and 2.0 in terms of O'Reilly's classification of transfer:

Table 2.3: Transfers from Web 1.0 to Web 2.0

Web 1.0	Web 2.0
DoubleClick	Google AdSense
Akamai	BitTorrent
mp3.com	Napster
Britannica Online	Wikipedia
Personal Websites	Blogging
Evite	upcoming.org and EVDB
Domain name speculation	Search engine optimization
Page views	Cost per click
Screen scraping	Web services
Publishing	Participation
Content management systems	Wikis
Directories (taxonomy)	Tagging (folksonomy)
Stickiness	Syndication

O'Reilly (2005)

Many researchers made their own classifications for Web 1.0 and Web 2.0 according to their uses, functions and applications. While Web 1.0 is considered as the crawling stage, Web 2.0 is seen as the walking stage of Web. The nature of Web 2.0 offered to learners is collaborative and contribution-based which is appreciated as an ideal way for education, and this accessible and adaptable nature of Web 2.0 lets learners to communicate both interactively and collaboratively (Lee, 2009; Bower, Hedberg & Kuswara, 2010).

Another comparison of Web 1.0 and Web 2.0 by Solomon & Schrum (2007) clearly illustrates the basic differences between these two generations of Web below:

Table 2.4: Comparison of Web 1.0 and Web 2.0

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

The collaborative, sharable content based and open nature of Web 2.0 tools have promoted the interaction and communication among the users, and this creates a powerful atmosphere for learning. The atmosphere that Web 2.0 offers learners encourages them to create their own content and presents them a freer atmosphere unlike the tightly controlled classrooms in which they do not have to be bound to a fixed curriculum (Olaniran, 2009).

It is possible to come across with various classifications of Web 2.0 tools in teaching in the related literature. Ajjan and Hartshone (2008) classified them according to their participatory aspects by taking the blogs, wikis, social networking sites, social bookmarking and instant messaging into concern. On the other hand, Pegrum (2009) classified them as (1) social networking technologies, (2) collaborative technologies like blogs and wikis, (3) information linking technologies like folksonomies and (4) cutting edge technologies like virtual world, podcasting and mobile learning.

In the early 2000s, Web 2.0 tools not only become popular among general Internet users, but also found its place in the area of education. Lee and McLoughlin (2011, p.25) made a more comprehensive classification of Web 2.0 tools with their examples and applications as shown in the table below:

Table 2.5: Web 2.0 tools, examples and applications

Type of tool	Example(s)	Applications
Blogs	- Stephen's Web (http://www.downes.ca/)	Allows an individual to make regular postings to the Web, e.g., a personal diary or an analysis of an events
Wikis	- Wikipedia (http://en.wikipedia.org/)	An "open" collective publication, allowing people to contribute or create a body of information
Social networking	- Facebook (http://www.facebook.com/) - MySpace (http://www.myspace.com/)	A social utility that connects people with friends and others who work, study, and live around them
Multimedia archives	- Podcasts - Youtube (http://www.youtube.com) - Flickr (http://www.flickr.com/) - iTunes - e-portfolios	Allows end-users to access, store, download, and share audio recordings, photographs, and videos
Synchronous communication tools	- Skype - Elluminate - Adobe Connect	Allows free "real-time" audio and visual communication over the Web
3-D Virtual worlds	- Second Life (http://www.secondlife.com/)	Real-time semi-random connection/ communication with virtual sites and people
Multiplayer games	- Lord of the Rings Online (http://www.lotro.com/)	Enables players to compete against or collaborate with each other or a third party/parties represented by the computer, usually in real time
Mobile learning	- Mobile phones - Ubiquitous computing devices and applications	Enables users to access multiple information formats (voice, text, video, etc.) at any time, any place
Open content	- MIT OpenCourseWare (http://ocw.mit.edu/)	Digital learning materials available free over the Internet, for use either by instructors or learners

The table does not involve all types of Web 2.0 tools, yet mostly used ones are stated with their well-known examples and uses. The creation of these Web 2.0 tools does not need a complicated developmental process, namely they are based on simple software systems. For that reason, new Web 2.0 tools are evolving continuously, and they are all for free of cost (Lee & McLoughlin, 2011). This

opportunity has changed the ways of communication, collaboration and interaction between the communities and individuals.

The arrival of the Web 2.0 tools has brought new insight into the construction of the knowledge as well. In traditional classrooms, teachers lecture in the scope of a pre-determined curriculum. However, with the introduction of these tools into the education, teachers have had the chance to let learners create their own content about a given topic by making use of Web 2.0 tools such as blogs, wikis or virtual learning environments. This possibility of construction of the knowledge, creation and control over the content of learning on their own has paved the way for not only autonomous but also the collaborative learning. As the interactive nature of Web 2.0 tools allows individuals communicate with each other, share ideas and leave comments in one another's content or post online, peer feedback occurs itself automatically. In a foreign language setting, where communication holds an essential part, learners should be exposed to use of that target language by native or non-native speakers in a variety of settings, and practice conversation by interacting with each other as much as possible. Many Web 2.0 tools like virtual learning environments, social networking sites, virtual worlds, even multimedia sharing tools enable learners to communicate with native or non-native speakers of target language and interact with each other on those virtual platforms. By means of this, they go beyond the classroom, get enriched input and practice the language in a worldwide setting.

The beneficial aspects of Web 2.0 tools both for teachers and learners can be summarized as (1) enhanced involvement of learners, (2) the world outside as a classroom, (3) cooperation for learning and (4) unlimited accessibility to an open classroom (Enonbun, 2010). As for teachers, Web 2.0 tools are valuable sources to implement in and outside the classroom practice out of which learners gain enriching experiences.

In the following part, some specific Web 2.0 tools used in language learning are dealt with their explanations, uses, applications and examples in detail.

2.4.2. Web 2.0 Tools

In this part, most frequently used Web 2.0 tools, their benefits and challenges in foreign language teaching and learning practices are presented in detail.

2.4.2.1 Social Networking/Network Sites

Since the arrival of the Web 2.0 tools, people have adopted them in their daily routine so much that many of these tools have become indispensable part of their lives. Among these tools, social network/networking sites (SNSs) are the ones that are by far more commonly used by the society than the others. Social network sites are defined by Boyd and Ellison (2007) as "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system". Basic principle behind the SNSs is to create a profile by answering the questions that the website directs you like date of birth, educational background, profession and themes of interest. After this main step, people can add friends that they already know, they can make new friends or become a member of a community according to their needs and interests.

The emergence of the SNSs dates back to late 1990s. The very first generation of SNSs was created for specific communities or for limited regions. Namely, they were designed to serve to specific business groups, student communities, friends making networks, common interest groups and so forth. Below is the table of the social network sites, their short descriptions and launch dates adapted from the list in wikipedia.com.

Table 2.6: Social network sites

	Name	Description/focus	Launch Date	Registered Users
1	**Academia.edu**	Social networking site for academics/researchers	2008	18,000,000
2	**About.me**	Social networking site	2009	5,000,000
3	**aNobii**	Books	2006	
4	**aSmallWorld**	European jet set and social elite world-wide	2004	550
5	**Bebo**	General	2005	117,000,000

6	**Bolt.com**	General	1996	
7	**Busuu**	Language learning community	2008	12,000,000
8	**Buzznet**	Music and pop-culture	2005	10,000,000
9	**Classmates.com**	School, college, work and the military	1995	50,000,000
10	**ClusterFlunk**	American network for students to share files with their peers	2012	
11	**CouchSurfing**	Worldwide network for making connections between travelers and the communities they visit.	2003	2,967,421
12	**delicious**	Social bookmarking allowing users to locate and save websites that match their own interests	2003	8,822,921
13	**DeviantArt**	Art community	2000	26,000,000
14	**Dreamwidth**	Blogging.	2009	
15	**Edmodo**	Social learning tools, Networked learning	2008	66.900.000
16	**English, baby!**	Students and teachers of English as a second language	2000	1,600,000
17	**Epernicus**	For research scientists		
18	**Exploroo**	Travel social networking.	2009	
19	**Facebook**	General: photos, videos, blogs, apps.	2004	1,280,000,000
20	**FledgeWing**	Entrepreneurial community targeted towards worldwide university students	2009	
21	**Flickr**	Photo sharing, commenting, photography related networking	2004	32,000,000
22	**Foursquare**	Location based mobile social network	2009	20,000,000
23	**Gather.com**	Article, picture, and video sharing, as well as group discussions	2005	465
24	**Goodreads**	Library cataloging, book lovers.	2006	13,000,000
25	**Google+**	General	2011	1,600,000,000
26	**Instagram**	A photo and video sharing site.	2010	300,000,000
27	**italki.com**	Language learning social network. 100+ languages.		500
28	**Itsmy**	Mobile community worldwide, blogging, friends, personal TV-shows		2,500,000
29	**Kiwibox**	General.	1999	2,400,000
30	**LibraryThing**	Book lovers	2005	1,300,000
31	**Linkagoal**	Goal based social network.	2011	2,000,000
32	**LinkedIn**	Business and professional networking	2003	200,000,000
33	**Livemocha**	Online language learning		5,000,000
34	**Makeoutclub**	General	1999	

35	**MillatFacebook**	General, created in response to Facebook [193]	2010	461,2
36	**MocoSpace**	Mobile community, worldwide	2005	3,000,000
37	**My Opera**	Blogging, mobile blogging, photo sharing, connecting with friends, Opera Link and Opera Unite. Global		7,300,000
38	**Myspace**	General	2003	30,000,000
39	**Netlog**	General. Popular in Europe, Turkey, the Arab world and Canada's Quebec		95,000,000
40	**Ning**	Users create their own social websites and social networks	2005	
41	**Open Diary**	First online blogging community, founded in 1998	1998	5,000,000
42	**Pinterest**	Online pinboard for organizing and sharing things you love	2011	
43	**ScienceStage**	Science-oriented multimedia platform and network for scientists		
44	**Spring.me**	Social network for meeting people	2013	
45	**TeachStreet**	Education / learning / teaching - more than 400 subjects		
46	**Tumblr**	Microblogging platform and social networking website.	2007	226,950,000
47	**Twitter**	General. Micro-blogging, RSS, updates	2006	645,750,000
48	**Wattpad**	For readers and authors to interact and e-book sharing		
49	**weRead**	Books	2007	4,000,000
50	**Wooxie**	Blogging and micro-blogging		

(Adapted from https://tr.wikipedia.org/wiki/Web_2.0)

Not only teachers, but also the students use most of these social network sites actively on a daily basis. As most of the individuals heavily depend on the Internet to collect information, do their assignments, keep themselves up-to-date with the agenda, interact with others and for many other communicative reasons, it would be a great opportunity for teachers to attract learners' attention via a tool that they are into and already familiar with. SNSs are one of these tools that learners enjoy spending time most. The educators also make use of different SNSs in order to integrate communicative and collaborative components into their classroom practice so that learners get a fruitful experience out of it. On the other hand, they utilize SNSs to be a member of an online academic community, keep abreast of the new

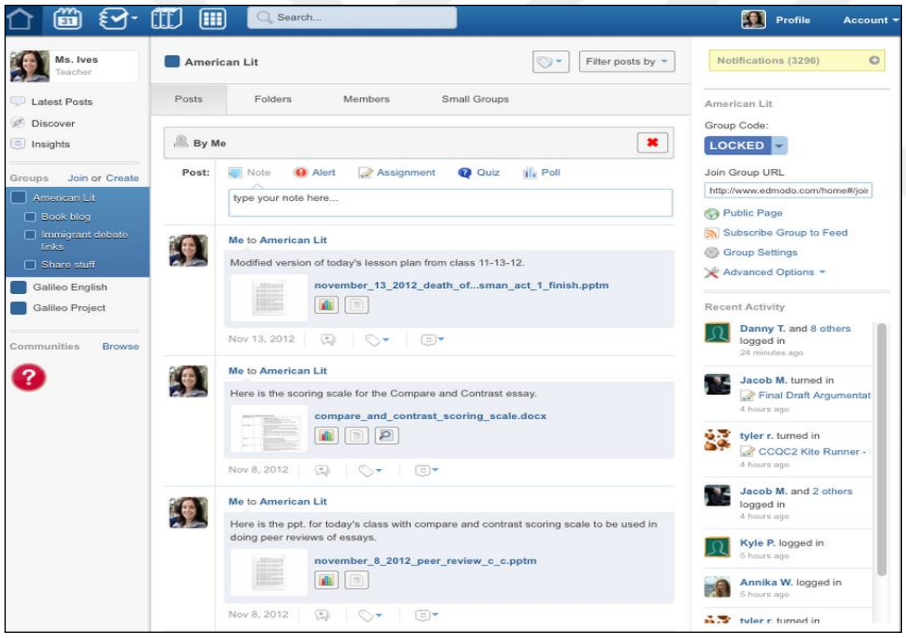
and recent developments in the field, create interactive and collaborative tasks for learners and keep in touch with them.

Social network tools serve as communication and collaboration tools for education. In an ordinary classroom atmosphere, it is possible to see the ongoing communication between students and teachers or students and students. This communication leads to the development social relationships and collaboration between the students and teachers. It is possible to mention the social aspect of the learning at this point since the meaningful learning is facilitated through the social interaction taking place in a classroom setting. For the construction of the knowledge, learners benefit not only from the natural classroom setting but also from the outer world. This is only possible by interacting with others in real-life settings or virtual environments. In education atmosphere, especially in foreign language learning settings; interaction, communication and collaboration hold a vital part.

Even though the learning that takes place through the use of social networks seems unstructured and informal (Selwyn, 2009), the social learning is facilitated with the collaboration and communication and that enhances learners' cognitive development and critical thinking skills (Pegrum, 2009; Selwyn, 2007; Ajjan & Hartshorne, 2008). The act of learning is a social activity by nature, so it can be asserted that social network sites contribute a lot to that social aspect as they allow learners and teachers connect with each other anywhere and anytime. What is more, as the input increases with the help of interaction through the assisted use of social network sites, the gap between learners' level of existent knowledge and their utmost potential level of knowledge lessens as in Vygotsky's view of zone of proximal development.

When guided by the teacher, social network sites can turn into an authentic foreign language learning settings in which learners have chance to communicate and interact with native or non-native speaker of that target language. The social network sites, especially the ones with a great number of users from all around the world, have various interest groups, fan pages, business, student and teacher pages. Therefore, these web platforms are really useful to meet the people with the similar interests and interact with others. Though virtual, they might help learners practice the language that they are learning through the interaction with their peers or other people as long as the virtual environment is cautiously chosen and learners are directed by their teachers or parents (Gesche, 2009). Learners have the opportunity

to watch videos, share the contents that they have prepared themselves or in cooperation with others, modify them when needed, leave comments on the posts, lead a discussion on a given topic and even play games in these social network sites. On the other hand, teachers can create groups for their learners, communicate with them, assign homework through these groups, provide them with topics for discussion, share multimedia contents as tasks, keep-in-touch with other colleagues, keep up-to-date with the recent developments about their profession and gain different insights. An example of the SNSs that has been used both by teachers and learners is Edmodo which was founded in 2008 to let them collaborate and communicate for educational purposes. In Edmodo, individuals can upload or download files related to a topic, communicate and have discussion together. Below is a sample page from Edmodo:

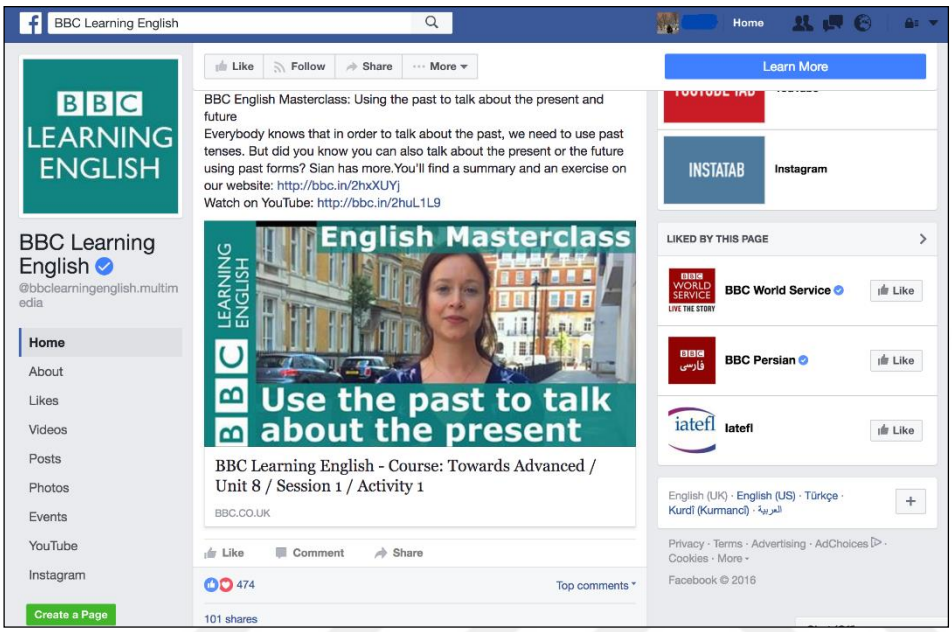


(Retrieved from http://msives.weebly.com/edmodo-page-sample.html)

Figure 2.8: Edmodo web page

Another SNS that is popular among teachers and learners is Facebook. Facebook is the most popular SNS around the world with its nearly 1.800.000.000 members by now (x, 2015). Facebook is an effective SNS with its facilities like sharing multimedia contents, commenting on these contents, uploading contents and files, communicating with other, and exchanging ideas. With these opportunities that Facebook offers to its users, it is both an interactive and social teaching and learning

tool. Furthermore, as the individuals use Facebook on a daily basis; for teachers, integrating them on the teaching and learning practices will turn the process into a more communicative, creative and collaborative atmosphere. Below is an example of a language learning page on Facebook:



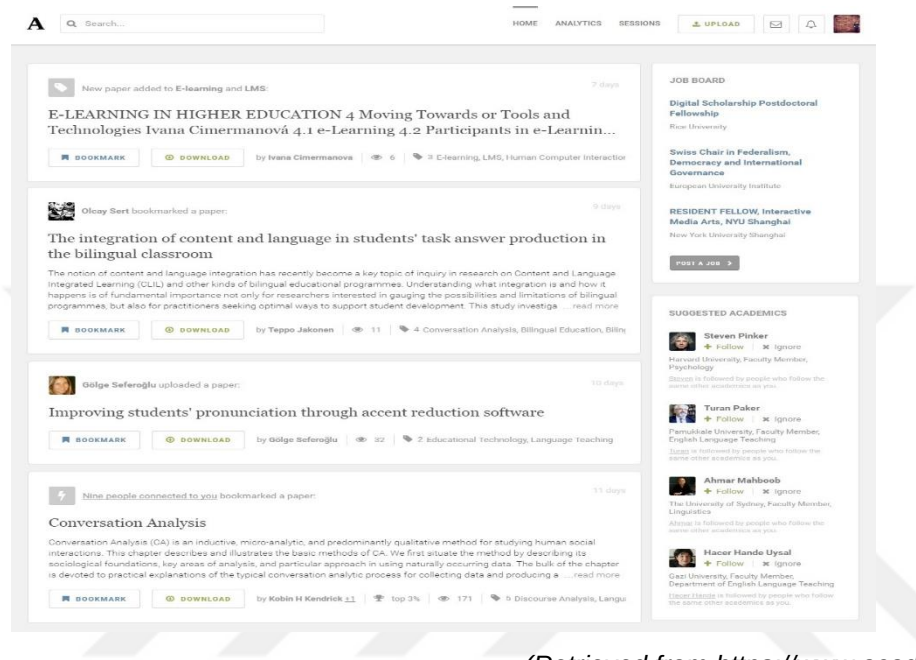
(Retrieved from https://www.facebook.com/bbclearningenglish.multimedia/)

Figure 2.9: Facebook web page

SNSs give teachers opportunity to observe the learner communities in order to get idea about what learners find interesting or effective. In this way, it turns into a feedback for teachers about the quality of the learning in virtual platforms. This possibility can also let teachers reflect this experience into their actual teaching practices (Ota, 2011).

Many teachers or academics working at various levels of education institutions use SNSs to share information or articles about certain topics with other teachers or academics. Sharing information or knowledge with others is a phenomenon triggering enthusiasm among the scholars. Moreover, for academics, especially for the ones who live in different parts of the world, SNS is a means of communication and discussion about any topic. LinkedIn, Academia.edu, ResearchGate, Google Docs, Facebook and Twitter are just some of these SNSs serving that purpose. To illustrate, in Academia.edu, individuals can upload their own works, download articles that other members share or bookmark them to save them on their profile.

On the other hand, LinkedIn is a professional SNS in which individuals can find people or communities related to their own profession or interests. Even, they might find jobs or some employers can contact the members for a position according to their work experience or specified interest or expertise areas in their profiles. Below is a page from Academia.edu.



(Retrieved from https://www.academia.edu/)

Figure 2.10: Academia web page

It has not been long since the academics and teachers came to realize the potential benefits of integration of the SNSs into their practices. Lack of digital literacy, being unaware of such web tools and reluctance to use them can be counted as the reasons of this situation.

Social networks sites embody some drawbacks as well as several advantages for the users like (a) security and privacy concerns about the knowledge or content shared, (b) inconvenient content, (c) miscommunication, (d) time-consuming use, (e) cyber bullying and (f) unreal friendship (Zaidieh, 2012; Griffith & Liyanage, 2008; Sulaiman et al, 2016).

a) ***Security and privacy:*** As social networks are open to anyone, personal information, the content or the knowledge shared can be accessed by anyone as long as the privacy settings are not done by the owners of the

profiles. This situation generally ends up with information theft or plagiarism. Thus, the users of SNSs now have much privacy concerns than before about the content they share.

b) ***Inconvenient content:*** Some of the pages in SNSs can contain infected files and inappropriate content for the users. If they are not knowledgeable enough about the content shared, the mobile devices they use might get infected and the inappropriate content might cause discomfort in individuals.

c) ***Miscommunication:*** On SNSs, the users often communicate via writing. However, they might have difficulty expressing themselves in writing. On the other hand, since there is no use of gestures, mimics and intonation in written communication as in the face-to-face communication, miscommunication can be inevitable at times.

d) ***Time-consuming:*** Social network sites gives individuals to share, control, watch and listen to various multimedia content, make comment about them, communicate with others, download or upload files, do some readings and even play games. When all of these facilities get together, the users might be attracted by the variety of the choices and engage in them a lot unnecessarily. This can be time wasting for them as it keeps them away from their daily routine.

e) ***Cyber bullying:*** In basic terms cyber-bullying can be defined as “the use of e-mail, cell phones, text messages, and Internet sites to threaten, harass, embarrass, or socially exclude” (Hinduja S & Patchin, 2009). Unfortunately, SNSs have been frequently misused for that purposes lately. The studies in this area show that cyber-bullying damages public health negatively. Therefore, SNSs users should take the necessary measures and raise awareness of this issue both for themselves and the people around them.

f) ***Unreal friendship:*** As mentioned before, SNSs are open to public and anyone can be a member of them by creating real or fake profiles. While making friends on SNS it is important to make sure the owners of the

profiles are the people you know or represent a real person. Some people can abuse this openness of the SNSs and steal the other people's information to give them harm in anyway. Owing to this fact, it is better to add or accept the people you already know.

2.4.2.2. Wikis

Wiki is one of the most popular Web 2.0 tools that attracts the users' attention with the facilities it offers in online platforms. Similar to most of the Web 2.0 tools, wikis allows the users collaborate, integrate and interact with each other. The word 'wiki' comes from Hawaian language meaning 'quick' or 'fast'. As the origin of the word suggests, wikis are the platforms on which the users can create contents and make quick changes. The idea of wiki was first started by Ward Cunningham in 1994, and he gave the name "WikiWikiWeb" to the knowledge base he developed, which can be edited easily by a browser (Wikipedia, 2015). In a broad sense, a wiki is a Web 2.0. tool in which the users can work together to create and contribute to a content, organize, edit, remove or add information later on in order to produce a product in a collaborative environment. (Duffy & Bruns, 2006; Parker & Chao, 2007; Erben, Ban & Castaneda, 2009; Oskoz & Elola, 2011).

Wiki is an influential online tool arousing interest in the area of education with its collaborative and communicative environment. Wikis can engage learners outside classroom and allow them to create content, revise and edit them when needed. This dynamic nature of wikis paves the way for a perfect setting both for learners and teachers since anyone has the opportunity to post a piece of information about a topic of interest and the others can edit or add to it anytime and anywhere they want. The collaboration and cooperation among learners let them construct their own knowledge socially. On the other hand, learners reflect upon their own learning via wikis. Reflective learning is an essential aspect of constructivism, that is, learners have right to question and reflect on their learning while constructing their own knowledge. Wikis serve to that purpose with the great potential it has for reflective learning. Further to that, wikis enhance learners' experience and play a growing role in their reflective learning experiences by allowing them to take part in constructing resources collaboratively (Parker & Chao, 2007).

As it is aforementioned, wikis help the students learn to work with others and this creates a collaborative environment for learning. As learners can create or edit the

content on their own, wikis also enhance autonomous learning. Namely, learners become responsible of their own learning through the wikis. Student-centered learning is also promoted since it is learners' responsibility to create the content of wiki pages by utilizing their own creativity (Bower, Hedberg & Kuswara, 2010). Though many in number, Duffy and Bruns (2006) summarizes the educational uses of wikis in the list below:

1. Learners can use wikis to develop research projects, that is wikis can be utilized as a documentation tool for their studies.
2. Learners can add their own thoughts as a summary and compose a collaborative reference list for their work.
3. Wikis can be used as a platform to share course sources like handouts, syllabus of the course and learners can edit or give feedback to them.
4. "Teachers can use wikis as a knowledge base, enabling them to share reflections and thoughts regarding teaching practices, and allowing for versioning and documentation" (p. 35).
5. Wikis can be used for brainstorming about any given topic, and the editing process going on helps to create a network of resources. In this way, the knowledge shared on wikis can be mapped for learners.
6. Wikis can help learners to present a topic in an efficient way since they can use it as a presentation tool and learners all together can modify the content if necessary by giving instant feedback.
7. Wikis allow many users contribute to a single content anywhere and anytime. Traditionally, in a group work project, learners need to get together or send their content to each other in order to compose the whole content by giving or taking feedback, drafting and redrafting each other's work. However, wikis bring the group members together on a single platform by cooperatively authoring and lets them work together in different places, edit the content and construct the whole content on a single platform.

As in many areas of education, wiki is a perfect tool in language teaching. Wikis are the platforms where collective intelligence emerges as a result of collaborative work of learners in a single platform. Wikis are generally used to develop writing skills in language teaching. With the guidance of the teacher, learners are wanted to contribute to a topic by interacting each other through the use of wikis. As the wikis let learners edit or add to the content anytime, it is possible to talk about peer-feedback showing up in these platforms. Wiki pages can be considered as environments where learners acquire collaborative writing skills (Lamb & Johnson, 2007). On these grounds, it can be argued that wiki is an efficient tool to "promote collaborative writing, provide open-editing, allow non-liner text structure, encourage multiple modalities and provide a simple editing environment" for learners (Ahmadi & Marandi, 2014, p.173). These facilities that the wikis offer allows teachers to design multimodal and interactive process writing activities. Learners, on the other hand, "engage in process writing activities in which they draft and re-draft work collaboratively, each contributor adding to and modifying the work of peers" (Pegrum, 2009, p.21).

Wikis are user-friendly atmospheres both for teachers and learners, as no one has to create a website by writing codes or handling with other software stuff. There are a great variety of wiki pages offering several layouts and backgrounds for the users like Wikipedia, Wikispaces and Wikidot, Wikis give opportunity to teachers to conduct many interactive and collaborative activities. Some of them can be listed as

a) ***Debate:*** The teacher gives a topic or question to be discussed on wikis. Here, the role of the teacher is to chair the debate neutrally.

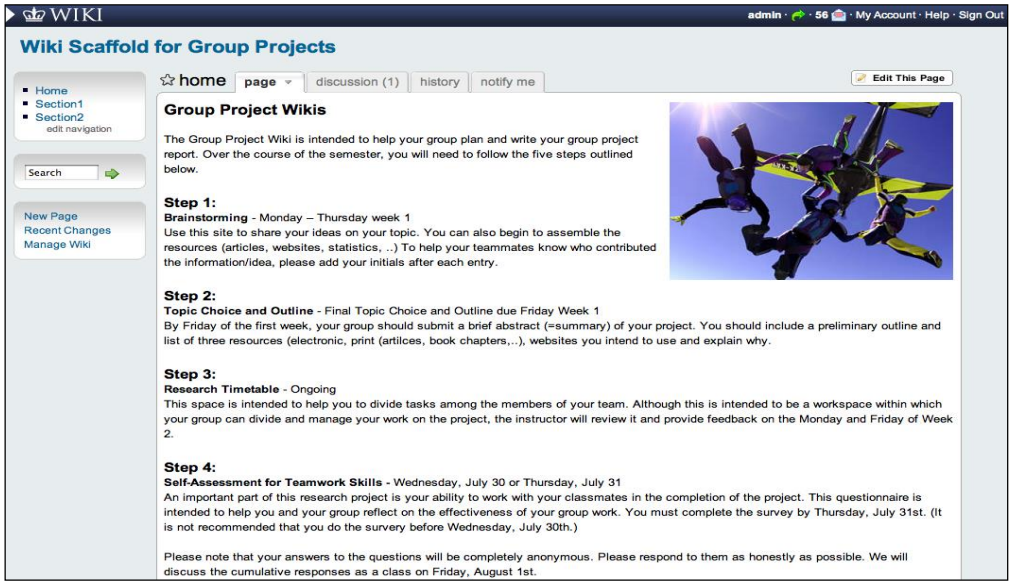
b) ***Historical figure:*** The teacher assigns learners with different well-known personalities in history and wants them to create a content and add information to that wikis in process. This could be turned into a fun activity like creating fan pages for famous people.

c) ***Classroom wiki:*** Learners contribute to a wiki started by the teacher by adding information to the content in order to compose a wiki by reflecting upon what have been learned about a certain topic.

d) ***Story strip task:*** The teacher initiates a story on a wiki and wants learners to come up with the rest of the story by contributing to the story via collaboration.

e) ***Paragraph or essay writing:*** Wiki is a perfect tool to develop students writing skill. The teacher provides learners with a topic to write about and want them compose their own paragraph or essays. After checking out their writings, the teacher gives feedback to learners for their drafts and wants them to do the necessary changes, so they redraft their paragraphs or essays. Neither teacher nor learners need to be in the classroom to follow this process as wikis are accessible anytime or anywhere. In this process, they come up with the complete paragraphs or essays.

f) ***Group projects:*** Learners are given topics to carry out a group project. They can share their ideas on the wiki, do brainstorming and conduct their study and write about the process on the wiki. In this way, the teacher can control the outline or draft of their works and give feedback to them. The group members also peer-review the content and do necessary changes or adding. Below is an example of a wiki page designed to inform learners about the group project that they will be carrying out.



(Retrieved from http://ccnmtl.columbia.edu/web/images/wikispacesLandy.jpg)

Figure 2.11: Wiki web page

Wikis have been subject to many research studies, especially in the area of language teaching. The use of wikis in language teaching, more specifically in developing writing skills, has been found useful compared to classroom practiced one. In a study that Alshumaimeri (2011) carried out, it has been proved that wikis help both learners and teachers since the use of wikis improves the quality of writing and accuracy in collaborative settings. In two different studies (Chen, 2008; Wichadee 2010) about the use of wikis in developing learners' writing skills, it was found out that learners developed not only writing skills, but also positive attitudes towards writing via cooperation and collaboration. The result of two similar studies (Ahmadi & Marandi, 2014; Kızıl, 2015) on use of wiki as a writing tool, where traditional classroom writing class and wiki writing group were compared, revealed out that the wiki writing group performed better than the traditional writing class and use of wikis had a positive effect on the overall writing performance of learners. Therefore, it is crucial for the language teachers to integrate wikis into their writing practices in order to let learners develop their writing skills in a collaborative and interactive environment.

2.4.2.3. Blogs

Blog, which is a contracted form of the expression 'web log' (coined by Barger in 1997), is a web-based communication tool where people record their thoughts, opinions, experiences or give information about any topic (Blood, 2000; Williams & Jacobs, 2004; Cambridge dictionary, 2008). Blogs are also called as 'web dairies or journals' as people make frequent entries on these web sites. These entries on the blogs are presented in a chronological order. In general, blogs are dedicated to one or some specific subject/s and open to everyone. The bloggers - the owners of the blogs- can embed videos, images or audio files into their blogs, and the visitors of these blogs can leave comments on the posts that the bloggers publish. A blog comprises of the following components (Duffy & Bruns, 2006):

- *Body* - the main content of the post
- *Title* - the heading of the post shared
- *Comments*- readers' comments about the posts

• *Footer*- the area at the bottom of the page showing information like postdate, author, statistics about read count
• *Category*- type of the post labels
• *Permalink*- the link to an individual blog post
• *Postdate*- the time of the post published
• *Trackback*- the link that lets a website to notify the other ones about the updates

Before blog hosting web sites like *Blogger.com* or *Wordpress*.org came into use, it was not easy to keep a blog as it is now because the users needed to have knowledge about programming, software and servers. However, it is now as easy as writing an e-mail (Raith, 2009) since there are ready-made templates to create a blog. The reason why blogs or blogging are so ubiquitous nowadays can be linked to many factors. Firstly, as the blogs are web sites open to everyone, the issues discussed, the information given or the discussion started can be addressed to a large audience so that the owner of the blog can access to a broad community. This access brings extensive network within itself and the interaction taking place between the individuals leads to collaboration and cooperation between them. Secondly, the ease of use might encourage a group of people to publish their works, share their ideas or experiences on specific topics with 'netizens' (Williams & Jacobs, 2004), make announcements and take action with educational concerns. Here, the owner of a blog is in charge of the authority of moderation. These facilities and even more have proved the idea of implementing blogs into education.

Blogs are generally popular among the younger generation owing to the facilities they offer like collaboration, interactivity, ease of use and publicity. Blogs are similar to diaries, and the diaries enable the individuals to write about their experiences, personal thoughts and feelings freely. Thus, blogs can be used as platform to enhance learners' writing and literacy skills by providing them a place to be self-expressive and creative. On the other hand, blogs offer authentic reading materials for learners since one's entries on a blog can serve as authentic texts to the readers. On this issue Pinkman (2005) asserts that blogging not only offers facility for authentic reading and writing practices to learners, but also create a motivating atmosphere for reading and writing in the target language. The ease of accessibility from any place that has Internet connection makes blogs more attracting. Although

blogs set grounds to practice all language skills, they are mostly used to practice writing and reading skills. In the related literature, it is possible to come across the research studies where blogs are used to develop learners' writing skills most. Blog are considered as a really successful tool to teach writing due to their *(a)* simplicity to form and maintain, *(b)* encouraging nature for learners to be more creative writers, *(c)* promotion for collaboration, group work and feedback, *(d)* opportunities to write outside the classroom, *(e)* inclusion of links to the associated text and multimedia, *(f)* affordance to learners with the sense of authorship, and lastly *(g)* flexibility and usefulness to be used as a teaching tool by teachers (Bloch, 2008).

Blogs hold an important place in foreign language teaching since they *(1)* provide authentic teaching / learning materials and promote real-life-like communication, *(2)* boost reading skill and motivate learning, help to form a global community, *(3)* direct learners to the other useful resources via hyperlinks, *(4)* provide a self-expressive learning space for learners, *(5)* promote creativity, critical thinking and risk-taking, *(6)* let learners use the language more sophisticatedly as they address to many readers, *(7)* provide learners with an interactive and collaborative learning environment, *(8)* support learner autonomy with the authorship opportunity they present, *(9)* can develop learners' linguistic competence as they can be designed multimodal and multilingual and *(10)* enable learners to access to many other learners all around the world and interact with them (Duffy & Bruns, 2006; Pegrum, 2009; de Almeida Soares, 2008; Ward, 2004; Yang, 2009). Blogs can be run by learners or teachers in educational contexts. Learners can keep a blog individually or in collaboration. The responsibility of authorizing a blog can enhance autonomous learning (when kept individually) or collaborative and interactive learning (when kept in collaboration). On the other hand, teachers can moderate a blog themselves in order to share about their own ideas, experiences and give information or they can keep it with learners in collaboration. Below is a language learning blog:

Retrieved from https://www.myenglishteacher.eu/blog/ways-to-improve-your-english-communication-skills/

Figure 2.12: Blog web page

The research studies carried out about the use of blogs in foreign language learning illustrate that learners engaged in writing in blogs perform better compared to the traditional classroom writing (Arslan & Kızıl, 2010); they have developed writing skills in target language, and got the feeling of pride and ownership as they made a lot of effort to create and maintain that blogs (Lee, 2009).

2.4.2.4. Podcasts

The word 'podcast' is derived from combination of the words 'i*Pod* (brand for a portable media player)' and 'broad*cast*'. The term was coined by BBC journalist Ben Hammersley in 2004 (Hammersley, 2004). It can be defined as a digital audio file made up of periodic series of audio, video, PDF, ePub (electronic publication) files or recordings of radio programs that can be downloaded via web syndication to a personal computer or a mobile device (Lee, 2009; Hornby et al., 2000). It is possible for everyone to create or listen to a podcast as long as they have Internet connection and a computer or a mobile device. Podcasting is used in many areas like marketing, politics, news, health as well as education.

Use of podcasts in education is a recent trend. Many institutions, schools and teachers either integrate them into their curriculum or use them as supplementary materials to their courses. Podcasts may include extracts from real life situations, so they can serve as a realia to the learning platforms. They are also supportive for the auditory learners. Podcasts can be used for many educational purposes as they offer distinctive benefits like:

• The materials are portable, appropriate, easy to access and use.

• The users can control the pace of the material to be used.

• The format and the content are generally motivating and attractive as they are often professionally prepared on wide range of topics.

• They offer the opportunity of “integrating in-class and out-of-class activities and materials.” (Thorne & Payne, 2005, p. 87).

• They promote creativity in the classroom, and create various materials which can correspond to needs, interests and motivations of different learners (Stewart, 2010).

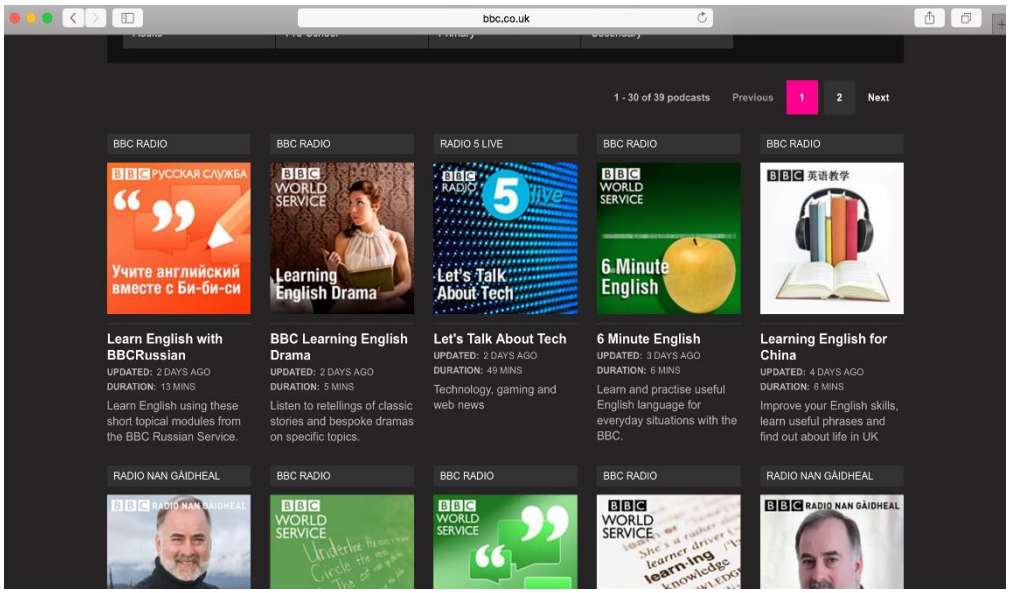
• They promote independent learning as they can be accessed from anywhere and anytime and pace of learning is facilitated through this opportunity.

• They provide opportunities for learners to control their own learning (Donnelly and Berge, 2006).

• They let learners multitask and train outside the classroom.

• Learners or teachers themselves can record the lectures and make up an archive, so that learners can access the previous lectures anytime they like, and teachers can use these records to reflect upon their own teaching practices.

Below is a podcast website which can be used for English language teaching and learning:



(Retrieved from http://www.bbc.co.uk/podcasts/genre/learning)

Figure 2.13: Podcast web page

Although podcasts have many effective uses in education, there are some concerns that should be taken into consideration while using them into the educational settings (Flanningan & Calandra, 2005):

(1) ***Quality:*** Podcasts should have a good sound quality, and organization of the content should be well-arranged.

(2) ***Authenticity:*** The podcasts should be authentic so that they can reflect the real-life like contexts for the listeners.

(3) ***Technical support:*** The process of creating a podcast, which needs technical literacy, can be challenging both for teachers and learners. So they might need additional technical support.

(4) ***Copyright:*** Before creating a podcast, the permission should be taken from the owner of the audio files.

(5) ***Censorship:*** The content should be carefully controlled before it is presented to learners.

(6) ***Privacy:*** Teachers and learners' privacy concerns should be addressed.

In foreign language learning, it is crucial to provide learners with communicative and real life-like settings. The input they get during the communication in the target language should be as authentic as possible. Teachers can create that sort of environment via many tools and techniques, and podcast including many extracts from natural conversations, dialogues and other types of authentic audio files can be one of them. Podcasts are primarily used to develop listening and speaking skills in the target language. By recording lectures, conference and meetings attended, student projects or interviews (Meng, 2005), both teachers and learners can create podcasts to be used in or outside the classroom to serve as communicative language learning materials. For classroom activities, native speakers or teachers themselves can create podcasts as well.

Podcasts can encourage learners to practise listening and speaking in the foreign language. With different talks and accents they hear in several podcasts, they can experience and develop speaking skills. As well as listening and speaking skills, podcasting also helps learners to gain awareness to different grammatical patterns and terminology (Rosell-Aguilar, 2007). In an experimental study conducted about the use of podcasts in second language teaching and learning, it has been revealed out that use of podcasts as supplementary material to the language learning had

positive effect to the success of learners (Abdous, Facer & Jyh Yen, 2012). In a similar study, it was found out that language instructors use podcasts for instructional purposes like learners' video presentations, learner paired interviews, dictations and roundtable discussions, and learners tend to use this technology to report academic benefit (Abdous, Camarena & Facer, 2009).

2.4.2.5. Multimedia sharing tools

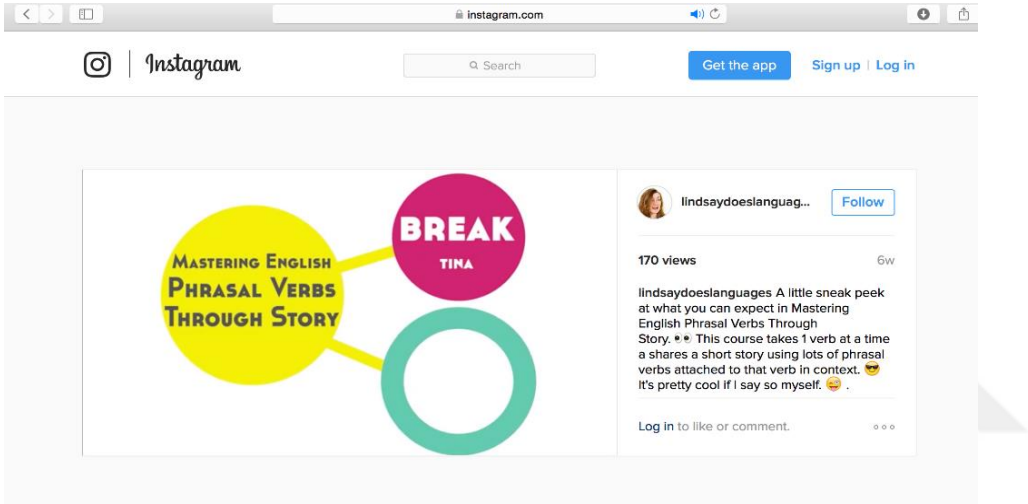
Multimedia sharing tools are web tools where people can share images, animations, audio or video files. The people who see, watch or listen to the contents can make comments on these posts. There are a number of multimedia sharing tools online, but many of the social network sites also give individuals the opportunity to share multimedia files. In order to share multimedia content, an individual has to have an account on the related web sites.

In language teaching process, it is important to enhance the learning environments with authentic materials. Thus, teachers should the make use of multimedia contents as much as possible so as to enrich the learning experiences of learners. Interaction, communication and collaboration lie in the heart of language learning. Therefore, the authenticity of the materials used during the instruction can increase learner engagement. Teachers can adopt these tools in and outside the classroom. The task could be designed with the integration of the multimedia sharing tools into the teaching practices.

With the innovations and increase in the use of mobile devices by learners, utilizing them and the online applications in language teaching and learning are considered as an effective approach. Language learners, who are generally composed of digital natives, like spending time in social network sites and multimedia sharing tools like YouTube, Instagram or Pinterest. Nowadays, there are several channels on YouTube which broadcast videos about language learning. Anyone can start to learn a language bit by bit by watching and doing the tasks given by the instructors on the videos. On the other hand, teachers can make use of the videos on YouTube as authentic materials to support the learning activities in or outside the classroom. Utilizing YouTube can improve learners' conversation, listening and speaking skills, raise their cultural awareness about the target language's culture and promote vocabulary development (Watkins & Wilkins, 2011). Though the content on YouTube is mainly audio-visual, it can also help learners develop their writing skills.

They might improve their note-taking and summarizing skills by watching the videos on YouTube.

Pinterest and Instagram are online photo sharing tools favored by many users. It is possible to share at most one-minute-long videos on Instagram. The users of these web tools can also make comments on the posts. There are language learning accounts on both of the web tools and they mainly post images about grammatical structures and vocabulary items. Via commenting on the posts, learners can collaborate and interact with each other by using the mentioning facility. The users can also search for information about certain topics through the hashtags. Below are two example web pages for language learning from Instagram and Pinterest:



(Retrieved from instagram.com/lindsaydoeslanguages)

Figure 2.14: Instagram web page

(Retrieved from https://www.pinterest.com/explore/learn-english/)

Figure 2.15: Pinterest web page

In a study carried out to analyze the effect of using Instagram on learning grammatical accuracy of word classes among undergraduate TEFL students, it was found out that the experimental group, who were taught grammatical accuracy of the word classes through Instagram, outperformed the control group, who were taught with traditional methods (Hanieh & Shahla, 2016).

2.4.2.6. Online Teaching Platforms and Virtual Learning Environments

With the occurrence of the Internet in mid 1990s, the educational communities began to adopt the software and other web tools that the Internet offers as to support teaching and learning practices within and outside the classrooms. The outburst of several online platforms for learning set ground for the need to implement these platforms for educational purposes. Moreover, learners started to quest for alternative platforms outside the classrooms to learn and practice the information or the knowledge that they learned in the classrooms. Although these platforms are virtual and cannot enable face-to-face communication as in real life, the authenticity and the facility of interacting and communicating with a number of learners all around the world make it intriguing for learners.

Virtual learning environments (VLEs) can be defined as "computer-based environments that are relatively open systems, allowing interaction encounters with other participants" (Piccoli et al, 2001). VLEs not only allow interaction with other participants but also provide access to a large number of resources online. As in the nature of the most of the Web 2.0 tools, there are interaction, collaboration and communication in the core of virtual learning environments. Virtual learning environments are not kind of educational web pages that teachers and learners use to gather information, that is to say they are not static web pages including information and embedded visuals or audiovisuals. Any online environment can be called as virtual learning environment when it

- is a designed information space.
- is a social space: educational interactions occur in the environment, turning spaces into places.
- is explicitly represented: the representation of this information/social space can vary from text to 3D immersive worlds.
- is not restricted to distance education: VLEs also enrich classroom activities.

•integrates heterogeneous technologies and multiple pedagogical approaches (Dillenbourg et al, 2002, p 3).

In VLEs, learners possess active roles with their contribution to the learning environments. They co-construct the virtual platforms via the interaction and collaboration that they bring to the virtual learning environments. What should be kept in mind about VLEs is that they are not like any virtual space that is learners cannot do whatever they like without any guidance or educational purpose. On the contrary, virtual learning environments should be a place for learning which integrates pedagogy, learning model/s, technology, guidance of teachers and active participation of learners. VLEs differ from traditional classroom settings in the sense that the content is available for learners from anywhere and anytime. What is more they give opportunity to reach more students and re-use the materials as they were already recorded online. Virtual learning environments also encourage learner autonomy since learners construct, control and are in charge of their own learning.

Multiple user domains object-oriented (MOOs) are the first examples of virtual learning environments. MOOs are synchronous and powerful educational tools based on text-based Internet database. They enable communication among learners both within and beyond the classroom borders. In a sense, they are similar to chat rooms for language learning, that is, both MOOs and chat rooms bunch together the language learners with many users from all round the world and enable conversation via texting. However, there are many other aspects that make them different from those chat rooms (Von der Emde, Schnedir &Kötter, 2001, p. 211):

1. MOOs offer the users a wide range of communicative modalities. The users can whisper, shout and show their feelings via gestures.

2. MOOs provide the users with various manipulable educational tools and let learners to create and display their own virtual objects through simple commands.

3. Instead of using pre-defined abstract spaces, MOOs allows learners to create personal rooms and describe them in a personal way. In this way, the users can create their own virtual culture.

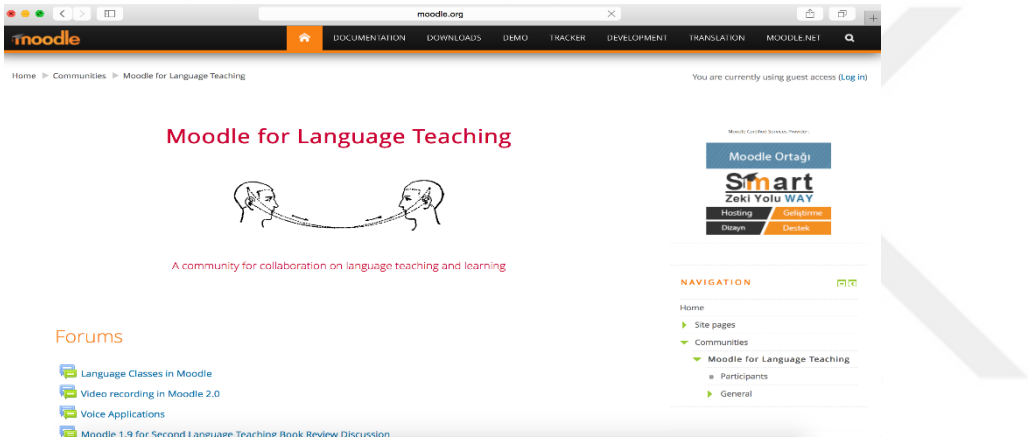
Recently, one of the most popular 3D virtual language learning environments is Second Life (SL). Second life is an online virtual world in which the users start using

it with having an account for free. While creating an account, the users should choose an avatar to represent them in virtual world. The users have the possibility to act like in real world via the avatars that they create. To illustrate, they can interact with other avatars, objects and places. Moreover, they can go shopping, join the group activities and socialize with them. On SL's main page it is written "the largest-ever 3D virtual world created entirely by its users." As it can be understood from this saying, the users create the platform and objects themselves, that is; SL has a 3D user-created content. The residents of the SL virtual world can trade as in real life by producing and selling goods.

Second Life has been adopted for educational purposes by many education institutions. In SL, the users communicate, collaborate and interact with each other all around the world. The users have the opportunity to communicate in the target language with the native speakers of that language as in the real life. Thus, the communication taking place is authentic. With this opportunity, language learning is facilitated. As they socialize by interacting and collaborating with each other via synchronous communication, they construct a common knowledge. When guided correctly and controlled by teachers, Second Life could turn into a perfect platform to learn a foreign language. All in all, as Can & Şimşek (2015, p.115) propounds, Second Life is a virtual environment "where learning by role playing, experiential learning, cooperative learning, game based learning (Warburton, 2010, p. 421, Salmon, 2009, p. 528), authentic learning, meaningful learning (Keskitalo, Pyykkö and Roukamo, 2011, p. 17), constructivist learning (Kluge and Riley, 2008, p. 127; Can 2009, p. 63), and task based learning (Peterson, 2010) could be realized". As SL brings the abovementioned worthwhile learning approaches together, it would be beneficial for the educational institutions and teachers to adopt it into teaching practices. Moreover, in educational institutions, where blended learning approach is adopted, Second Life could be used as a component of blended learning, that is the distance education component could be made up of the tasks and contents prepared for learners on this virtual learning platform.

Except for virtual learning environments, there are also other online teaching and learning platforms like Moodle and Blackboard. According to its creators, Moodle (acronym for modular object-oriented dynamic learning environment) is an online, open source-learning platform "designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized

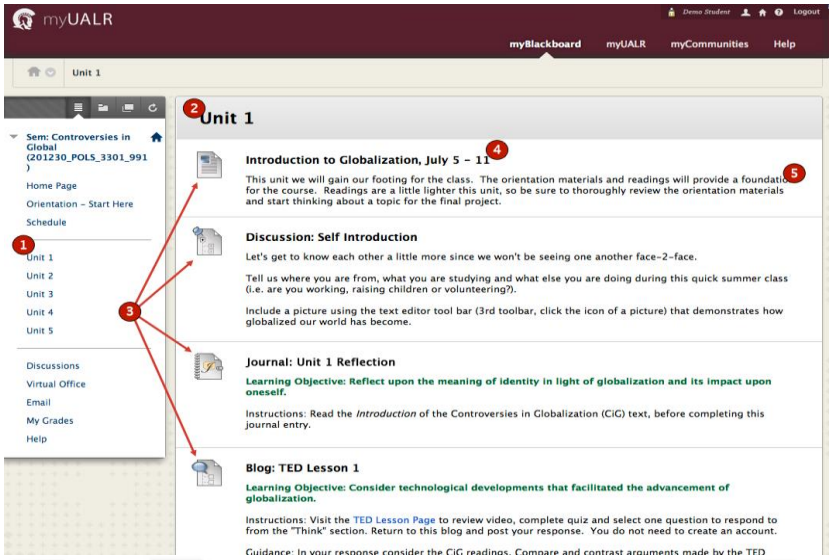
learning environments" (Moodle, 2016). It is a user-friendly online platform and free with no licensing fee. Like most of the virtual learning environments, Moodle has flexibility for the time and place of use. It has thousands of users all over the world and bases on a meticulous pedagogy. At first, Moodle was created to assist teachers to create interactive and collaborative online courses. It enables teachers to create and modify the content when necessary. Moodle encourages collaboration and interaction among learners, and also teachers, independent learning through pathways, giving feedback and learner tracking (Stanford, 2009). Furthermore, teachers can observe the progress of learners in the tasks given. Below is a Moodle demo web page for language learning.



(Retrieved from https://docs.moodle.org/32/en/About_Moodle)

Figure 2.16: Moodle web page

On the other hand, Blackboard is a virtual learning platform and course management system founded in 1997 by two education advisors. Blackboard offers learners platforms to communicate and share their own contents. It provides learners with the facilities of making announcements, starting a discussion, create content, give assignments and assess them, and even grade them via gradebook tool. For learners, Blackboard is a place to communicate and interact with each other, discuss about a given topic, exchange ideas and gather information about certain topics. It is also influential in three fundamental areas: instruction, communication and assessment (Beatty & Ulasewicz, 2006). Therefore, Blackboard can be one of the effective virtual language learning environments with the abovenentioned facilities it brings to the learning and teaching practices. Below is a sample page from a course page on Blackboard:



(Retrieved from http://ualr.edu/blackboard/files/2012/11/content_types_overview.png)

Figure 2.17: Blackboard web page

2.4.2.7. Online Test Creation and Presentation Tools

Thanks to the developments on the Internet, it is now easier to reach information and create contents by utilizing many online sources. Both teachers and learners can contribute to the content as the web 2.0 tools allow them to create and make changes when necessary. Learners are sometimes assigned to design blogs, develop a project or create wikis with a provided topic as a part of their course assessment. On the other hand, they take written exams, quizzes or make presentations at times as a part of course assessment again. The content providers for the latter one are teachers in the latter assessment type. That is to say, for a summative or formative assessment in any course, teachers can make use of quizzes, multiple choice tests and written or oral exams. Over the past decade, online test or quiz creation tools, via which teachers can create tests and quizzes online with a variety of question types, have emerged. They are free of charge and no download of any program file is required. Also applications of these tools for the mobile devices are available now.

In a foreign language learning setting, it is crucial for learners to interact with each other either face-to-face or online since the language is a social phenomenon that is co-constructed through interaction and collaboration. In such a case, the assessment of the language learning should also include interactive elements.

Online assessment tools can help teachers at this stage. In what follows, some of the online tests creation tools will be touched upon.

Socrative, Hot Potatoes and ProProfs Quiz maker are online test creation tools which are most frequently used by teachers. They have a user-friendly nature with a wide range of question and activity types. Teachers do not have to be techno geeks in order to create test or quizzes online, for the steps are either easy or the web pages provide the short video tutorials for the ones who are not already familiar with the designing. Gap filling, matching, putting jumbled words/sentences into correct order, true/false, drag and drop, multiple choice and crossword are some of the question types that teachers can make use of while creating tests or quizzes. The tests or quizzes created via these tools can be embedded into social network sites so that learners and other web page visitors can reach the content easily. In his book about web 2.0 and assessment tools, Embi (2015) states that these Web 2.0 tools for assessment are affordable, efficient, timesaving, interactive and easy to use. The multimodal environment of these tools also encourages learners to take active part in foreign language learning practices since they have access to these web 2.0 tools from their mobile phones, tablet pc or computers anywhere and anytime. What is more, as learners are generally made up of digital natives, they enjoy the time they spend on engaging with the tests and quizzes online. The records of the scores are automatically saved in the memory so both learners and teachers can observe the progress they have made. With the help of these test creation tools,

teachers

-can collect immediate feedback,

-create authentic materials, tests or quizzes online

-get more familiar with the Internet technologies and their educational uses

-have the opportunity to interact both with learners and other colleagues.

learners

-can get immediate feedback

-are engaged with authentic materials, tests and quizzes online

-have the chance of taking tests or quizzes out of the classroom

-have the opportunity to interact with their teachers and peers.

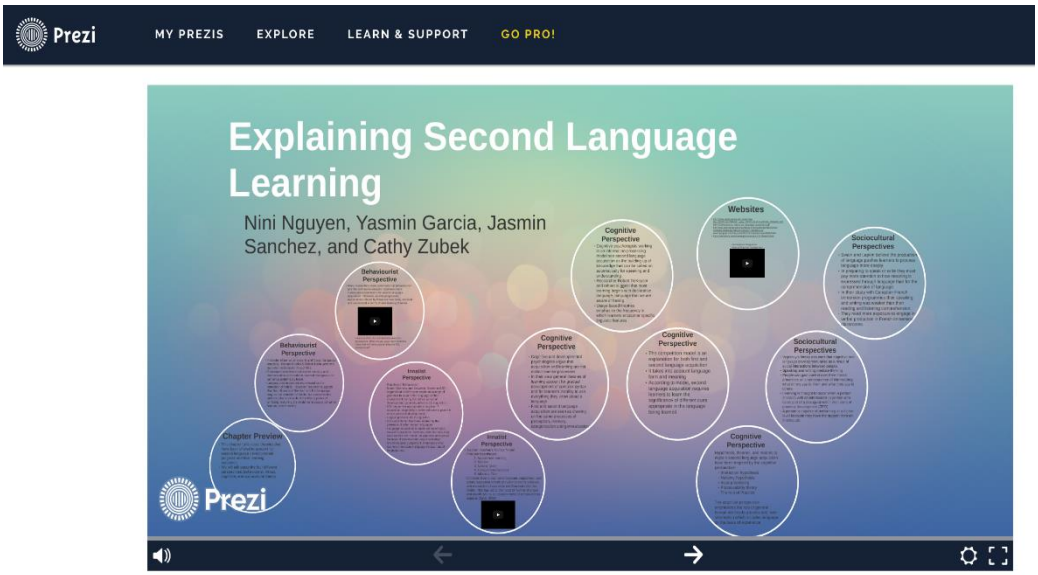
-can take the advantage of independent learning.

teachers

-can make use of other created tests or quizzes by the other teachers on a specific Web 2.0 assessment tool.

Beside test creation tools, there are also web based presentation tools used both by teachers and learners. Although computers or mobile devices provide the users with default presentation tools, there are still some others which can be used online without downloading any program or patch in your computer or mobile devices. As is appreciated, introducing a topic to a group of people orally without any support of visuals or audiovisuals can lead to boredom in the audience, so the more multimodal your presentation is, the more you get the interest of the audience. Teachers can utilize online presentation tools while lecturing in the classroom or while presenting a research study to a certain group of people in a seminar or conference. On the other hand, learners can make use of these tools whilst they are presenting a project or a topic to their peers and teachers as a part of their assessment.

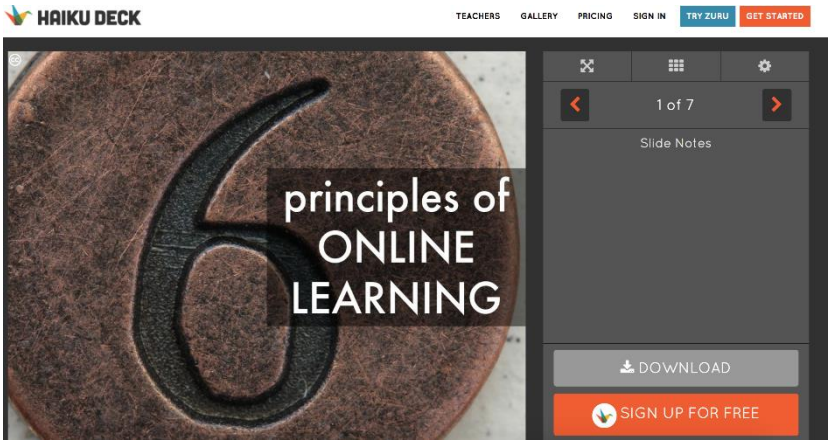
Prezi, Google Slides and Haiku Deck are some of the online presentation tools mostly favored by the users. They let the users create attracting and innovative presentations, and keep it in an online storage. With varying transitions, effects, animations and facility to embed videos, photos, audio files and links into the slides, these presentation tools offer teachers and learners an interactive and authentic atmosphere for foreign language teaching and learning. To elaborate on these tools specifically, Prezi is an online presentation tool that allows the users to prepare slideshows with zooming effect which attracts the audiences' attention. It uses a cloud-based program, so the users can access their presentations from any device that has Internet connection. This tool is favored by many of the researchers, teachers and learners. In order to use Prezi, one has to have an account. Once you are a member, other than creating dynamic slideshows, you can also get the chance to see the others' presentation on different topics. Below is a sample page from Prezi:



(Retrieved from https://prezi.com/ofyejbrbvoes/copy-of-explaining-second-language-learning/)

Figure 2.18: Prezi web page

Haiku Deck is another online presentation tool that enables the users to prepare slideshows. This online tool was initiated with the principle of simplicity and clarity for the presentations. Therefore, instead of bogging down the audience with unnecessary details, elaborations and difficult to read texts, Haiku offers the users simpler and smart layouts or templates and a few-words-enabled per slide so that no one would be distracted during the presentations. Below is a sample page from Haiku Deck:



(Retrieved from https://www.haikudeck.com/6-principles-of-online-learning-presentation-lvO7EEFnoe#slide0)

Figure 2.19: Huiku Deck Web Page

In addition to these online tools which are used to create and store presentations online, there is also an online presentation tool in which the users can only upload and download slideshows about any topic. SlideShare is a very good example of this kind of online tools with the premise that it makes the sharing of knowledge easy. SlideShare is equipped with a great many contents from many experts in the specific fields of research. Both teachers and learners can access to information they search for easily via SlideShare. Also they can make a circle of friends via this tool by following other users with similar interest areas. Below is a sample page from SlideShare:

(Retrieved from https://www.slideshare.net/cornerstone7/foreign-language-learning-31420221?qid=f6f4d820-08cd-4ade-a63d-99debf0142e9&v=&b=&from_search=10)

Figure 2.20: SlideShare web page

2.4.3. Theoretical Background for the Use of Web 2.0 Tools in FLE

In this part, a theoretical background for the use of Web 2.0 tools in foreign language teaching and learning process is presented by referring to collaborative learning, constructivist and social constructivist theories.

2.4.3.1. Constructivism and Social Constructivism

Learning is generally described as a social activity that is, it is closely related to interaction of an individual with other individuals like family members, teachers, friends, peers and casual acquaintances. This social interaction has a key role in an individual's development of cognitive functions, and high level of thinking stems from the collaboration and communication occurred among these individuals (Vygotsky,

1978). According to Vygotskyian view, similar to the description of learning in broad sense, language learning in specific terms is largely considered as a socially mediated process including the individuals in the construction of knowledge with other individuals.

Constructivism, which is considered as both a philosophy and a theory of learning, has emerged from the works of psychologists and educators like Bruner, Piaget and Vygotsky. The educational theories of John Dewey and Piaget are said to build the early roots of constructivism (Brown & Green, 2006). Dewey's finding of inquiry as the key part of learning, and Piaget's theories about learning including the concepts like assimilation, accommodation and schema helped to shape the constructivism theory. As a theory of learning, constructivism takes its roots from philosophy and psychology. The main idea behind it is that learners construct their own knowledge and meaning actively by making use of their own experiences (Fosnot, 1996). Vygotsky's essential contribution to constructivism was the social aspect to learning. In this sense, it can be argued that learning is not passive but an active and dynamic process that embodies learners' personal interpretations created through their own experiences in their social environment. According to another perspective, constructivism is a philosophy which attempts to identify how individuals construct knowledge, what it means to know something, how each individual interprets the world, and how knowledge can activate the way of thinking processes (Anderson & Kanuka, 1999). The consensus view among many scholars and educators about the constructivism as a learning theory is that instead of acquiring the knowledge from the teacher directly, learners need to construct their own knowledge through their own experiences (Wang, 2009).

When searched through the literature, two main types of constructivism have been analyzed: (a) cognitive or individual constructivism based on Piagest's theory, and (b) social constructivism based on Vygotsky's theory (Powell &Kalina, 2009; Ford&Lott 2009; Kanselaar, 2002). Powell&Kalina (2009) asserts that in his cognitive development concept, Piaget (1953) proposes the idea that individuals should construct their own knowledge against receiving the information in a passive way that they can interpret and use easily. As abovementioned, Piaget suggested schema theory consisting of assimilation, accommodation and equilibrium phases in order to explain how novel learning occurs. The difference between Piaget's and Vygotsky's constructivism lies in the fact that Piaget's focused more on individual

effort in the construction of the knowledge, whereas Vygotsky put emphasis on the social aspect of knowledge; that is, he proposed that the learning occurs through language and social interaction among individuals in social contexts (Anderson & Kanuka, 1999).

Constructivist learning theory bases on learners' active participation in the learning process by making use of their critical thinking and problem solving skills. They test the ideas with the help of their prior experiences in order to construct the new knowledge. Jonassen (1994) asserted eight characteristics that differentiate constructivist learning environments from others:

1. They provide multiple representations of reality.

2.Multiple representations avoid oversimplification and represent the complexity of the real world.

3. They emphasize knowledge construction instead of knowledge reproduction.

4. They emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.

5. They provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.

6. They encourage thoughtful reflection on experience.

7. They enable context- and content-dependent knowledge construction.

8.They support collaborative construction of knowledge through social negotiation, not competition among learners for recognition (p. 30).

Social constructivism, introduced as the second type of constructivism above, is also known as co-constructivism. The origins of social constructivism are generally ascribed to Vygotsky. As mentioned in Ford &Lott (2009), Vygotsky (1978) extended the constructivist theory by claiming that

> *…social interaction plays a key role in the development of cognitive function and higher thinking results from the relationship between individuals. The distinction between constructivism and social constructivism is that in social constructivism learners are incorporated into a knowledge community based on language and culture (pp. 39).*

In social constructivists' view, in order to formulate new and adaptive concepts, learners are required to use their prior knowledge and experiences in social learning environments. As Mondahl et al. (2009) put forward, social constructivism mainly focuses on how learners construct the meaning on their own from the new

information as they interact, connect and collaborate with others and the reality. Hereby, the role of the teacher is providing guidance and facilitating appropriate learning environments for learners. What is more, “teachers should make sure that learners’ prior learning experiences are appropriate and related to the concepts being taught” (Aggarwal, 2011, p. 14).

From a social constructivist perspective, learning, which is defined in terms of two developmental levels, results from the collaborative works of individuals in process in. Vygotsky (1978) identified this differentiation between these two levels as actual and potential levels, and this differentiation led way to his well-known concept “zone of proximal development (ZPD)”. ZPD can be defined as the difference between what a learner can do with and without help of others. It is the potential level for cognitive development of a learner when they are provided with proper support. Vygotsky (1962) described scaffolding in his theory as “ it is an assisted learning process that supports ZPD, or getting to the next level of understanding, of each student from the assistance of teachers, peers or other adults” (Powell & Kalina, 2009, 244). That is, the learner proceeds from one cognitive level to an upper level via support and scaffolding of a more cognitively developed peer, teacher or adult.

Although the terms ‘social constructivism’ and ‘social constructionism’ sounds alike, there is a fine nuance between them. They are related to each other in the sense that individuals working together construct meanings or phenomena, yet the difference lies in the key point that social constructionism mainly focuses on the phenomena or understanding created via social interactions, whereas social constructivism puts emphasis on an individual’s learning which takes places through the interaction with others in a social context. In accordance with this difference, Mondahls et al (2009) asserts that

> *In terms of social-constructionism, we would argue that the learning process also occurs in communities that constantly interact with the individual’s constructions in the internal learning process. As a result, foreign language learning occurs as part of a social interplay, which is influenced by the culture and communicative understandings that surround the individual learner. Moreover, by using communicative web-based tools, learners are prompted to describe the learning process and take in feedback, which may support learning processes and facilitate foreign language learning (p. 98).*

Learners are no longer passive receivers of the knowledge; conversely they play key roles in constructing their own knowledge. Thus, the learning can take place through the collaboration with peers or colleagues, multifaceted interactions like

conversations and games. As a result, social constructivism can be described as a playful form of learning.

Recently, constructivism has taken a significant role in the field of education, thus the educators and researchers has focused on how knowledge is constructed by the individuals. As the technology advances, constructivist theories of learning have been revised as the educators try to integrate the technology into the teaching and learning process based on the constructivist pedagogies since “technology offers flexibility and adaptability reflective of pedagogies across various learning models based in constructivism” (Mondahls et al 2009, p. 99).

Constructivist way of learning needs autonomy, inquiry, exploration, creativity and personal expression of knowledge; and computers can serve to this purpose as they let learners’ exploration and creative self-expression (Burns, Burniske & Dimock, 1999). Technology based teaching settings and platforms allow learners to explore, create, construct, compare and contrast and reflect on what they are dealing with. This process is the strong indicator of the implementation of the constructivist way of learning.

With the arrival of the Internet, learners had the opportunity to access the excessive amount of information and control their own way of learning. Here, the ultimate goal of the learner is to play an active role in building knowledge (Enonbun, 2010). On the other hand, teachers can observe learners construct their own knowledge by making use of the computers and the Internet, and guide them when necessary. In that way, learners will enhance their cognitive, meta-cognitive, interactive and collaborative learning skills. According to multiple intelligences theory, individuals possess different strengths and these strengths let them learn new things and construct their own knowledge in individual ways (Gardner, 2006). Therefore, as long as the educators take these individual strengths as advantages to make the learning process more meaningful and permanent, learners will be encouraged to utilize their own strengths in order to construct their own knowledge. In this way, the role of the educators will become easier as well. This process “implies that the instructor does not only deliver the ‘curriculum’ but also most importantly identify the distinct intelligence of learner, and subsequently customize the content to facilitate the learning process” (Enonbun, 2010, p.23).

When all these are considered, it is possible to state that constructivism and technology let learners to share their ideas and feelings with a global audience

beyond the classroom, which prompt them to be more self-motivated, interactive and critical thinker (Martin-Stanley & Martin Stanley, 2006). In social constructivism, construction of the knowledge results from the collaborative and interactive improvement in social and cultural contexts. Accordingly, a good selection of communication tools like synchronous and asynchronous tools improves knowledge of social instruction (Wang, 2009). Educators should plan the related tools and strategies, and take the pedagogical principles into consideration in order to design novel learning platforms that enhance learners' experience. For learners, the appropriate and balanced combination of individualization and collaboration will ultimately lead way to personal knowledge management, and that will become a motivating factor for the enhancement of learning to construct the knowledge. In this process, learners will be enabled to improve their management of knowledge since they will be reflecting on their own creative knowledge gathering practice.

2.4.3.2 The Relationship between Constructivism and Web 2.0 tools

As new technologies emerge, learning environments, the profile of learners and their expectations from the educational process, teaching methods and curricula changes accordingly. The arrival of the Internet has had remarkable effects in all walks of life including education. The shift from Web 1.0 period to Web 2.0 period has radically affected the use of the Internet not only by individuals but also the corporations and institutions. This effect has shown its influence in the area of education and learning as well. Although the Internet has let the individuals access the information easily, the content was fixed, so it could not be modified by the users in Web 1.0 era. However, with the emergence of Web 2.0 in 2005, the web was seen as a platform on which the users had right to create, control and modify the content when necessary (O' Reilly, 2007). Furthermore, Web 2.0 applications and tools facilitated the collaboration and interaction between individuals and groups.

As a theory of learning, constructivism suggests that learners should take part in the learning process actively. Learners take the responsibility of their own learning, control this process and observe their own improvement in this process. The role of the educators is to facilitate the process and control the primary knowledge of learners in order not to cause learners to construct their knowledge on the wrong basis. At this juncture, it can be asserted that the facilities Web 2.0 tools offer to the

individuals coincide with what constructivist learning theory proposes. Constructivism and technological tools together create more learning opportunities for learners (Martin-Stanley, B. L. & Martin Stanley, C. R., 2006), thus learners can get the maximum benefit out of that process if guided properly by teachers.

Social interaction plays a key role in social constructivist pedagogy, and technological advancements change it considerably. Desai et al. (2008) supports this claim by proposing that "Each major transition in communication media from speech to print to video to electronic form has resulted in changes in our means to create, record, store, distribute, access and retrieve information" (p.331). As a consequence, the interaction among learners, their peers and teachers has altered. Learners are no more bound to their teachers in their learning and knowledge constructing process. Desai et al. (2008) also puts forward that learners learn by interacting and communicating with more knowledgeable people in varying social settings, so teachers or educators should redetermine their communication skills in online environments. In an online environment, learners need to participate not only individual activities but also group works so as to enhance their social interaction capabilities. They can interact and communicate either individually or collaboratively via e-mailing, instant messaging, social networks, virtual worlds, blogs, wikis and many other Web 2.0 tools. Recently these tools and applications have become so popular and made their way into the language classrooms. This growing popularity of the use of Web 2.0 tools among the individuals, especially among the young generation, clearly illustrates that "digital generation of students learn differently from the previous generation and they are dependent on the Web for accessing information and interacting with others" (Benson et al., 2008 cited in Mondahl, 2009, p.99). The educators need to find innovative ways to adapt, implement and integrate the wide range of Web 2.0 tools into their curricula. If the current curricula cannot correspond to the Web 2.0 tools, it should be changed and new teaching strategies should be designed according to the needs of these tools or applications so as to increase the interaction and collaboration of learners in online platforms which will result in enhancement of learners' communication skills in the target language. While Web 2.0 tools makes it possible to construct the meaning collaboratively, they take the individual differences into consideration as well. This situation illustrates that the use of Web 2.0 tools into learning process supports constructivist theory of learning (Horzum, 2010). Enonbun (2010)

summarizes the perfect harmony between constructivism and Web 2.0 tools as: "It has been established that the duo of constructivism and Web 2.0 indeed offers both the instructor and the learner excellent opportunities to harness their efforts and make the learning process a huge success" (p. 23). In terms of foreign language learning, it can be put forward that the process of foreign language learning is a combination of cognitive, individual and collaborative processes, and it is highly facilitated by means of collaborative Web 2.0 tools (Mondahl, 2009).

In relation to constructivist aspects, the theory of *community of practice* provides a worthwhile perspective to language teaching and learning paradigm. Community of practice theory regards learning as a social participation in which people involve in the "process of being active participants in the practices of social communities and constructing identities in relation to these communities" (Wenger, 1998, p. 4). Quinton (2006) defines community of practice as networked learning systems that link the participants and learning system components through multiple levels of practice and inquiry. This is basically similar to what Web 2.0 tools contribute to the education by means of the networks built up among learners. As long as learners or teachers make use of these tools and applications, they both enhance their 21st century skills- especially information, media, technology skills and 4Cs (critical thinking-communication-collaboration, creativity)- and become members of new communities.

2.5 Related Studies

The literature on the use of technology, the Internet or mobile devices in language teaching or integration of any of them into this process recommends varying opinions and discussions about the efficiency of them in promoting the foreign language learning or development of any language skills. Accordingly, it is also possible to find related research studies concerning faculty members, academics, instructors, prospective teachers and students' awareness, use or routine of Web 2.0 tools respectively, yet they were not specifically carried out with the lecturers of English language teaching departments or school of foreign languages' as in the current research study. The studies conducted in Turkish setting, in which the participants are made up of either teachers or learners, generally focuses on the effects of using particular web 2.0 tools or attitudes towards use of them in foreign

language teaching and learning process. In what follows, some research studies from Turkish setting and their results will be presented respectively.

In their study, Usluel, Mazman and Arıkan (2009) inspected prospective English language teachers' awareness of collaborative Web 2.0 tools, especially blogs, wikis and podcasts. The data was collected through the use of a questionnaire developed by the researchers, and 162 prospective teachers took part in the research. The result of the study showed that podcasts were not favored by the participants while wikis were most widely preferred web 2.0 among three of them. Blogs, on the other hand, were not used so much by the participants as many of them were not informed about this tool.

In his study, Horzum (2010) examined teachers' awareness, frequency and purpose of using Web 2.0 tools in terms of different variables. The study was conducted with the participation of 183 teachers who were in the in-service training in the Ministry of Education. The researcher developed a survey to collect the data. The result of the study indicated that these teachers were aware of Facebook, MSN and video sharing sites (VSS), yet they were not aware of Weblogs or Podcasts. Furthermore, it was revealed out that teachers used Facebook once a week, MSN every day, and VSS a few days in a week. Their purpose of the using these tools was for fun, communication and accessing information.

In a study carried out by Şahin-Kızıl (2011), EFL teachers' ICT use and their attitudes towards it were examined. 76 English language teachers working at state high school participated in this study and a questionnaire was administered. The result of the study revealed out that the EFL teachers had positive attitude towards the use of ICT in foreign language teaching, and use of computer technologies in this process as more beneficial than traditional teaching methods. The result of the study also showed that teachers listed insufficient training opportunities and inefficient class time as the difficulties faced in the integration of ICT tools into their teaching practices.

In their study about the use of virtual learning environments, Uzunboylu, Biçen and Çavuş (2011) aimed to find out the impact of the integration of Web 2.0 tools and

Windows Live Spaces (WLS) into students' learning process. The data was collected through the use of a questionnaire measuring learners' opinions about the usefulness of Web 2.0 tools. 55 graduate students took part in the study. The researchers found out that WLS could be an alternative efficient method for teaching, yet the students' individual differences and expectations should be taken into concern before deciding on the integration of this tool into teaching and learning practices. On the other hand, the use of different Web 2.0 tools integrated into this learning environment was found effective as it provided learners with a better understanding of the courses.

Similarly, Cephe and Balçıkanlı (2012) conducted a research in order to find out ELT student teachers' viewpoints about the use of Web 2.0 tools in language learning. For this purpose, the participants were given training about web technologies and their usages. To collect the data, the researchers adapted a questionnaire and conducted follow up interviews with some of the students three months after the training. The quantitative data was collected from 139 students while qualitative data was gathered with the participation of 20 students in the interviews. In the light of the collected data, it was proposed by the researchers that the student teachers held positive feelings toward the use of web 2.0 tools in language learning and teaching practices in spite of the absence of the technological devices.

Aydın and Yıldız (2014) conducted a study about the use of a specific Web 2.0 tool, wiki, and its role in promoting collaborative EFL writing. The research was carried out with 34 intermediate level EFL students at a university, and they were assigned three different types of wiki-based collaborative writing tasks. The students' wiki pages were investigated, a questionnaire was administered and a follow up interview weas carried out with them. The result of the study ascertained that wiki based collaborative writing tasks resulted in the correct use of grammatical patterns by 94%, and more attention was paid to meaning rather than form in the writing tasks. Moreover, the students reported that their performance in writing skills improved a lot. On the other hand, the students used peer-correction mostly in argumentative task.

Can and Şimşek (2015) investigated the use of 3D virtual learning environments in training foreign language pre-service teachers. A mixed methods design was adopted in the study with the participation of 36 English Language Teaching Department senior students. The result of the study showed that the students' involvement was attained by 85% in 3D environment, and about 65% of them found the experience on 3D environment consistent with their experiences in real life. Moreover, most of them enjoyed the virtual classroom experience and reported that they would prefer to carry out lessons in a virtual world like in Second Life.

Başöz (2016) examined pre-service EFL teachers' attitudes towards language learning through social media. The study was carried out with 120 pre-service EFL teachers, and a questionnaire was utilized as a data collection instrument. The result of the study showed that pre-service teachers held positive attitudes towards use of social media in foreign language learning, and they reported that social media could help them develop their vocabulary knowledge. What is more, the participants expressed that the atmosphere in social media created a relaxing atmosphere for language learning and provided them with a more authentic use of the language.

3. METHODOLOGY

3.1. Presentation

This chapter introduces the research methodology of the study intended to find out the faculty members' and instructors' awareness, routines and use of Web 2.0 tools in their teaching practices and for professional purposes. In this chapter, research design of the study, participants, data collection instruments and the procedure for data collection are introduced respectively. The quantitative and qualitative parts of the research design are explained in detail. In participants part, the demographical information about the participants and related general information are stated. In the following steps, data collection instrument is presented with its stages. The research questions are as follows:

1. What are ELT faculty members and EFL instructors' awareness levels of the Web 2.0 tools?
2. To what extent do ELT faculty members and EFL instructors make use of Web 2.0 tools for their profession?
3. What are their routines of the use of Web 2.0 tools?
4. What are their ideas and priorities about the educational purposes of the use of Web 2.0 tools and the obstacles they encounter during using them?
5. What is the relationship between faculty members' and instructors' awareness, use, routines and other variables: age and time spent on the Internet?
6. What specific Internet and Web 2.0 tools do the participants use for what purposes?
7. What is the mean difference among the participants' awareness, use and routines of the Web 2.0 tools in terms of their *knowledge of Web 2.0 concept?*
8. Is there a significant difference between faculty members and instructors in terms of their level of the awareness, use and routines of Web 2.0 tools?

3.2. Research Design

The current study employs a mixed-methods research design in which both quantitative and qualitative data were collected. In order to get more meaningful results out of the study, a mixed-methods research design was adopted to analyze the data. According to Dörnyei (2007, p.42), “a mixed-methods study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process”. In this study, a questionnaire was administered for quantitative data collection, and a follow up interview was carried out for qualitative research respectively. Kendall (2008) asserts that questionnaires can supply the researchers with evidence of patterns among the participants whilst the data obtained from the interviews let them gain more in-depth insights into the interviewees’ ideas, attitudes and actions about the research topic.

In order to find out the faculty members and instructors’ routines for the use of Web 2.0 tools, descriptive statistics were utilized. Descriptive statistics are generally used to describe, characterize the answers of a group of respondents or to get a summary and overview of the data in terms of frequencies or percentages of different answers to those questions (Brown, 2001; Mackey & Gass, 2005). On the other hand, to analyze the faculty members and instructors’ awareness and use of Web 2.0 tools, descriptive statistics like frequencies, means, percentages and standard deviations were used for each variable and item in order to analyze the level of the awareness, routines and use of specific Web 2.0 tools by the faculty members and the instructors. To investigate the correlation among different variables Pearson Correlation was utilized. Mackey and Gass (2005) claim that correlational research includes the collection of the data planned to analyze the existence and strength of a relationship between two or more variables. Lastly, in order to discover the significant difference among some specific variables, t-test statistical procedure was adopted.

For the qualitative part of the research, a semi-structured interview was carried out in order to see if the interviews support the results of the quantitative data. The data gathered from interviews were analyzed through the use of content analysis. It includes coding the data gathered from interviews so as to discover patterns and get a sound understanding (Mackey & Gass, 2005). After going through the

transcriptions of the interviews many times, some certain themes and categories are identified, and the data were interpreted by taking those categories into consideration.

3.3. Participants

The participants of the current study were chosen through convenience or opportunity sampling process. This sampling procedure is “the most common non-probability sampling type in L2 research, where important criterion of sample selection is the convenience to and resources of the researchers” (Dörnyei & Csizer, 2012, p. 81). Here, the important point is the participants’ meeting the certain criteria. The participants from all over Turkey were accessed online through e-mails, social network sites, especially Facebook and LinkedIn. Nearly 130 participants, composed of both faculty members and instructors working at English teaching departments and school of foreign languages of various state universities, were reached online in spring academic year of 2017. They were informed individually about the research study and asked for their voluntarily participation. 101 participants took part in the quantitative part of the study by filling in the questionnaire. Therefore, the return rate to the online questionnaire was nearly 78 % (n=101). The demographic information about the participants will be presented in chapter 4 in detail. Some of the participants, especially the ones who had already done research about the Web 2.0 tools and ICT, even gave feedback and wrote some comments via e-mail. Their feedback gave inspiring ideas about the route of the current research study. On the other hand, the participants who were interviewed for the qualitative research part of the study were chosen randomly from the participants who had already filled in the questionnaire.

3.4. Data Collection Instruments

As it is mentioned in the research design part, a mixed methods research tradition was adopted in order to find out the faculty members and instructors’ awareness, routines and uses of Web 2.0 tools. For the quantitative part of the research, a questionnaire was designed. It was adapted from the related research studies of Coutinho & Bottentuit Junior (2008), Kennedy et al. (2007), and Cephe & Balçıkanlı

(2012). The questionnaire was composed of 4 parts respectively. It is a self-administered questionnaire. In related literature, a self-administered questionnaire is defined as a type of questionnaire that is “designed specifically to be completed by a respondent without intervention of the researchers collecting the data” (Lavrakas, 2008).

Part 1 was made up of the *general information* about the participants including their *gender, age, title, years of experience* and *time spent on the Internet*. Part 2 was composed of 14 items which were designed to measure participants’ level of the *awareness and use of web 2.0 tools*. The participants were asked to choose an option, ranging from ‘*strongly agree’* to ‘*strongly disagree’,* that best corresponded to their level of agreement. In part 3, the participants were asked to state how often they use web 2.0 tools by choosing one option out of five ranging from ‘*never’* to ‘*always’*. The purpose of this part is to find out the *routines* of the participants in terms of their use of web 2.0 tools. Part 4, lastly, was designed to identify the participants’ ideas about *web 2.0 tools’ educational purposes*. In this part, the participants were wanted to tick out of 7 statements.

For the qualitative part of the research, an interview was carried out with 10 voluntary participants. The interview was a semi-structured, that is, there were a set of questions in the interview, yet they were not rigorous, and neither interviewer nor interviewee had to follow a rigid flow. Namely, it had a flexible flow. The questions in the interview were complementing with the questions in the questionnaire and aimed to find out the participants’ ideas about the use of web 2.0 tools both for professional use and in their foreign language teaching practices, and some obstacles they face in using them.

3.5. Procedures For Data Collection

As a mixed methods research design was employed in the current study, a questionnaire was designed by adapting from three different research studies (Coutinho & Bottentuit Junior, 2008; Kennedy et al., 2007; Cephe & Balçıkanlı, 2012), and a follow up interview questions were prepared by taking items and questions from the questionnaire into consideration.

For the quantitative part of the research, at the first step, the questionnaire was piloted with 27 EFL instructors working in a state university in Turkey. The purpose

of the piloting of the questionnaires was to identify what type of responses the participants produce and what lacking points in the questionnaire they analyzed. The raw data gathered from the questionnaire was analyzed through the use of SPSS 21.0. The reliability of the part 2 in questionnaire was found 0,82 through the use of reliability statistics Cronbach's Alpha. Cronbach's Alpha is a measure which examines the internal-consistency of the answers to the questions on a survey, and it can be used for the answers given on a scale. (Brown, 2001). The answers of the questions in Part 2 were designed in Likert Scale ranging from strongly agree to strongly disagree. Below is the table of reliability statistics of part 2 in the piloted questionnaire:

Table 3.1: Reliability of the piloted questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.82	14

After completing piloting procedure, some experts on the related area (ELT) were consulted to get feedback and ideas about the clarity and the consistency of the tool. In the light of the feedback taken from the experts, some items were clarified in order not to cause any misconception in the participants' minds. Since any misunderstanding or confusion that an ambiguous item created in the mind of the participant might have changed the result of the research. Having been done with necessary editing on the questionnaire, it was designed online via the use of Google Docs. It is a user-friendly web tool allowing the users to create a variety of question and answer types. 130 participants, made up of both faculty members and instructors working at school of foreign languages or ELT departments in several state universities were contacted online via e-mail, social network sites such as Facebook and LinkedIn. First, they were informed individually about the current research study and asked for their voluntarily participation. In the following phase, they were provided with a link of the questionnaire on the Google Docs. 101 of them took part in the research study, so the return rate was 77.7 %.

For the qualitative part of the mixed-method research design, interviews were carried out with 10 participants who had already filled in the questionnaires. The participants for the interview were selected with convenience sampling. The

questions posed to the participants during the interview were complementing with the questions on the questionnaire. What is different from filling in the questionnaire here is that the interviewees had the opportunity to express not only their ideas, attitudes and beliefs about the use of web 2.0 tools, but also their awareness, use and routines about these certain web 2.0 tools in foreign language teaching freely. The interviewees were asked if they wanted to hold the conversation in their native language (Turkish) or in English so that they might feel themselves more comfortable while expressing their opinions. Face-to-face interviews were carried out with 9 of the interviewees while one of the interviewees was contacted by video conferencing through Skype. As the interview was semi-structured, the interviewees did not have to answer certain questions in a pre-defined framework. Conversely, they were asked some questions about the web 2.0 tools and foreign language teaching, and they were free to change the flow of the interview with the ideas they bring in the flow. Most of the interviews took about 10-15 minutes each, and the talks were transcribed into word files in order to carry out a content analysis.

3.6. Procedures For Data Analysis

To analyze the data, a series of procedures were followed. The quantitative data gathered from the questionnaires were analyzed via the use of SPSS 21.0. In order to identify the faculty members' and instructors' awareness, routines and use of Web 2.0 tools, descriptive statistics like means, frequencies and standard deviations were used. What is more, to see if there was a relationship among different variables such as demographics, awareness, use, routines and more, Pearson correlation was utilized. Furthermore, T-Test statistics was employed in order to see if there is a significant difference between some specific variables.

On the other hand, the data generated from the interviews, (audio-recorded data) were transformed into written documents. As for the analysis of the interviews, the audio recordings of 10 interviewees were transcribed. In line with the recommendations advised by Mackey & Gass (2005) and Dörnyei (2007), the transcriptions were printed and coded with reference to the research questions. Through the analysis of these transcriptions by reading them many times, some themes and categories were identified according to frequency of the expression or opinions uttered by the interviewees. The content analysis method was employed

and some categories were discovered in the interviews. The coded data and identified categories led to interpretation of the interviews. The questions posed during the interview were categorized based on the research questions and the answers given by the interviewees were coded by making use of keywords. The general categories are indicated in the table below:

Table 3.2: Categorization of the interview transcriptions

No	Categories related to research questions	Relevant interview questions or/and parts
1	Frequency of the use of the Internet and Web 2.0 tools	*RQ 2, Part 4.2*
2	Purposes of using the Internet and Web 2.0 tools (both for personal and professional)	*RQ6*
3	Internet tools used by the interviewee	*RQ6*
4	Knowledge of the 'Web 2.0' concept	*RQ1, Part 4.3*
5	Definition of the concept of 'Web 2.0'	*RQ1*
6	Examples of Web 2.0 tools given by the interviewee	*RQ1*
7	Specific Web 2.0 tools used by the interviewee	*RQ6*
8	Educational uses of Web 2.0 tools	*RQ4*
9	Problems encountered in the use of Web 2.0 tools	*RQ4*

RQ: Research question

3.7 Conclusion

This chapter mainly focuses on the methodological constituents of the study. Firstly, research design was described in detail. Then, demographic information about the participants were stated. In what follows, procedures for data collection were explained step by step. At last, the procedures followed in order to analyze qualitative and quantitative data were delineated. In the following chapter, the result of the analysis will be presented in detail.

4. RESULTS AND DISCUSSION

4.1 Presentation

The main purpose of the current study is to examine the faculty members' and instructors' (working at ELT departments or school of foreign languages in state universities) awareness, routines and use of Web 2.0 tools. In this chapter, the quantitative and qualitative data gathered through questionnaires and interviews were analyzed respectively. The quantitative data were analyzed through the use of SPSS 21.0 whilst the qualitative data were analyzed through content analysis method. In this chapter, findings of both qualitative and quantitative data analyses and the results are presented respectively.

4.2 General Information And Demographic Characteristics Of The Participants

In the first part of the questionnaire, the participants were asked to fill in the necessary parts about their demographic information, other general characteristics like title, age, years of experience and time spent on the Internet. All of the participants work either in ELT departments or in the school of foreign languages at state universities in Turkey. 101 participants consisting of faculty members and instructors took part in the current research. Table 4.1 below presents abovementioned characteristics about the participants.

Table 4.1: Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	31	30.7	30.7	30.7
Female	70	69.3	69.3	100
Total	101	100	100	

The scope of the study involves state universities all around Turkey. As can be seen in table 4.1, most of the participants are female. 30.7 % (n=31) of them are male while 69.3 % of them are female.

Table 4.2: Age

Age	Frequency	Percent	Valid Percent	Cumulative Percent
22-29	52	51.5	51.5	51.5
30-39	34	33.7	33.7	85.1
40-49	10	9.9	9.9	95.0
50-	5	5.0	5.0	100.0
Total	101	100	100	

According to table 4.2 the age of the participants ranges from 22 to 50+. A little more than half of the participants, that is, 51,5 % (n=52) are between 22-29 ages. 33,7 % (n=34) of them are between 30-39 years old. Lastly, while 9,9 % (n=10) of the participants are between 40-49 years old, 5% (n=5) of them are 50 or more than 50 years old. It can be deduced from the information stated above that most of the participants are made up of young and adult participants.

Table 4.3: Title

Title	Frequency	Percent	Valid Percent	Cumulative Percent
Prof.	2	2.0	2.0	2.0
Assoc Prof.	4	4.0	4.0	5.9
Asist Prof.	14	13.9	13.9	19.8
Dr.	2	2.0	2.0	21.8
Lect.	13	12.9	12.9	34.7
Res. Asist.	11	10.9	10.9	45.5
Inst.	55	54.5	54.5	100.0
Total	101	100.0	100.0	

Table 4.3 indicates the distribution of the title of the participants working at state universities in Turkey. As can be seen in the table above, 2% (n=2) of the participants are professors, 4% (n=4) of them are associate professors, 13.9 % (n=14) of them are assistant professors, 2% (n=2) of them are doctors, 12.9 % (n=13) of them are lecturers, 10.9 % (n=11) are research assistants, and lastly 54.5 % (n=55) of them are made up of instructors. Moreover, instructors outnumber the faculty members by %10. That is to say, while 45.5 % (n=46) of the participants are faculty members, 54.5 % (n=55) of them are instructors.

Table 4.4: Years of experience

Years of Experience	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	45	44.6	44.6	44.6
6-10	27	26.7	26.7	71.3
11-15	11	10.9	10.9	82.2
16-	18	17.8	17.8	100.0
Total	101	100.0	100.0	

Table 4.4 shows the participants' years of experience in the area of teaching English as a foreign language and field of ELT. Nearly half of the participants, that is, 44.6 % (n= 45) have experience 1 to 5 years. Then, 26% (n=27) of them have 6 to 10 years of experience. And while 10.9 % (n=11) of the participants have experience between 11 and 15 years, 17.8 % (n=18) of them have more than 16 years of experience.

Table 4.5: Time spent on the Internet

Time spent on the Internet (in a week)	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 3 hours	5	5.0	5.0	5.0
3-6 hours	37	36.6	36.6	41.6
6-8 hours	11	10.9	10.9	52.5
More than 8 hours	48	47.5	47.5	100.0
Total	101	100.0	100.0	

Table 4.5 classifies the participants in terms of the time they spend on the Internet. As can be seen in the table above, almost half of the participants, 47.5 % (n=48) spend more than 8 hours on the Internet for varying purposes in a week. The number of the participants spending time on the Internet between 3 to 6 hours follows it with 36.6 % (n=37). And whilst participants spending 6 to 8 hours on the Internet make up of 10.9 % (n=11) of the total participants, 5% (n=5) of them spend less than 3 hours in a week.

When the interview results were taken into consideration, they were found to be nearly consistent with the questionnaire data. As stated in methodology chapter, Category 1, *frequency of the use of the Internet and Web 2.0 tools,* was identified as in the scope of this part and refers to first research question. 7 of the interviewees reported that they spend time on the Internet more than 8 hours a week. Of the 10 participants, just 3 of them narrated that they use the Internet 6-8 hours a week.

The general information and demographic characteristics of the participants mentioned above (apart from result of *time spent on the Internet* in interview data) belong to the whole participants that took part in the quantitative part of the research. As noted earlier, 10 of the participants randomly chosen from the participants who took part in the questionnaire were interviewed on a volunteer basis. The general characteristics and demographics are as follows: The interviewees are made up of 5 faculty members and 5 instructors. The faculty members consist of 2 research assistants and 3 assistant professors. While the ages of the interviewees range from 27 to 42, their teaching experience in FLT ranges from 6 to 18 years.

4.3 Awareness And Use Of Web 2.0 Tools

The second part of the questionnaire consists of 14 items. The participants were to respond to the items in five point Likert scale ranging from 1 (=strongly disagree) to 5 (=strongly agree). Before responding to these items, the participants were supposed to answer the question *"Did you already know the concept of 'Web 2.0'?"* as *'yes'* or *'no'*. The table below indicates the answers given to this question.

Table 4.6: Concept Check

Concept	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	75	74.3	74.3	74.3
No	26	25.7	25.7	100.0
Total	101	100.0	100.0	

What can be drawn from the results stated in the table is that most of the participants already knew the concept of 'Web 2.0'. 74.3 % (n=75) of the participants already knew the Web 2.0 concept, whereas 25.7 % (n=26) of them did not.

In the qualitative data analysis, interview results are found to be consistent with data gathered from the questionnaire. Category 4, theme identified as the *knowledge of the Web 2.0 concept, is in the scope of this part and refers to the first research question.* According to the result of this part in the interview, of the 10 interviewees, 7 of them stated that they have already heard about the "Web 2.0 concept". 2 of them stated that they have never heard about it, one of them reported that "*I have not heard it before, and I have even no idea about it"*. One of the interviewees, on the other hand, stated that "*I do not remember if I heard it or not, but maybe I have*

been already using it". Thus, it can be claimed that the results of interview data coincide with the data gathered from the questionnaire about the concept check or knowledge of the concept in other words.

4.3.1 Results and Discussion for Research Questions 1 and 2:

Research question 1: What are ELT faculty members and EFL instructors' awareness levels of the Web 2.0 tools?
Research question 2: To what extent do ELT faculty members and EFL instructors make use of Web 2.0 tools for their profession?

In order to find the answer to these research question, descriptive analyses were utilized, and the data gathered from the interviews were stated after the quantitative data analysis. As it was aforementioned, second part of the questionnaire constitutes of 14 items measuring awareness and use of web 2.0 tools by the participants. Items 1, 3, 5, 7, 9, 11 and 13 were the items measuring the participants' *awareness* level of seven different Web 2.0 tools: (1-2) Social network sites, (3-4) Wikis, (5-6) Blogs, (7-8) Podcasts, (9-10) Multimedia sharing tools, (11-12) Online teaching platforms and virtual learning environments, and (13-14) Test creation and presentation tools. On the other hand, items 2, 4, 6, 8, 10, 12 and 14 were designed to learn about participants' level of the *use* of abovementioned Web 2.0 tools. In what follows, the tables demonstrating the *awareness* and *use* levels were discussed with all variables one by one.

Table 4.7: Concept vs Awareness and Use

Concept		N	Minimum	Maximum	Mean	Std. Deviation
	Aware	75	1.43	5.00	4.35	.63
Yes	**Use**	75	1.14	4.71	3.27	.79
	Valid N	75				
	Aware	26	1.86	4.86	3.74	.83
No	**Use**	26	1.14	4.14	2.64	.77
	Valid N	26				

What can be drawn from the mean scores and standard deviations in table is that the participants who already knew the concept of 'Web 2.0' (n=75) use Web 2.0 tools (M=3.27; SD= .79) in their profession more than the ones who did not already

knew the concept of 'Web 2.0' (n=26; M=2.64; SD= .77). In relation to this, the participants who already knew the concept of 'Web 2.0' are quite more aware of the web 2.0 tools (M= 4.35; SD= .63) than the ones who did not already knew the concept of 'Web 2.0' (M=3.74; SD= .83). Considering these results, it can be proposed that the faculty members and instructors who were already familiar with Web 2.0 tools are accordingly more aware of Web 2.0 tools, and use them more in their profession than the ones who were not already familiar with the concept of 'Web 2.0' concept.

Table 4.8: Gender vs Awareness and Use

Gender		N	Minimum	Maximum	Mean	Std.Deviation
	Aware	31	1.43	5.00	4.19	.87
Male	**Use**	31	1.43	4.71	3.19	.82
	Valid N	31				
	Aware	70	1.86	5.00	4.20	.68
Female	**Use**	70	1.14	4.57	3.07	.84
	Valid N	70				

Table 4.8 illustrates the mean scores and standard deviations of the level of awareness and use of Web 2.0 tools by the participants in terms of their gender. While female participants (n=70) are slightly more aware of the Web 2.0 tools (M=4.20; SD=.68) than the male participants (n=31; M= 4.19; SD= .87), male participants use Web 2.0 tools in their profession (M= 3.19; SD= .82) more than female participants (M= 3.07; SD= .84).

Table 4.9: Age vs Awareness and Use

Age		N	Minimum	Maximum	Mean	Std. Deviation
	Aware	52	1.86	5.00	4.20	.66
22-29	**Use**	52	1.14	4.57	3.05	.84
	Valid N	52				
	Aware	34	3.00	5.00	4.23	.67
30-39	**Use**	34	1.57	4.71	3.12	.81
	Valid N	34				
	Aware	10	1.86	5.00	4.14	.97
40-49	**Use**	10	1.43	4.71	3.27	.98
	Valid N	10				
	Aware	5	1.43	5.00	3.97	1.44
50-	**Use**	5	2.29	4.43	3.37	.81
	Valid N	5				

Table 4.9 demonstrates the mean scores and standard deviations of the awareness level and use of Web 2.0 tools by the participants concerning their age. The participants between the ages 30 and 39 (n= 34) make up the group of participants that is the most aware of the Web 2.0 tools (M=4.23; SD= .67) among all. The participants between 22 and 29 years old follows the previous group with the second highest awareness level (M=4.20; SD= .66). On the other hand, the participants', between 40 and 49 (n=10; M=4.14; SD=.97), are rather more aware of the Web 2.0 tools than those who are over 50 (n=5; M= 3.97; SD= 1.44). As can be seen in the table above, young and young adult groups are more aware of the Web 2.0 tools.

When the figures above were examined in terms of *use* of Web 2.0 tools, surprisingly, the participants who are over 50 (n=5) are seen to be the ones who use Web 2.0 most (M=3.37; SD= .81) among all age groups. The participants between 40-49 (n=10) follow the previous group of participants with the second highest level of use of Web 2.0 tools (M= 3.27; SD= .98). The participants between 30-39 ages use Web 2.0 tools (M=3.12; SD=.81) less than the previous two groups of participants, yet more than the participants between 22-29 ages (M= 3.05; SD= .84). Considering Table 4.9 which plots the age vs level of awareness and use, it can be proposed that as the ages of the participants increase, the use of Web 2.0 tools increases as well. Whereas, the same cannot be said for the awareness level of the Web 2.0 tools by the same age groups.

Table 4.10: Title vs Awareness and Use

Title		N	Min.	Max.	Mean	Std. Deviation
	Aware	2	1.86	5.00	3.42	2.22
Prof.	**Use**	2	1.43	3.86	2.64	1.71
	Valid N	2				
	Aware	4	4.43	5.00	4.67	.24
Assoc Prof	**Use**	4	3.14	4.71	4.25	.75
	Valid N	4				
	Aware	14	1.43	5.00	4.24	1.03
Asist Prof	**Use**	14	1.86	4.29	3.21	.77
	Valid N	14				
	Aware	2	3.29	4.00	3.64	.50
Doctor	**Use**	2	2.57	3.57	3.07	.70
	Valid N	2				
	Aware	13	2.86	5.00	4.05	.70
Lecturer	**Use**	13	1.14	4.00	2.91	.82
	Valid N	13				

Title		N	Min.	Max.	Mean	Std. Deviation
	Aware	11	1.86	5.00	3.90	.99
Res.Asist	**Use**	11	1.14	4.29	2.72	.96
	Valid N	11				
	Aware	55	2.86	5.00	4.29	.53
Instructor	**Use**	55	1.57	4.57	3.15	.76
	Valid N	55				

Table 4.10 depicts the mean scores and standard deviations of the level of awareness and use of Web 2.0 tools by the participants regarding their titles. The participants who are associate professors (n=4) make up the group which has the highest level of awareness of Web 2.0 tools (M= 4.67; SD= .24) among all participants. Following this, the instructors (n=55) has the second highest awareness level of Web 2.0 tools (M=4.29; SD= .53). While assistant professors (n=14) are more aware of the Web 2.0 tools (M=4.24; SD=1.03) than lecturers (n=13), lecturers' awareness level of Web 2.0 tools (M=4.05; SD=.70) is higher than research assistants (n=11; M=3.90; SD=.99). The participants who make up the group that is the least aware of the Web 2.0 tools is professors (n=2; M=3.42; SD= 2.22). However, the participants who hold Phd degree or are doctors (n=2), are a little more aware of the Web 2.0 tools (M=3.64; SD=.50) than professors, yet less aware than research assistants.

In parallel with the awareness results, the group of participants using Web 2.0 tools most in their profession is associate professors (M=4.25; SD=.75). Second highest use of Web 2.0 tool rates belong to assistant professors (M= 3.21; SD=.77). Instructors follow assistant professors in terms of the level of use of Web 2.0 tools (M=3.15; SD=.76). While research assistants use web 2.0 tools in their profession (M=2.72; SD= .96) more than professors (M=2.64; SD=1.71), lecturers are the ones who uses Web 2.0 tools in their profession most (M=2.91; SD=.82) amongst these last three. What can be deduced from the figures in table 4.10 in short is that while associate professors have got the highest level of awareness and use of Web 2.0 tools, professors are the ones who have got the lowest level of awareness and use of Web 2.0 tools in their profession.

Table 4.11: Experience vs Awareness and Use

Experience		N	Minimum	Maximum	Mean	Std. Deviation
	Aware	45	1.86	5.00	4.17	.70
1-5	**Use**	45	1.14	4.57	3.03	.84
	Valid N	45				
6-10	**Aware**	27	3.00	5.00	4.31	.62
	Use	27	1.57	4.57	3.16	.82
	Valid N	27				
	Aware	11	3.14	5.00	4.15	.68
11-15	**Use**	11	2.14	4.71	3.06	.75
	Valid N	11				
	Aware	18	1.43	5.00	4.11	1.02
16-	**Use**	18	1.43	4.71	3.27	.90
	Valid N	18				

Table 4.11 above outlines the mean scores and standard deviations of level of the *awareness and use of Web 2.0 tools* by the participants with regard to their experience. While the participants, who have experience in the profession between 6-10 years (n=27), have the highest level of awareness of Web 2.0 tools (M=4.31; SD=.62), the participants who have 16 years or more experience (n=18) have the lowest level of awareness level (M=4.11; SD= 1.02). The second highest level of Web 2.0 awareness (M=4.17; SD=.70) belongs to the group of participants who have 1 to 5 years of experience (n=45) in their profession. The participants, whose professional experience ranges from 11 to 15 years (n=11), on the other hand, have the third awareness level (M=4.15; SD=.68) amongst all.

As can be seen in table 4.11, contrary to their results for awareness level, web 2.0 tools are mostly used by the participants who have 16 or more years of experience in their professions (M=3.27; SD=.90). The participants, whose professional experience ranges from 6 to 10 years (M=3.16; SD=.82), use web 2.0 tools a little more than those who have professional experience between 11 and 15 years (M=3.06; SD=.75). The participants who use the Web 2.0 tools least are the ones who have 1 to 5 years of experience in their profession.

Table 4.12: Time spent on the Internet vs Awareness and Use

Time spent on the Internet (in a week)		N	Min.	Max.	Mean	Std. Deviation
Less than 3 hours	**Aware**	5	1.86	5.00	3.74	1.25
	Use	5	1.43	4.29	2.80	1.32
	Valid N	5				
3-6 hours	**Aware**	37	1.43	5.00	4.13	.74
	Use	37	1.14	4.71	3.26	.80
	Valid N	37				
6-8 hours	**Aware**	11	3.43	4.57	3.88	.37
	Use	11	1.57	3.43	2.54	.58
	Valid N	11				
More than 8 hours	**Aware**	48	1.86	5.00	4.37	.70
	Use	48	1.14	4.57	3.16	.81
	Valid N	48				

Table 4.12 depicts the mean scores and standard deviations of level of the awareness and use of Web 2.0 tools by the participants with reference to their experience. The participants who spend more than 8 hours on the Internet in a week (n=48) are the ones who have got the highest level of *awareness* of the Web 2.0 tools (M=4.37; SD=.70). The second highest level of *awareness* (M= 4.13; SD=.74) with regard to time spent on the Internet in a week belongs to the participants who spend 3 to 6 hours on the Internet in a week (n=37). And while the participants who spend 6 to 8 hours on the Internet in a week (n=11) has the third highest level of awareness of web 2.0 tools (M=3.88; SD= .37), the participants who spend less than 3 hours on the Internet in a week (n=5) has the lowest level of awareness of the Web 2.0 tools (M=3.74; SD= 1.25). What can be inferred from these results is that, the participants who spend the time most on the Internet have the highest level of awareness of Web 2.0 tools, whilst the participants who spend time least on the Internet have the lowest level of the awareness of Web 2.0 tools.

Once the figures above were examined in terms of *use of Web 2.0 tools*, it can be proposed that the participants who spend 3-6 hours on the Internet in a week use Web 2.0 tools most (M=3.26; SD=.80) among all the participant groups. The participants who spend less than 3 hours on the Internet in a week use Web 2.0 tools (M=2.80; SD= 1.32) less than those who spend more than 8 hours on the Internet (M= 3.16; SD=.81). The participants who spend 6-8 hours on the Internet in

a week makes up the group who uses Web 2.0 tool least amongst all (M=2.54; SD=.58).

In the qualitative part of the research, the interviewees mentioned about the time they spend on using specific Web 2.0 tools such as Facebook, Twitter, blogs and multimedia sharing tools. The results suggest that 70% of them use these Web 2.0 tools 2-3 hours a day on average, and that makes more than 8 hours a week. That seems to be consistent with the abovementioned results in the quantitative part of the research.

Table 4.13: Level of Awareness and Use of each Web 2.0 tool

Items	N	Mean	Std. Dev.
1. I'm aware of social network sites.	101	4.66	.73
2. I'm aware of social network sites and I use them in my profession.	101	3.75	1.33
3. I'm familiar with wikis.	101	3.70	1.40
4. I'm familiar with wikis and I use them in my profession.	101	2.66	1.44
5. I know about blogs.	101	4.45	.91
6. I know about blogs and I use them in my profession.	101	2.68	1.24
7. I'm acquainted with podcasts.	101	3.95	1.27
8. I'm acquainted with podcasts and I use them in my profession.	101	2.67	1.31
9. I'm knowledgeable about multimedia sharing tools.	101	4.53	.76
10. I'm knowledgeable about multimedia sharing tools and I use them in my profession.	101	3.63	1.18
11. I'm no stranger to online teaching platforms and virtual learning environments.	101	4.04	1.16
12. I'm no stranger to online teaching platforms and virtual learning environments and I use them in my profession.	101	3.19	1.35
13. I'm aware of online test creation and presentation tools.	101	4.06	1.08
14. I'm aware of online test creation and presentation tools and I use them in my profession.	101	3.21	1.32
Valid N	101		

As is aforementioned, in the second part of the questionnaire, while the items in odd numbers tell about the participants' awareness level of Web 2.0 tools, items in even numbers present the level of Web 2.0 tools use. Table 4.13 delineates the mean scores and standard deviations of level of the awareness and use of Web 2.0 tools by the participants with regard to *each specific Web 2.0 tool*. As can be seen in the table, participants' highest level of awareness concentrates on the social network sites (M=4.66; SD= .73). Multimedia sharing tools possess the

second highest level of awareness (M=4.53; SD=.76). The third highest level of awareness (M=4.45; SD=.91) belongs to blogs. The order of the awareness level from highest to the lowest after blogs goes as follows: test creation tools (M= 4.06; SD=1.08), online teaching platforms and virtual learning environments (M= 3.19; SD=1.35), podcasts (M=3.95; SD=1.27) and wikis (M=3.70; SD= 1.40). What can be inferred from the figures on the table is that as people from various age groups make use of social network sites on a regular basis, it is no surprising to get the result of highest awareness level of social network sites. On the other hand, although there are many research studies in the related literature about the use of wikis in development of writing skills foreign language teaching and more, the lowest awareness level belongs to them.

As can be inferred from the figures shown on the table 4.13, Web 2.0 tools *used* most by the participants are social network sites (M= 3.75; SD=1.33) again. As in the awareness level, multimedia sharing tools possess the second highest use rate (M=3.63; SD=1.18). It can be clearly seen on the table that faculty members and instructors use online test creation tools (M=3.21; SD=1.32) more than online teaching platforms and virtual learning environments (M=3.19; SD=1.35) in their professions. When the participants level of use of blogs is taken into account, it can be safely asserted that they utilize blogs (M=2.68; SD=1.24) relatively more than podcasts (M=2.67; SD=1.31) and wikis (M=2.66; SD=1.44).

Table 4.14 depicts the mean scores of *use of web 2.0 tools* in general (M= 3.11; SD=.83). The mean score of 3.11 out of 5 about the *use of web 2.0 tools* means that the participants use the web 2.0 tools in a little more than medium level.

Table 4.14: Use of Web 2.0 tools in general

	N	Minimum	Maximum	Mean	Std. Deviation
Use	101	1.14	4.71	3.11	.83
Valid N	101				

Table 4.15 clearly illustrates the mean scores of the level of *awareness* (M=4.19; SD=. 74) in general. What can be deduced from this figure is that the participants are highly *aware* of Web 2.0 tools mentioned in table 4.13.

Table 4.15: Awareness of Web 2.0 tools in general

	N	Minimum	Maximum	Mean	Std. Deviation
Aware	101	1.43	5.00	4.19	.74
Valid N	101				

As the data gathered from the interview is taken into concern, the result of the interviews seems to coincide with the result of the questionnaire to a certain degree. The category identified in the scope of this research question and this part of the data analysis was *category 6*, *examples of Web 2.0 tools given by the interviewees.* The web 2.0 tools given as an example by the interviewees are as follows from mostly uttered to the least uttered: (1) Facebook, Twitter (social network sites), (2) YouTube (Multimedia sharing tool), (3) Blogs, (4) Moodle, Blackboard, Live Mocha (online teaching platforms), (5) Wikis, (6) Instagram (multimedia sharing tool), (7) Edmodo (social learning platform, LMS). The other Web 2.0 tools mentioned only once are listed below:

- *Hot Potatoes (Test creation tool), Mango languages (online learning resource), VoScreen, Second Life (Virtual learning environment) and PBWorks.*

The data gathered from the interview seems to support the result of the data gathered from the questionnaire. For an answer to research question 1, in order to learn about the interviewees' *awareness of Web 2.0 tools,* they were asked what the Web 2.0 concept mean to them, a definition if they could bring, and some examples of Web 2.0 tools either they used or did not used. The categories identified for this research question were 4, 5 and 6. Namely, *knowledge of the Web 2.0 concept*, *definition of Web 2.0 concept* and *examples of Web 2.0 tools given by the interviewee* respectively. The result of the category 4 was explained in detail in part 4.3, after the results of the 'concept check' part of questionnaire were stated. The result of this category revealed out that 7 of the participants, that is 70% of them, are *aware* of the concept of Web 2.0 concept. However, when it comes to answer the question about what the Web 2.0 mean to them, or how they can define Web 2.0 concept, just 3 of them (out of 10 interviewees) could end up with satisfactory definitions. Others talked about it with some related terminology, but could not bring an acceptable definition. So, as far as these results are taken into

concern, it can be asserted that although most of the interviewees have heard about the Web 2.0 concept, just a few of them are totally knowledgeable about it. Below are the definitions worth to be stated here:

> * *"When we hear the word 'technology', the only thing that springs to our minds is not TV, video or mobile phone anymore. The interaction that these tools bring with them comes to our mind first now. We can use 'Web 2.0' instead of the word 'technology' now. Though it sounds like a technical term, there lies a Web 2.0 concept beneath most kinds of technology. Because here the key word is 'interaction', and of course communication and collaboration are right there with it."* – (Int. 4)

> * *"What I understand from it is, Web 2.0 is interactive web, and then compared to Web 1.0 technologies of 1990s, what is different is that it is interactive. You interact with the interface, but also you interact with the people. You can manipulate the website. For example, someone sends a post and then you can write a response to that, you can provide a link. Then, someone else comes and posts a picture, so it is a multimedia. So these are all Web 2.0."* – (Int. 2)

> * *"Web 2.0 is a phenomenon that we call as the new generation Web. It is a kind of web system which involves interaction, participation, both reader and writer contributed content, and provides the users with up-to-date contents. Yes, still we can call it a new generation of the Web*." – (Int.7)

As can be understood from the definitions provided by 3 interviewees quoted above, they all come up with similar ideas about Web 2.0. Here the keywords of Web 2.0 tools that should be taken into consideration are: interaction, read&write web, sharing, collaboration and manipulable content are supplied by the interviewees.
Some other definitions provided by the interviewees with some related terminology are as follows:

> * *"Use of various web facilities for educational purposes"* - (Int. 8)

** "Web tools that are more integrated and complicated compared to the past"* – (Int. 10)

One of the interviewee's definition actually summarizes nearly half of the interviewees' ideas about Web 2.0 concept:

** "There are things that everyone has an idea somehow indeed, yet no one really knows what they really mean or how they work, this is something like that I think."* – (Int. 6)

That quotation refers to nearly half of the interviewees ideas on the concept of Web 2.0 as noted earlier, and that truly indicates that they are somehow aware of this concept, even they use it without knowing the exact name and purpose of it.

4.4 Routines For Web 2.0 Tools

Third part of the questionnaire was designed to learn how frequent the participants use Web 2.0 tools. In order to find out their routines for the use of Web 2.0 tools, the participants were wanted to choose from the level of frequencies ranging from 1 to 5. Below is what the numbers stand for:

(1) Never / (2) Rarely / (3) Occasionally / (4) Frequently / (5) Always

4.4.1 Results and Discussion for Research Question 3:

Research question 3: What are their routines of the use of Web 2.0 tools?

In order to give a comprehensive answer to research question 3, what is meant by 'routine' should be defined first. The word *routine* is defined as "the normal order and way in which you regularly do things" (Oxford advanced learners' dictionary online, 2016). Here, the key concept is the *regularity of the action*. If somebody does something *on a regular basis*, that is to say, *frequently,* then it becomes a routine for them. Therefore, while analyzing the routines of the participants about the use of Web 2.0 tools, the criteria that should be taken into consideration is level 4 for referring to '*frequently*' and more; that is to say 4 (frequently) and 5 (always). The table below clearly illustrates the participants' routines for each Web 2.0 tool in descending order.

Table 4.16: Routines for each Web 2.0 tool (descending order)

Web 2.0 tools	N	Min	Max	Mean	Std. Dev.
1. Social Networking sites	101	1	5	4.25	1.09
2. Multimedia Sharing Tools	101	1	5	3.83	.94
3. Online Teaching Platforms and Virtual Learning Environments	101	1	5	3.16	1.15
4. Test Creation and Presentation tools	101	1	5	3.16	1.19
5. Blogs	101	1	5	2.76	1.13
6. Wikis	101	1	5	2.60	1.25
7. Podcasts	101	1	5	2.58	1.18
Valid N	101				

The figures shown in the table 4.16 develop the claim that the only Web 2.0 tool that is used on a regular basis is social network site (M=4.25; SD=1.09). The second most frequently used Web 2.0 tool is multimedia sharing tool (M=3.83; SD=1.09). The participants use multimedia sharing tools almost on a regular basis. However, online teaching platforms & virtual learning environments (M=3.16; SD=1.15) and test creation tools (M=3.16; SD=1.19) are *occasionally* used by the participants. Other Web 2.0 tools, respectively blogs (M=2.76; SD=1.13), wikis (M=2.60; SD=1.25) and podcasts (M=2.58; SD=1.18) are used *almost occasionally* by the participants. On these grounds, it can be argued that there are not any Web 2.0 tools are *never* used by the participants. Nevertheless, the results above provide confirmatory evidence that the only Web 2.0 tool that is used on a regular basis by the participants is social network site, and multimedia sharing tools have the closest frequency to social network sites among all.

4.5 Educational Purposes Of The Use Of Web 2.0 Tools

Last part of the questionnaire was designed to learn the faculty members' and instructors' ideas and priorities about the use of Web 2.0 tools. For this purpose, the reasons of using web 2.0 tools in foreign language teaching were themed in seven main items as follows:

I use Web 2.0 tools to promote

(1) participation among learners.

(2) cooperative language education.

(3) communication in the target language.

(4) the feeling of sharing.

(5) learners' freedom for creativity.

(6) critical thinking.

(7) exchange of the information among individuals

The participants are asked to tick the statement/s that correspond/s to their ideas about the educational uses of Web 2.0 tools in foreign language teaching. On the other hand, for the qualitative data analysis, the result of the interviews is given place after the quantitative data analysis to see if the results are complementing with each other. Below are the results and discussion for this research question.

4.5.1 Results and Discussion for Research Question 4:

Research question 4: What are their ideas and priorities about the educational purposes of the use of Web 2.0 tools and the obstacles they encounter during using them?

In order to find the response of this research question the percentage and the frequency of the choices ticked by the participants are calculated. And the result of the interviews is stated after the results obtained from the questionnaire are presented. Below is the table of list of the statements in the questionnaire from mostly chosen to least:

Table 4.17: Ideas and priorities about the educational purpose of use of Web 2.0 tools

I use web 2.0 tools to promote	Number	Perc.
1. communication in the target language.	75	75.8 %
2. exchange of the information among individuals.	69	69.7%
3. cooperative language education.	68	68.7%
4. participation among learners.	63	63.6%
5. the feeling of sharing.	57	57.6%
6. learners' freedom for creativity.	56	56.6%
7. critical thinking skills.	52	52.5%

As can be drawn from figures shown above, it can be asserted that faculty members and instructors use Web 2.0 tools to promote *the communication in the target language* most (p= 75.8%). Thus, here the priority of the participants' use of Web 2.0 tools is to promote communication in the target language. The second priority for the use of Web 2.0 tools is to promote *exchange of the information among individuals* (p=69.7). What follows this purpose is the use of Web 2.0 tools in order to promote *cooperative language education* (p=68.7). Fourth important reason why participants use Web 2.0 tools is that they promote *the feeling of sharing* (p=57.6). Participants think that promoting *critical thinking skills* (p=52.5) is the least important reason why they use Web 2.0 tools. What is more important than promoting critical thinking is that using Web 2.0 tools in order to promote *learners' freedom for creativity* (56.6 %).

In the last part of the questionnaire, the participants who have further opinions about the use of Web 2.0 tools in foreign language teaching were asked to specify their ideas on that topic into the related part. Six of them left comment about their additional ideas in their own words. Below are their own opinions without any modification:

1. *"It's useful to give feedback to the students. It triggers peripheral teaching & learning. It enables instant contact with students."*

2. *“I believe that these tools foster learner autonomy and help learners to use the target language for real purposes, though the environment is a virtual one. Well, that is what I call ironic!”*
3. *“It can also be used to make learning fun and enjoyable. It matches up to constructive teaching to a large extent. It fosters autonomous learning among students.”*
4. *“Professionally, I use Facebook to join and follow professional groups and to download materials on their pages. Although I am very interested in and aware of most of the Web 2.0 tools, unfortunately this does not translate into using them effectively due to lack of time, lack of support by my institution or by my peers. To my mind, the most important factor for such effective use is ensuring institutional support and designing the curricula to become optimally compatible with such tools. When instructors are not provided the necessary support, it becomes very cumbersome for them to benefit from such technologies. In a nutshell, the institution (and the specific social context/subculture) trumps the individual.”*

5. *“I strongly believe that the use of Web 2.0 tools contributes a lot to improve our learners' communication skills.”*

6. *“We follow a lesson plan and we have to follow a certain teaching programme which is not suitable for us to choose what we want to teach. They give us the books and the documents, and we use them. We know the techniques but we don't have the suitable environment.*

As can be understood from the participants’ additional ideas on the use of Web 2.0 tools in FLT, they remarked that the use of Web 2.0 tools fosters peripheral teaching & learning, autonomous learning among learners, constructive teaching, and contributes a lot to improve learners' communication skills in real life occasions although the atmosphere in Web 2.0 tools are virtual. Furthermore, it is also regarded as a fun way of learning. On the other hand, it can be inferred from the participants’ comments that there is a common view about the lack of institutional support on the use of Web 2.0 tools into teaching and learning practices and their integration into the curricula to be followed by teachers. These ideas are so valuable that they are

all made up of reflection of the participants' years of teaching experiences in various settings with different learners again with different interests and needs in varying levels.

The data obtained from the interviews complement with the result of the questionnaire, and even more ideas were developed by the interviewees on the educational uses of Web 2.0 tools and problems encountered during using them. The categories identified for this research question are *category 8-educational uses of Web 2.0 tools* and *category 9- problems encountered in the use of Web 2.0 tools*. The educational uses mentioned by the interviewees are as follows:

Web 2.0 tools

- let teachers prepare and design materials for the courses that the interviewees offer.
- let teachers find authentic materials to be used while lecturing.
- allow teachers to upload syllabus, course slides, chapters and articles to read, integrate video files and course materials (given as the use of the Blogs).
- increase learners' and also teachers' motivation for teaching and learning.
- make learners interact with each other.
- increase learners' autonomy (especially when they are assigned with product-based tasks, they take on the ownership, and that turns them into more autonomous learners).
- help learners socialize and teach them how to communicate in written language.
- increase learners' sense of responsibility.
- help learners develop digital literacy.
- are time saving both for teachers and learners, as they do not have to spend time for giving and submitting assignment, making announcements and sharing necessary sources during the course, and this increases the quality of the lecture.

- let learners, who have to attend the courses in crowded classes, join and lead a discussion, have an interaction in a virtual platform as it is not possible in the real classroom setting due to large number of students.

- are economic, as neither teachers nor students have to pay for printed materials, online tools and applications.

- make the learning permanent as learners develop autonomy, and are responsible for their own learning, and also what is discussed in online platforms is always there, so they can visit that platform whenever they like in order to remember the topics discussed and knowledge shared.

- appeal to learners of new generation called as digital natives, so teachers can make use of them to attract their attention.

One of the interviewees stated on the abovementioned issue that *"Although learners are physically here, their minds are somewhere else, they are always there, in virtual world. So we should use that attraction of the students to canalize their attention to the course."*- (Int. 6) This view is totally true, and should be taken into consideration by both the institutions and teachers.

Web 2.0 tools

- teach learners to give and receive feedback more effectively. Peer feedback, learner feedback and teacher feedback are facilitated, and it is possible to check these feedbacks whenever they want since the web 2.0 tools keep them all the time.

- provide good opportunities to create effective interaction among learners and teachers, and increase collaboration and cooperation.

One of the interviewees supported abovementioned idea by stating that: *"I think interaction possess utmost importance in language learning because I always believe that knowledge is something co-constructed. And social platforms like Web 2.0 tools bring this facility to learners."*- (Int. 10)

- Web 2.0 tools are really effective to develop learners' language skills. Since when they open up a web page, they do the reading in the target language; when they post a comment or discuss about a topic, they do writing; when they watch a video or listen to a song or talk, they do listening; last but not least, they speak with each other when they

communicate orally in a platform like Skype or develop their pronunciation via text-to-speech engines or peer feedback.

- As one of the interviewees suggested, instead of using the Web 2.0 tools in isolation, it is better to add it face to face communication component which will then result in a more successful learning under the name of blended learning.

The last, and one of the most important uses of Web 2.0 tools suggested by the most of the interviewees is that language learning should go beyond the classroom walls, and Web 2.0 tools let this happen. It should and has become an inevitable part of the current era's teaching practices. Below are the valuable ideas of some of the interviewees on this issue:

* "*In language teaching, we cannot talk about physical materials and places any more, we should go beyond the classroom where the interaction and communication in the target language is more possible and realistic. Web 2.0 tools provide learners with that opportunity*."- Int. 2.

* *"It is somehow a must now since the interaction and communication that take place in the classroom is not enough for learners anymore. Especially in language teaching, this practice should go beyond the classroom."* –Int. 6

* "*We should talk about its inevitability instead of the contribution it makes. The reason is that the number of learners keep increasing and technology is now accessible by everybody."* – Int. 7

* *"The language is not only spoken in the classroom, the best way to carry it to the out of classroom is to make use of the virtual platforms. For example, when you go to the market you do not talk to the salesperson in English, yet you can speak or write in English in a Facebook group to communicate with other group members."* – Int. 10

As can be understood from the sound quotations above, use of Web 2.0 tools has become an inevitable part of, and even a must for language teaching and learning. Since interaction and communication that take place in limited time and place are

not enough to develop language skills and practices. Going beyond the classroom walls via the use of Web 2.0, where it is possible to interact and communicate in the target language, is one of the best solutions to this problem.

One component of the current research question was composed of according to the analysis of the interview: obstacles they encounter during using the Web 2.0 tools (Cat. 9) Obstacles / problems mentioned by the interviewees are listed below:

- Lack of technical equipment, and frequent breakdowns of the equipment in the institutions
- Teachers' inadequate time to spend on Web 2.0 tools
- Teachers' and learners' lack of digital or online literacy

One of the interviewees reported about the abovementioned item that: "*I do not think I have that capability or the skill to neither to use nor to integrate them into my teaching practices*. *So, unfortunately I cannot use them*"- (Int. 1)

- Resistance to the use of technology both by learners and teachers because of many reasons like lack of digital literacy, necessary equipment, and access to the Internet.
- Learners' reluctance to carry out a task when it is labelled as 'assignment' by teachers in spite of their fondness of the Internet, and not spending time for it

The last and the mostly reported obstacle encountered during using Web 2.0 tools is that if learners are not guided, or misguided, or else do not have the chance to follow an organized route, they might get lost in information pollution and that could become a danger for them and their learning. They also think that they have a burden on their shoulders while they expect to learn something out of that process. Some of the interviews pointed out this problem by saying:

> * *"If you work in a traditional manner or cannot organize the flow with any program, that does not work or even turns into a disaster. So we should be very careful while choosing the content and material to use."* – (Int 4.)

* *"Teachers who make use of this technology, that is Web 2.0, should be really cautious and critical about the materials, tools and links to be used in the course. They should not tell learners just 'go and search for this topic', or 'discuss about this topic in X platform", or 'read the link I sent you'. Okay, learners do it, but for the sake of what? The teacher should give a response to this question. Namely, they should draw a route for learners in an organized way, and guide them accordingly with loud and clear instructions. If they do not do so, it is no different than leaving a child into a room with a huge encyclopedia and order to read it. Totally meaningless it is."*- (Int. 5).

Two quotations mentioned above possess utmost importance in the use of Web 2.0 tools in FLT. Since without guidance or with wrong guidance, it is impossible to attain a goal or reach a place. For that reason, teachers should work in organization and guide their learners in accurate manner in order not to let them bog down into the bulk of information pollution, or lose their way.

4.6 The Relationship Between Faculty Members' And Instructors' Awareness, Use, Routines And Other Variables

In a research study, to find out the relationship of the responses to a question or item to another based on another set of questions or variables, techniques of correlational research are employed. This type of research seeks for the relationship between a set of variables, and it is conducted either to enlighten crucial human behavior or to envisage the probable outcomes (Fraenkel & Wallen, 2006). In this part of the research, the answers given by the participants to the items in awareness & use, routine parts and the general characteristics of the participants were analyzed in order to see if there is a relationship between all these variables. As noted earlier, the items in part two were designed to measure the faculty members' and instructors' level of the *awareness* and *use of Web 2.0 tools*. On the other hand, the answers given to the items on part three reveal their *routines* about Web 2.0 tools. Therefore, the frequency and mean scores of these two parts and other general characteristics of the participants are taken as variables, and the relationship among them are analyzed via Pearson correlation. In simple terms, the

variables dealt with in this part are *'awareness (shortened as aware), use, routines, age and time spent on the Internet (shortened as time).*

4.6.1 Results and Discussion for Research Question 5:

Research question 5: What is the relationship between faculty members' and instructors' awareness, use, routines and other variables: age and time spent on the Internet?

In order to examine the relationship between faculty members' and instructors' *awareness, use, routines* and other variables such as *age and time spent on the Internet,* correlational statistics were utilized. In order to carry out a correlation analysis via Pearson correlation coefficients, at first, it is highly suggested to create a scatterplot where it is possible to see the relationship among the variables. As can be seen in Figure 4.1, a linear relationship exists between variables. Figure 4.1 below shows a correlation of nearly +1. As there seems a linear relationship in scatterplot, now it is possible to run Pearson correlation analysis among the variables.

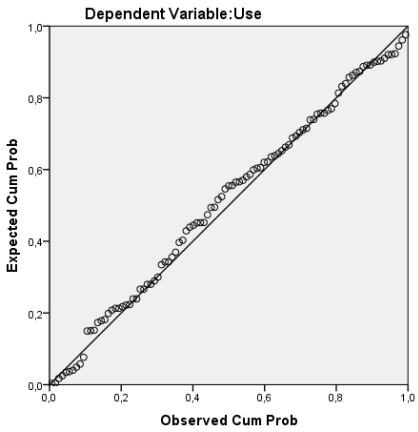


Figure 4.1: Scatterplot for correlation analysis

Figure 4.2 below depicts the histogram of the data analyzed. In the figure, it is possible to see a normal distribution which illustrates the assumption of the normality in the data distribution.

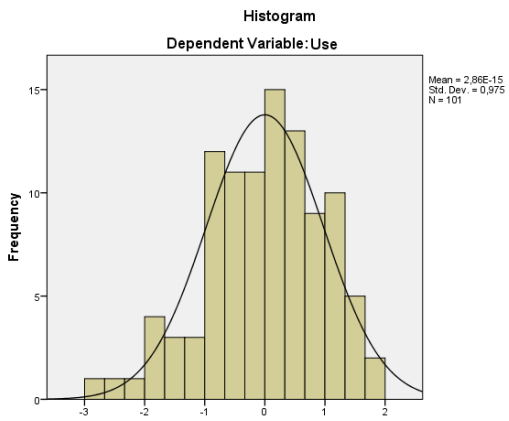


Figure 4.2: Histogram of the data analyzed

As noted earlier, for correlation analysis, Pearson correlation coefficient, a common means to determine the strength of the relations (Mackey & Gass, 2005), was used. Below is the table of the mean scores and standard deviations of each variable.

Table 4.18: Mean scores of each variable

	Mean	Std. Deviation	N
Age	1.68	.84	101
Time	3.01	1.02	101
Aware	4.19	.74	101
Use	3.11	.83	101
Routine	3.19	.71	101

The results of the correlation among abovementioned variables are shown in table 4.19.

Table 4.19: The relationship between faculty members' and instructors' awareness, use, routines and other variables: age and time spent on the Internet

	1	2	3	4	5
1. Age	-	-.169	-.051	.102	.014
2.Time	-.169	-	.202*	-.003	.085
3.Aware	-,051	.202*	-	.627**	.647**
4.Use	.102	.003	.627**	-	.737**
5.Routine	.014	.085	.647**	.737**	-

Table 4.19 indicates the relationship among different variables. The three variables which makes up the core of this research, "*awareness, use and routines*" do not seem to correlate with *age* of the participants and their general characteristics, that is there is not any significant correlation among these variables. However, there seems a relationship among the abovementioned core variables and *time spent on the Internet*. As the table presents the correlations among the variables all in one, in the following part, the table of the relationship among the variables, especially the ones with a statistically significant relationship, will be dealt with in individual tables.

Table 4.20: Correlation among Time spent on the Internet, Use, Awareness and Routine

	1	2	3	4
1.Use	-	.627**	.737**	-.003
2.Aware	.627**	-	.647**	.202*
3.Routine	.737**	.647**	-	.085
4.Time	-.003	.202*	.085	-

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

It can be clearly seen in table 4.20 that, there is no relationship among *time* spent on the Internet, use and routine. The only significant relationship was found between *time* and *awareness* (r= .202; p<0.05). *Time* correlates with *awareness* at a very low level, yet the level of correlation can gain importance when the percentage of the time spent on the Internet was taken into consideration. As noted in previous parts, almost half of the participants, 47.5 %, spend more than 8 hours on the Internet in a week.

Table 4.21: Correlation among Awareness, Use and Routine

	1	2	3
1.Aware	-	.627**	.647**
2.Use	.627**	-	.737**
3.Routine	.647**	.737**	-

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.22 clearly illustrates the correlation among the awareness, use and routines about Web 2.0 tools. There are statistically significant relationships among these three variables. *Awareness* correlates with *use* (r= .63; p<0.01), and *routine* (r= .65;

p<0.01) at medium level. Furthermore, there is a high level of correlation between *use* and *routine* (r= .74; p<0.01). It can be put forward that as the participants' awareness of Web 2.0 tools level increases, their level of use and routine about these tools increase accordingly. Regarding this, when they use these Web 2.0 tools more, it becomes a routine for them, and their level of routine increases automatically. This is a desired result since if the individuals are *aware* of a phenomenon or tool, their probability to *use* that increases, and as the level of *use* increases, it becomes a *routine* for them.

4.7 Internet And Web 2.0 Tools Used By The Participants

As noted earlier, the interviews were carried out with ten participants among the ones who already took part in questionnaire. The interview questions were prepared based on the research questions. The participants reported their own experiences, ideas and suggestions about the use of both Internet and Web 2.0 tools in FLT practices respectively. Although there are some online tools that they have not used before or are not using any more, they stated them and their usages in FLT. The categories defined in the process of content analysis of the interviews were presented in data collection procedures part. Accordingly, the categories that are in the scope of research question 6 are *purposes of using the Internet and Web 2.0 tools (both for personal and professional)* ***(Cat. 2)****, Internet tools used by the interviewee* ***(Cat. 3)*** and *specific Web 2.0 tools used by the interviewee* ***(Cat. 7)***. In what follows, the analysis for the research question 6 will be presented.

4.7.1 Results and Discussion for Research Question 6:

Research question 6: What specific Internet and Web 2.0 tools do the participants use for what purposes?

According to the expressions uttered by the interviewees about the uses of Internet and Web 2.0 tools, the answers given to the questions were analyzed. The results of the analysis of the category 3 and 7, that is, the Internet tools and specific Web 2.0 tools used by the interviewee, are presented in the first phase.

The Internet tools used by the interviewees (cat3.) are as follows in an order from most uttered to the least uttered by the interviewees: *(1) E-mail, (2) Google Scholar,*

(3) Databases to search for academic content, (4) Search engines (Google, Yandex), (5) Online dictionaries, (6) Drive or Cloud (Google Drive, iCloud), (7) Institution web site and lastly *(8) Shopping sites*.

On the other hand, specific Web 2.0 tools used by the interviewees (cat.7) are as follows from mostly used to least used: (1) Facebook, (2) Twitter, (3) Blogs, (4) Moodle, (5) Instagram, (6) LinkedIn, (7) YouTube, (8) Edmodo, (9) Blackboard, (10) Hot Potatoes, (11) Delicious (Bookmarking tool), (12) Pinterest- Sokrates - PBworks (only uttered once).

The third category identified during the analysis of the interview which is in the scope of this research question was category 2: Purposes of using the Internet and Web 2.0 tools (both for personal and professional). As for what has been said by the interviewees is taken into consideration, the purposes of using these Internet and Web 2.0 tools are as in the list below:

- *To keep in touch and communicate with others, colleagues and students (E-mail)*
- *To keep up to date about the agenda (search engines, national and international online newspapers)*
- *To do academic research, to review literature about any research topic, search for the information (Google Scholar, search engines, databases)*
- *To look up the meaning/s of unknown concepts, phrases or words while studying on an academic content (Online dictionaries)*
- *To socialize with others and have fun (social network sites like Facebook, Twitter, Instagram, LinkedIn)*
- *To watch movies or videos (Youtube)*
- *To share songs, news items or thoughts (Facebook, Twitter)*
- *To make academic and classroom announcements (Blogs, Social networks)*
- *To prepare tests or quizzes (Hot potatoes)*

- *To upload syllabi, necessary materials and articles or chapters to read for the courses offered (Blogs, Google drive, Edmodo, PBworks).*

The items mentioned above are the common key points identified among the purposes of using the web tools uttered mostly by the interviewees as a response to the questions posed them. Apart from these, two interviewees' utterances are worth to state here as they think that use of some Web 2.0 tools affects the flow of their course in a very positive way:

"I use a blog for the courses I offered. I upload the syllabi, materials, articles and book chapters to read, provide the students with some links about the topics that will be dealt with in the upcoming course, and make announcements. ***If that blog did not exist, I would not be able to do my course properly."*** *(Int. 2)*

*"****I use Facebook as a learning management system (LMS)****. I set up a Facebook group for the each course I offered. The students submit their assignments here, I make announcements about the course in this group, upload the necessary readings here, and open a discussion when I want them to interact and discuss about a topic." (Int. 7)*

What can be deduced from the quotations above is that Web 2.0 tools have nearly become an inevitable part of their teaching practices for some faculty members and instructors. Since it was reported that, without their existence, it would not be possible to carry out a course appropriately. By moving from the second quotation, it can be put forward that a teacher can manipulate a web tool for professional or teaching and guidance purposes. Facebook is normally a social network site, and it is generally used to share contents like pictures, video, audio or written files or post about thoughts by the individuals. Thus, as it provides the users with these opportunities, why do not teachers make use of them as a learning management tool as in the case of Interviewee 7? It does not only help teachers, but also learners as it gives the facility to join a discussion, express their ideas on different issues via the comments they post.

4.8 Knowledge Of Web 2.0 Concept

As noted earlier, before dealing with the items in the second part of the questionnaire, the participants were supposed to answer the question that measures the knowledge of Web 2.0 concept as *'yes'* or *'no'*. According to the answers given to that specific question, the data gathered from the questionnaire were analyzed via t-test in order to see if there is a significant mean difference between knowledge of Web 2.0 concept and the participants' level of awareness, use and routines.

4.8.1 Results and Discussion for Research Question 7:

Research question 7: What is the mean difference among the participants' awareness, use and routines of the Web 2.0 tools in terms of their knowledge of Web 2.0 concept?

The results of the quantitative data obtained from second and third parts of the questionnaire indicated that having knowledge about the Web 2.0 concept before led to significant mean difference in terms of the participants' *awareness* of Web 2.0 tools. The participants who have the knowledge of the Web 2.0 concept have higher means of awareness (M=4.36; SD= .64) than the ones who do not have (M=3.74; SD= .84), t (99) = 2.59, p=.00. The t-test results were interpreted according to t-test table, and in order to have more conservative results the confidence level was selected as p<.05

Similarly, the analysis of the quantitative data showed that the participants who replied the concept check question as 'yes' (*Yes, I already knew Web 2.0 concept.*) have higher means of *use of Web 2.0 tools* (M= 3.28; SD= .90) than the ones who answered the question as 'no' (*No, I did not know that concept.*) (M=2.64; SD=.77), t=3.5, p=.001.

Along similar lines with the abovementioned results, the participants who have the knowledge of Web 2.0 concept have higher means of *routines of Web 2.0 tools* (M= 3.36; SD= .63) than the ones who do not have (M= 2.71; SD= .72), t (99) = 1.42, p=0.0. Below are the tables of the abovementioned results:

Table 4.22: Mean scores of knowledge of Web 2.0 concept in terms of the awareness, use and routine

	Concept	N	Mean	Std. Deviation	Std. Error Mean
Aware	**Yes**	75	4.35	.63	.073
	No	26	3.74	.83	.163
Use	**Yes**	75	3.27	.79	.092
	No	26	2.64	.77	.152
Routine	**Yes**	75	3.35	.63	.073
	No	26	2.71	.72	.142

Table 4.23: T-Test Results for the knowledge of Web 2.0 concept

		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Aware	Equal variances assumed	2.58	.111	3.90	99	.000	.616	.158
	Equal variances not assumed			3.42	35.67	.002	.616	.179
Use	Equal variances assumed	.042	.838	3.51	99	.001	.635	.180
	Equal variances not assumed			3.56	44.66	.001	.635	.178
Routine	Equal variances assumed	1.42	.236	4.29	99	.000	.643	.149
	Equal variances not assumed			4.02	39.02	.000	.643	.160

While there is a significant difference between the participants *with knowledge of the Web 2.0 concept* and *without knowledge of the concept* in terms of awareness, use and routines of Web 2.0 tools, no significant difference has been found between *females and males* in terms of again awareness, use and routines.

4.9 Difference Between Faculty Members' And Instructors' Level Of Awareness, Use And Routines Of Web 2.0 Tools

The quantitative data obtained from the second and third parts of the questionnaire were examined in order to realize if there was a significant difference between faculty members and instructors in terms of their level of the awareness, use and routines of Web 2.0 tools. For this purpose, the faculty members were included in group 1, and instructors were included in group 2.

4.9.1 Results and Discussion for Research Question 8:

Research question 8: Is there a significant difference between faculty members and instructors in terms of their level of the awareness, use and routines of Web 2.0 tools?

To see if there was a significant difference among these 2 groups' level of awareness, use and routines of Web 2.0 tools, statistical analysis of T-Test was employed. The results depicted that there was no significant difference between two groups' awareness, use and routines of Web 2.0 tools. The table below shows the means scores of the variables.

Table 4.24 : Mean scores of two groups in terms of the awareness, routine and use of Web 2.0 tools

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Aware	**1**	46	4.08	.92	.136
	2	55	4.29	.53	.071
Use	**1**	46	3.07	.92	.136
	2	55	3.15	.76	.103
Routine	**1**	46	3.09	.76	.112
	2	55	3.27	.66	.089

4.10 Conclusion

In this chapter, the analyses of the results and discussion about both qualitative and quantitative data were presented. The research questions were answered through the analyses employed to qualitative and quantitative data. For the qualitative part of the research, the data obtained from the interviews were examined in the light of content analysis. On the other hand, for the quantitative part of the research, data gathered from the questionnaires was investigated through different statistical procedures. The results of the qualitative and the quantitative data were compared in order to see if there was a complementing part in the results. In the interpretation of the data, the procedures were carried out by referring to both statistical and content analyses.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Presentation

This chapter mainly presents the brief summary of the study, evaluation of the results, pedagogical implications and suggestions for further research. In summary part, a brief information is given about the chapters of the study. In the light of the research questions, the findings of the study are discussed. Lastly, pedagogical implications and suggestion for further research about the faculty members and instructors' awareness, use and routines of Web 2.0 tools in foreign language teaching are presented.

5.2. Summary of the Study

Current study investigates the faculty members and instructors' awareness, routines and use of Web 2.0 tools in foreign language teaching. In a broad sense, the study aims to find out the levels of the faculty members and instructors' awareness, routines, and use of Web 2.0 tools in their profession, their ideas about the use of Web 2.0 tools in their teaching practices and for professional purposes.

The first chapter of the study concentrates on the introduction of the research by touching upon the purpose and significant of the study, statement of the problem and a brief background information about the use of computers, Internet and Web 2.0 tools in foreign language teaching. Research questions, significance, purpose and some limitations of the study were also presented in this part.

The second part of the study deals with the review of the literature on Web 2.0 tools beginning from the use of technology in foreign language teaching. Following this, use of the computers and the Internet respectively were presented in detail. Some related language teaching approaches and techniques like web based language teaching, network based language teaching, e-learning, distance learning, blended learning and virtual learning were discussed broadly. Then, specific web 2.0 tools, especially the ones which are in the scope of the study, like social network sites, blogs, wikis, virtual learning environments, multimedia sharing tools and more were explained with their uses after the concept of Web 2.0 was defined with its' all facets by referring to various researchers in the field of technology. Lastly, theoretical

background, including movements like constructivism, social constructivism and social learning, for the use of web 2.0 tools in foreign language teaching was presented. This chapter was finalized with the discussion of the related studies in Turkey.

The third part of the study presents the methodology of the study. This part mainly describes the research design of the study. In the current study, a mixed methods research design was employed. In order to gather data for the quantitative part of the research, a questionnaire consisting of four parts was administered with 101 participants consisting of both faculty members and instructors working at either ELT departments or school of foreign languages at state universities in Turkey. For the qualitative part of the research, interviews were carried out with 10 participants who had already filled in the questionnaire. The results of the quantitative data were examined via SPSS 21. On the other hand, the qualitative data was gathered through the use of semi-structured interviews, and for the analysis, content analysis was utilized.

The fourth part of the study aims to present the results of both types of data and discussion about them. The research questions were investigated under different titles. While analyzing the quantitative data, in order to come up with the meaningful results, some descriptive and correlational statistics procedures were carried out, and T-Test was utilized in order to realize if there was a significant mean difference between some specific variables. Yet for the analysis of the qualitative data obtained through semi-structured interviews, content analysis was conducted. The transcribed data was examined, and some common themes and categories were identified based on the research questions. The result of the qualitative data was then interpreted to see if the results of both type of data complementing with each other.

5.3. Overall Evaluation of the Findings

In this part, an overall evaluation of the findings is presented by referring to the research questions. As noted earlier, a mixed methods research design was employed, and in the analysis of the data both statistical procedures and content analysis were utilized.

First research question aimed to find out the *faculty members and EFL instructors' awareness level of the Web 2.0 tools*. The analysis of the quantitative data indicated that 74.3% of the participants had already known the concept of Web 2.0 before. The result of the qualitative data validated this result as 70% of the participants reported that they had already heard Web 2.0 concept. The awareness level of the participants was investigated in terms of their demographics and general characteristics like *knowledge of the concept, gender, age, title, years of experience,* and *time spent on the Internet*. The result of each variable was dealt with in detail. To start with the *knowledge of the concept*, the *awareness level* of the participants who were already knowledgeable about the Web 2.0 concept (M=4.53) are *higher* than the ones who are not familiar with this concept (M=3.74). On the other hand, female participants' awareness level (M=4.20) was found slightly higher than the males (M=4.19). On the other hand, the participants who are between the *ages of 30-39* were found the ones who were the most aware of the Web 2.0 tools (M=4.24) among 4 ages groups ranging from 22 to 50+. Moving from this point, it can be asserted that the Y generation (born between 1980 and 1999) has the highest level of awareness of Web 2.0 tools. This generation is known for using the social media a lot, and being independent individuals in many walks of life. The analysis of the awareness level of the participants in terms of their years of experience in teaching field revealed out that the ones who have *6-10 years of experience* have the highest awareness level of the Web 2.0 tools (M=4.31). This result seems to coincide with the age results, since possibly the ones between the ages of 30-39 has 6-10 years of experience in the field of teaching. When it comes to mention about the awareness level of the participants in terms of the *title* or the position they hold, it is clearly seen that *associate professors* have the highest level of awareness of Web 2.0 tools (M=4.68). While the second highest awareness level belongs to the *instructors*, the *lowest* level of awareness belongs to the *professors* (M=3.43). Moving from this point, the claim of *digital immigrant* gets stronger as the professors are among the ones who are of the oldest participants. The last characteristics of the participants, that is the result of the *time spent on the Internet* revealed out that the participants who spend time *more than 8 hours* a week has the highest level of awareness of the Web 2.0 tools (M=4.37). This is a desired result since as the more time people spend on the Internet, the more aware of the Web 2.0 tools they become. The result of the awareness of the specific Web 2.0 tools indicated that the

participants' highest awareness level focused on *social network sites* (M=4.66) Multimedia sharing tools and blogs followed them with their higher awareness level respectively. In sum, the participants have *high* level of awareness of seven web 2.0 tools *in general* (M=4.20). The results obtained from the interview supports the results of the quantitative data. The qualitative data results showed that the participants are highly aware of the Web 2.0 tools (70%) although most of them could not end up with satisfactory definitions about what Web 2.0 tools are.

The purpose of the second research question was to discover the participants' level of the *use of Web 2.0 tools* for their profession. The result of the data displayed that the ones who *did not have the knowledge of* the concept of Web 2.0 tools used them *less* (M=2.64) than the ones who do. Although the awareness level of the *males* was lower than the females, they used Web 2.0 tools more than females (M=3.20). The *age* group who make use of the Web 2.0 tools in their profession most was found *50+*. The result might be due to this group's small number of attendance to the questionnaire. The *years of experience* results showed that the participants who have *16 years or more experience* in the field uses the Web 2.0 tools at the highest level (M=3.28). This might somehow break the myth narrated for the digital immigrants. In parallel lines with the awareness results, *associate professors* are the ones who use the Web 2.0 tools most by far among the others (M=4.25), and the *professors* are the ones who uses them least for their profession (M=2.64). And lastly, the participants who *spend 3-6 hours* on the Internet in a week seem to have the highest use of the Web 2.0 tools. However, the ones who spend 6-8 hours on the Internet in a week use the Web 2.0 tools less than the 3-6 hours' group. It can be inferred from these results that spending more time on the Internet does not necessarily mean using Web 2.0 tools more. The results of the *mostly used* Web 2.0 tools revealed out that *social network sites* are the Web 2.0 tools that are mostly favored by the participants. Although the awareness level of the Web 2.0 tools in general is high, the level of the use of them cannot be said as high as awareness (M=3.11). Therefore, it can be claimed that being highly aware of a phenomenon does not translate into using them a lot. The result of the qualitative data seems to support the quantitative data results. As in the results of the quantitative data, Web 2.0 tools mostly used by the participants were social network sites like Facebook, Twitter, multimedia sharing tools and blogs. Also, the time they reported about using on the Internet coincides with the questionnaire results. Even, most of them stated

that they spent about 20 hours on the Internet in a week. Some quotations of the participants were given place in chapter 4 in order to explain how their ideas supported the results of the questionnaire about this research question.

Third research question aimed to find out the faculty members and EFL instructors' routines of the use of Web 2.0 tools. The results of the data gathered from the questionnaires has shown that they do not have a regular routine on the use of most Web 2.0 tools. The only Web 2.0 tool that the participants make use of *on a regular basis* is *social network site* (M=4.25). They also have almost a regular routine on the use of multimedia sharing tools (M=3.83). What has been found different from the awareness and use part here is that the participants have nearly a frequent routine on the use of online teaching platforms, virtual learning environments, test creation and presentation tools (M=3.16).

Fourth research question concentrated on the participants' ideas and priorities about the educational purposes of the use of Web 2.0 tools and the obstacles they encountered during using them. For the first part of the research question it was found out in the quantitative data's result that Web 2.0 tools are thought to promote *communication in the target language (75.8%), exchange of the information among individuals (69.7%) and cooperative language education (68.7%) mostly.* Some participants also think additionally that Web 2.0 tools foster *peripheral teaching, autonomous learning, constructive teaching*, and *contributes a lot to communication skills*. What is more, they also stated that because of the lack of institutional support and technical equipment, it becomes hard for them to integrate Web 2.0 tools into their teaching practices. The result of the qualitative data supports these views and adds more ideas about the educational purposes and obstacles of using Web 2.0 tools. The result of the content analysis has shown that Web 2.0 tools increase the interaction, motivation, socialization, sense of responsibility, digital literacy among learners, and help to develop learner autonomy, and giving & receiving feedback. Furthermore, the participants reported that Web 2.0 tools are both economic and time saving as they let them the opportunity to upload course materials and other related stuff, and neither learners nor teachers need to be bound to printed materials, so they do not have to spend extra time or money to handle this procedure in the classroom time. These results really comply with the theoretical background of the Web 2.0 tools, namely constructivism, social constructivism and social learning. So it can be put forward that the participants are knowledgeable about not

only the theory but also the practice. On the other hand, as these Web 2.0 tools appeal to the Y and Z generation a lot, they found them as a way to canalize their attention to the course. Last for the educational uses of the Web 2.0 tools, the interviewees reported that using Web 2.0 tools is the best way to go beyond the classroom walls to develop learners' communication skills and interaction, and it should and has become inevitable component of the teaching practices. Regarding the obstacles faced during using Web 2.0 tools, the interviewees reported that the lack of the technical equipment as analyzed in the results of questionnaire as well, lack of digital literacy, resistance to use of technology, lack of guidance or wrong guidance given to the learner resulting in learners' lose in the bulk of information pollution or forbidden contents are among the most important problems they encounter in the use of Web 2.0 tools.

The purpose of the fifth research question was to find out the relationship between faculty members' and instructors' awareness, use, routines and other variables: age and time spent on the Internet. The correlational analysis result of the quantitative data showed that *time spent of the Internet* correlates with the *awareness* level of the Web 2.0 tools at a very low level ($r=.202$; $p<0.05$). Though the level of the correlation is low, it gains importance when the time spent on the Internet most is taken into consideration since nearly 48% of the participants spend more than 8 hours on the Internet in a week. Another correlation was found among *awareness*, *use* and *routine* of the web 2.0 tools. *Awareness* correlates with *use* ($r=.63$; $p<0.01$), and *routine* ($r= .65$; $p<0.01$) at medium level. On the other hand, there is a high level of correlation between *use* and *routine* of the Web 2.0 tools ($r= .74$; $p<0.01$). Moving from these results, it can be asserted that if the participants are *aware* of Web 2.0 tools, their probability to *use* them increases, and as the level of *use* increases, it becomes a *routine* for them.

Sixth research question concentrates on the Internet and Web 2.0 tools that the participants make use of and their purposes to use them. This research question was composed by moving from the results of the content analysis of the interviews. The Internet tools mostly used by the interviewees were identified as e-mail, Google Scholar, databases to search for academic content, search engines (Google, Yandex), online dictionaries and drive or cloud (Google Drive, iCloud). On the other hand, Web 2.0 tools used mostly by the interviewees were Facebook, Twitter, Blogs, Moodle, LinkedIn, YouTube, Edmodo and Blackboard. The purposes of using these

tools were identified as keeping in touch with others, keeping up-to-date with the agenda, doing academic research, socializing with others and having fun, looking up the meanings of the unknown phrases or words, uploading course materials, making academic and classroom announcements and preparing tests or quizzes. Apart from these, some interviewees' utterances also revealed out that Web 2.0 tools have become an inevitable part of their teaching practices.

Seventh research question aimed to find out the significance of the knowledge of the Web 2.0 concept in the participants' awareness, routines and use of Web 2.0 tools. In order to find an answer to this research question, T-test statistical analysis was employed. The results of the quantitative data obtained from questionnaire indicated that having *knowledge of the Web 2.0 concept* led to significant difference in the *awareness* level between the participants who have already known the Web 2.0 concept (M=4.36; SD= .64) versus who have not (M=3.74; SD= .84), t (99) = 2.59, p=0.0. The same results apply to the use and *routine*. That is, the participants who have already had knowledge of Web 2.0 tools have *use* (M= 3.28; SD= .90), t=0.042, p=.00 *and routine* (M= 3.36; SD= .63), t (99) = 1.42, p=0.0. of the Web 2.0 tools in *significant levels*.

The purpose of the eighth and the last research question was to see if there was a significant difference between faculty members and instructors in terms of their level of the awareness, use and routines of Web 2.0 tools. For the analysis of this research question, again T-Test statistics was utilized so to arrive at a conclusion. The result of the T-Test showed that there was no significant difference between two groups' awareness, use and routines of Web 2.0 tools.

5.4. Pedagogical Implications and Suggestions for Further Research

Use of the Internet and Web 2.0 tools in foreign language teaching affects teachers, learners and the process in many ways. The literature and the result of the research questions have similar suggestions about their uses in FLT/L area. Web 2.0 tools provide great opportunities for learners and teachers as they promote interaction, communication, cooperation among the individuals, and offer rich, authentic contents and platforms to realize these opportunities. As one of the most important ultimate goals of learning a foreign language is to be able to communicate in the target language and interact with others effectively, the awareness of these Web 2.0

tools, which help learners to attain these goals, should be increased among both teachers and learners. As for the results of the current study suggests, being aware of a phenomenon does not translate into using them efficiently to attain a goal. What are crucial at this point are that guiding learners in the correct route, and instructing them clearly to achieve their goals before using Web 2 tools in order not to let them lose their way or find themselves in the middle of bulk of unnecessary information pollution. On the other hand, as the Web 2.0 tools appeal to the interest and needs of learners of the new era, utilizing them in the teaching and learning practices would turn these processes into more authentic and fruitful ones. Not only learners, but also teachers might have hesitations about using them because of their lack of digital literacy or technological equipment, yet if they do not show resistance to this technology and are introduced with these new technologies with the correct guidance, they will get the maximum benefit out of the teaching and learning practices. In other respects, time saving and economic nature of Web 2.0 tools make them more favored among teachers and learners who are used to them. What is of vital importance here is to make the ones who are not aware of these Web 2.0 tools aware and to encourage them to utilize them in their instructions. Because of all the reasons mentioned above, the awareness and utilization of the Web 2.0 tools should become an inevitable part of this era's foreign language teaching and learning practices. Therefore, integration of them into the curricula and the practices has utmost importance. This integration should not only be applied to the EFL curricula in various levels, but also to the foreign language education faculties in order to raise more interactive and technologically equipped FL teachers. Lastly, in order to raise teachers' awareness and use of both Internet technology and Web 2.0 tools, pre-service and in-service training should be given by the experts in the related area.

Current study was carried out with the participation of faculty members' and EFL instructors working at state universities all over Turkey, so the results can count for some parts of the country. However, as the number of the participants who accepted to take part in the current research is 101, similar further studies can be carried out with more participants, so the current situation about the awareness, routine and use of Web 2.0 tools by the EFL instructors and faculty members in Turkey could be described in a broader and clear way, and the obstacles related to this could be avoided and precautions could be taken in order to prevent them. Additionally, as the Web 2.0 tools used in this study were limited to 7, and chosen from most

commonly used ones, some more Web 2.0 tools could be added in another research so that the results of the study might open different doors to the current issue. Furthermore, since this research study was conducted with the participants who lecture in the university level, similar research studies could be carried out with teachers lecturing in all levels of instruction like primary, secondary or high schools. If this could be done and the awareness and use of Web 2.0 tools are increased among these teachers, the quality of the foreign language education could be enhanced. In relation to this, if teachers who show resistance to use them in their teaching practices because of their lack of digital literacy are introduced with the ease of using them, their teaching and learning practices could become more fruitful and fun for both learners and themselves. Lastly, to get to know what is happening in the students' side about Web 2.0 tools' awareness, routines and use, similar studies could be conducted with learners in different levels of instruction.

5.5. Conclusion

The last chapter of the study portrays a summary of the study to show what has been dealt with through all the chapters. Firstly, an overall evaluation of the study was presented by referring to each research question in detail, and then pedagogical implications and suggestions for further research on the current research topic were explained in a broad sense. In a nutshell, as it was mentioned in the very first part of this research study, teachers do not need miracles to turn their teaching practices into a pretty perfect one, all they have to know is that any sufficiently innovative technology can become a magic wand if they use it with a clear guidance and at an optimum level.

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Blackboardpage: http://ualr.edu/blackboard/files/2012/11/content_types_overview.png

Blog page: https://www.myenglishteacher.eu/blog/ways-to-improve-your-english-communication-skills/

Difference between Web 1.0 and Web 2.0 : http://hubpages.com/technology/The-Difference-between-Web-20-and-Web-10

Edmodo page : http://msives.weebly.com/edmodo-page-sample.html

Facebook BBC Page: https://www.facebook.com/bbclearningenglish.multimedia/

Haiku Deck page: https://www.haikudeck.com/6-principles-of-online-learning-presentation-lvO7EEFnoe#slide0

Instagram page: https://www.instagram.com/p/BNlpiCnB3nc/?taken-by=lindsaydoeslanguages

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SlideShare page: https://www.slideshare.net/cornerstone7/foreign-language-learning-31420221?qid=f6f4d820-08cd-4ade-a63d-99debf0142e9&v=&b=&from_search=10

Victa page : http://yabancidiller.istanbul.edu.tr/wp-content/uploads/2014/03/ViCTA-Bilgi.pdf 16-25. 2013, from 3rd Hellenic Conference "Information & Communication Technologies in Ed- ucation". Rhodes, Greece. Kastaniotis Editions, Greece, pp.3-18. A Conversation of Possibilities. In Proceedings Online Learning and

Wikipedia: https://en.wikipedia.org/wiki/History_of_wikis

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APPENDICES

APPENDIX 1. ETHIC COMMISSION APPROVAL DOCUMENT

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433-595

14 Şubat 2017

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 26.01.2017 tarih ve 195 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Zehra DAŞKIN'ın Yrd. Doç. Dr. Hüseyin ÖZ** danışmanlığında yürüttüğü **"Öğretim Üyeleri ve Okutmanların Yabancı Dil Eğitiminde Web 2.0 Araçları Kullanımı, Rutinleri ve Farkındalıkları / A Study Of Faculty Members' And Instructors' Awareness, Routines And Use Of Web 2.0 Tools In Foreign Language Teaching"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **31 Ocak 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

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APPENDIX 2. ORIGINALITY REPORT

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI BAŞKANLIĞI'NA

Tarih: 19/06/2017

Tez Başlığı : Öğretim Üyeleri Ve Okutmanların Yabancı Dil Öğretiminde Web 2.0 Araçları Farkındalıkları, Rutinleri Ve Kullanımı

Yukarıda başlığı verilen tez çalışmamın tamamı (kapak sayfası, özetler, ana bölümler, kaynakça) aşağıdaki filtreler kullanılarak **Turnitin** adlı intihal programı aracılığı ile kontrol edilmiştir. Kontrol sonucunda aşağıdaki veriler elde edilmiştir.

Rapor Tarihi	Sayfa Sayısı	Karakter Sayısı	Savunma Tarihi	Benzerlik Endeksi	Gönderim Numarası
19/06/2017	138	238,256	15/06 /2017	%12	825898220

Uygulanan filtreler:

1- Kaynakça hariç
2- Alıntılar dâhil
3- 5 kelimeden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

19.06.2017

Adı Soyadı: Zehra Daşkın

Öğrenci No: N10123331

Anabilim Dalı: Yabancı Diller Eğitimi

Programı: İngiliz Dili Eğitimi

Statüsü: ☒ Y.Lisans ☐ Doktora ☐ Bütünleşik Dr.

DANIŞMAN ONAYI

UYGUNDUR.
Yrd. Doç. Dr. Hüseyin ÖZ

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
THESIS ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
TO THE DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

Date: 19/06/2017

Thesis Title : A Study Of Faculty Members' And Instructors' Awareness, Routines And Use Of Web 2.0 Tools In Foreign Language Teaching

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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19/06/2017	138	238,256	15/06 /2017	12%	825898220

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1. Bibliography excluded
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

19.06.2017

Name Surname: Zehra DAŞKIN

Student No: N10123331

Department: Foreign Language Education

Program: English Language Teaching

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
Assist. Prof. Dr. Hüseyin ÖZ

APPENDIX 3: A QUESTIONNAIRE ABOUT FACULTY MEMBERS' AND INSTRUCTORS' AWARENESS, ROUTINES AND USE OF WEB 2.0 TOOLS IN FOREIGN LANGUAGE TEACHING

Dear Participant,

This questionnaire is administered in order to find out your opinion about awareness and use of Web 2.0 tools in foreign language teaching and learning settings. There are no right or wrong answers in the list of statements below. This questionnaire makes up a part of my thesis. Therefore, your answers will have a valuable contribution to the study. Please, make sure that the answers you give in this questionnaire will remain confidential. Please, read every statement carefully and choose the best option that explains your opinion. Your contributions and ideas are sincerely appreciated. Please, follow the guidelines and complete the questionnaire. Thanks a lot for your participation.

Zehra Daşkın

zdaskin@hacettepe.edu.tr

PART 1- GENERAL INFORMATION

Please, tick the box that is appropriate for you.

1. Gender:

☐ Male

☐ Female

2. Age:

☐ 22-29

☐ 30-39

☐ 40-49

☐ 50+

3. Title:

☐ Prof.

☐ Assoc. Prof.Dr.

☐ Asst. Prof.Dr.

☐ Dr.

☐ Lecturer

☐ Res. Asst.

☐ Instructor

4. Years of experience:

☐ 1-5 years

☐ 6-10 years

☐ 11-15 years

☐ 16+ years

5. Time spent on the Internet:

How can you define the time you spent on the Internet **in a week**?

☐ Less than 3 hours

☐ 3-6 hours

☐ 6-8 hours

☐ More than 8 hours

PART 2- AWARENESS AND USE OF WEB 2.0 TOOLS

Did you already know the concept of "Web 2.0" ? Please, tick the box accordingly.

☐ Yes

☐ No

Please choose the appropriate option that describes your level of agreement with each of the following statements below:

1. I'm aware of ***Social Networking Sites (Ex:Facebook, Twitter, Google+, Linkedn etc***.).

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

2. I'm aware of ***Social Networking Sites (Ex: Facebook, Twitter, Google+, Linkedn etc***.) and I use them in my profession.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

3. I'm familiar with ***Wikis***.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

4. I'm familiar with ***Wikis*** and I use them in my profession.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

5. I know about ***Blogs***.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

6. I know about ***Blogs*** and I use them in my profession.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

7. I'm acquainted with ***Podcasts***.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

8. I'm acquainted with ***Podcasts*** and I use them in my profession.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

9. I'm knowledgeable about ***Multimedia sharing tools (Ex: Youtube, Teaching channel, Flickr, Instagram etc.)***

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

10. I'm knowledgeable about ***Multimedia sharing tools (Ex: Youtube, Teaching channel, Flickr, Instagram etc.)*** and I use them in my profession.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

11. I'm no stranger to ***Online teaching platforms and virtual learning environments. (Ex:Blackboard, second life etc.) .***

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

12. I'm no stranger to ***Online teaching platforms and virtual learning environments (Ex:Blackboard, second life etc.)*** and I use them in my profession.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

13. I'm aware of ***Test creation and presentation tools (Ex: Quizlet, surveymonkey, hot potatoes , slideshare, presi etc.)***.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

14. I'm aware of ***Test creation and presentation tools (Ex: Quizlet, surveymonkey, hot potatoes , slideshare, presi etc.)*** and I use them in my profession.

1= Strongly disagree2= Disagree 3=Neutral 4=Agree 5=Strongly agree

PART 3- ROUTINES

How often do you use these web 2.0 tools?

Please choose the options according to level of frequency mentioned below.

	1(Never)	2(Rarely)	3(Occasionally)	4(Frequently)	5(Always)
1. Social Networking sites					
2. Wikis					
3. Blogs					
4. Podcasts					
5. Multimedia sharing tools					
6. Online Teaching Platforms and Virtual Learning Environments					
7. Test creation and presentation tools					

PART 4- WEB 2.0 TOOLS' EDUCATIONAL PURPOSES

Tick the statement/s that correspond to your ideas about Web 2.0 tools.

I use Web 2.0 tools to promote

- ☐ participation among learners.
- ☐ cooperative language education.
- ☐ communication in the target language.
- ☐ the feeling of sharing.
- ☐ learners' freedom for creativity.
- ☐ critical thinking.
- ☐ exchange of the information among individuals.

Others

If you have any other ideas about the use of Web 2.0 tools in foreign language teaching, please specify them in the box below.

Thanks for your contribution ☺

APPENDIX 4: INTERVIEW QUESTIONS

Interview Form

Interviewee ___ **Date:**

Length of interview:

General Information

Gender:

Title:

Age:

Years of experience:

1. How many hours do you spend on the Internet in a week/ on a day?

For what purposes?

- Professional use?
- Extensive use ?

2. Have you heard the term Web 2.0 before?

What is Web 2.0 ? What web tools does it include?

What could you tell about that?

3. Which Web 2.0 tools do you use?

- For your profession?
- Extensive use ?

4. How often do you use those specific tools?

5. What kind of educational contrubution do they have?

6. Would you like to add anything else?

CURRICULUM VITAE

Kişisel Bilgiler

Adı Soyadı	Zehra Daşkın
Doğum Yeri	Üsküdar
Doğum Tarihi	20.09.1986

Eğitim Durumu

Lise	Hasan Ali Yücel Anadolu Öğretmen Lisesi-Ankara	2004
Lisans	Hacettepe Üniversitesi-İngiliz Dili Eğitimi	2008
Yabancı Dil	İngilizce: (İleri düzey) Fransızca: (Başlangıç düzeyi)	

İş Deneyimi

Stajlar	Beytepe İlköğretim Okulu	2008-2009
Çalıştığı Kurumlar	Karabük Üniversitesi-Yabancı Diller Yüksekokulu Hacettepe Üniversitesi-Yabancı Diller Yüksekokulu	2008-2012 2012-

Akademik Çalışmalar

Seminer ve Çalıştaylar

25.10.2014, katılımcı, FLED 1st International Graduate Day, Boğaziçi Üniversitesi

23-24.10.2014, katılımcı, 3. Ulusal Yabancı Dil Eğitimi Kurultayı, / Boğaziçi Üniversitesi/ İstanbul

26-30 Mayıs 2014, konuşmacı, IJAS Boston 2014: Int'l Conference for Academic Disciplines, Harvard University Medical School, Boston/ ABD

30.07.2013- 01.08.2013, konuşmacı, 8th International Conference on Interdisciplinary Social Sciences, Charles University, Prag-Çek Cumhuriyeti

12-13 Kasım 2012, katılımcı, 1. Yabancı Dil Eğitimi Çalıştayı - Türkiye'de Yabancı Dil Eğitiminde Eğilim Ne Olmalı? , Hacettepe Üniversitesi

4-6 Mayıs 2012, konuşmacı, 2nd International Conference on Foreign Language Teaching and Applied Linguistics, Saraybosna.

Haziran 2011, konuşmacı, Near East University- 1.International 1.ELT Conference- / Lefkoşa-Kuzey Kıbrıs Türk Cumhuriyeti

Mart 2010, katılımcı, International ELT Conference, Yeditepe ÜniversitesiIstanbul Istek Okulları

Şubat 2009, katılımcı, ELT Conference, Istanbul Çevre Okulları

Sertifikalar

Oxford Teacher Academy Training- 11-14 Eylül 2012

The 114 hour-Initial Trainer Training Course - Gordion Akademi - 2011-2012

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