AKDENIZ UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

FOREIGN LANGUAGE TEACHING DEPARTMENT

THE USE OF THE INTERNET AND WEB 2.0 TOOLS AMONG EFL
INSTRUCTORS

MA THESIS

Ahmet Gazi Özel

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Eğitim Bilimleri Enstitüsü Müdürlüğüne,

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ÖZET

İNGİLİZCE OKUTMANLARININ İNTERNET VE WEB 2.0 ARAÇLARI KULLANIMLARI

Özel, Ahmet Gazi

Yüksek Lisans, Yabancı Diller Eğitimi Bölümü

Tez Yöneticisi: Doç. Dr. Arda Arıkan

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Dil öğreniminde ve öğretiminde, internet ve Web 2.0 araçları hem öğrenciler hem de öğretmenler için muazzam kaynaklar ve fırsatlar sunar. Bu nedenle, İngilizce okutmanları teknolojinin dil sınıflarına entegre olmasına kayıtsız kalmamalıdırlar. Bu bağlamda, bu çalışmanın amacı İngilizce okutmanlarının internet ve Web 2.0 araçları kullanımlarını araştırmak ve onların öğretim amaçları için internet ve Web 2.0 araçları kullanımına karşı olan tutumlarını incelemektir. Bu amaç doğrultusunda, nicel bir araştırma modeli uygulanmıştır. Veri toplamak için araç olarak ilgili literatürden ve uzmanların görüşlerinden yararlanılarak bir anket geliştirilmiştir. Anket Türkiye'deki farklı üniversitelerde çalışan okutmanlara (n=112) online olarak gönderilmiştir. Elde edilen veriler SPSS 20.0 programı kullanılarak analiz edilmiştir ve betimsel istatistik, frekanslar, ortalama, yüzdeler ve standart sapma kullanılarak rapor edilmiştir. Çalışmanın sonuçlarına göre İngilizce okutmanlarının internet ve Web 2.0 araçları kullanımına karşı pozitif tutumlarının olduğu sonucuna varılmıştır. Okutmanların Web 2.0 araçlarına yönelik pozitif tutumları olmasına karşın bu araçları kendi öğretimlerinde yeterince kullanmadıkları ve internet hakkında bilgi edinmek için kendi çalıştıkları okulların onlara sağladıkları imkanlardan memnun olmadıkları sonucu ortaya çıkmıştır.

Anahtar Kelimeler: Teknoloji, İnternet, Web 2.0 araçları, Okutman.

ABSTRACT

THE USE OF THE INTERNET AND WEB 2.0 TOOLS AMONG EFL INSTRUCTORS

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In language learning and teaching, the Internet and Web 2.0 tools present resources and opportunities for both students and teachers mainly because of these tools' communicative potentials. Thus, EFL instructors should not be uninterested to the integration of technology into their teaching. The purpose of this study is to investigate the use of the Internet and Web 2.0 tools among EFL instructors and examine their perceptions towards the use of the Internet and Web 2.0 tools for teaching purposes. To this end, a quantitative approach was employed. In order to gather data, as an instrument, a questionnaire was developed in light of related literature and experts' opinions. The questionnaire was distributed online to EFL instructors (n=112) from various universities in Turkey. The data were analyzed using SPSS 20.0 and reported employing descriptive statistics, frequencies, means, percentages and standard deviations. According to the results of the study, it was concluded that EFL instructors had positive attitudes towards the use of the Internet and Web 2.0 tools. Although they had positive thoughts for Web 2.0 tools, they were not sufficiently using these tools in their teaching and were not pleased with the opportunities that their schools supplied them to learn about the Internet.

Keywords: Technology, the Internet, Web 2.0 tools, Instructors.

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CHAPTER I

INTRODUCTION

1.1. Introduction

In the field of education, numerous innovative tools and approaches have emerged to integrate technology into the learning and teaching processes with the aim to accumulate information (Kassim & Ali, 2007). The steady advancement of modern technology has bred influential tools that provide students with opportunities to create both authentic social communication and meaningful input (Rashtchi & Hajihassani, 2010). Various studies have been conducted to investigate the use of technology in language teaching (Stepp-Greany, 2002; Yang & Chen, 2007; Lee, 2005; Wiebe & Kabata, 2010).

Currently, the theoretical background of technology integrated learning is often based on constructivism, particularly Vygotsky's (1978) social constructivist theory. Vygotsky believed that the individual cannot be separated from his/her social context and, as a result, cognitive development is primarily regarded as a sociocultural activity (Erben, Ban & Castaneda, 2009). Learning is believed to be a student-centered activity where meaning and understanding are constructed by interacting with others in a social context. Constructivism puts emphasis on learner-centered instruction where independent interpretation is encouraged and accepted as happening "within the individual, resulting from experience and social interaction with others" (Dawley, 2007: p. 3). de Izquierdo and Reyes (2009: p. 103) state that "the revival of Vygostky's ideas and the advent of constructivism and sociocultural theory have led us to rethink how we approach the teaching-learning process in the 21st Century and what the role of technology in education is". Constructivism supports the application of modern technology in the classroom as it enables students to achieve greater global awareness and understanding by expanding their access to connections and resources outside one's school environment (Hussain, Iqbal & Akhtar, 2010).

Today, the main aim of foreign language teaching is to provide a learner-centered environment where learners use the target language to interact with others while simultaneously expanding their communicative competence (Lee, 2005). Incorporating technology into language learning in a social constructivist setting is a beneficial tactic in accomplishing constructivist aims. Online learning environments provide learners with more freedom and opportunity to control their own learning according to their needs (Caner, 2009). Hence, online environments can supply learners with opportunities to develop their language skills in a technology-enhanced setting that is agreeable to a student-centered approach to language learning (Arikan, 2008).

The use of the Internet based resources in educational environments has been steadily increasing over the years due to the availability and range of authentic materials which can generally be accessed free of charge (Motteram & Sharma, 2009). Dovedan, Seljan, and Vučković (2002: p. 75) discuss some of the following advantages of using the Internet for educational purposes:

1. twenty-four hour access to materials;
2. data that can be easily changed, edited, added, or exchanged and compared among different users;
3. communication happening outside the existing place and time;
4. the ease of adjusting exercises and drills to different knowledge levels;
5. the development of new and existing technology usage skills;
6. extending skills for individual research and team work;
7. achievement of social awareness.

The introduction of the Internet in language education began with Web 1.0 tools, and eventually progressed to Web 2.0 tools. Web 1.0 refers to static web pages with hyperlinks to other pages and resources. As Web 1.0 sites are static, personal and not interactive, Web 1.0 is generally called as the readable web. Personal web sites and online encyclopedias are the most common examples of Web 1.0. The limitation of Web 1.0 tools is its passivity as a communication conduit, whereas Web 2.0 tools enable learners to actively create and share information with others (Motteram & Sharma, 2009). Web 2.0 tools provide authentic and collaborative learning

environments by enabling socialization, collaboration, creativity, authenticity and sharing (Peachey, 2009).

Research has shown that blogs, wikis, and podcasts are the most frequently used Web 2.0 tools today (Kartal & Arikan, 2011). Due to the current widespread use of social media platforms such as Facebook and Twitter, it is necessary to consider the impact of social networking sites as well. Web 2.0 tools not only provide authenticity and collaboration but they also assist in the teaching of language skills as they give students control over their learning. As Dawley (2007: p. 208) states, "blogs and wikis are being used by many instructors to support the writing process, assist reflection in learning, provide student empowerment, and to promote the idea of students as experts in their own learning process". A secondary advantage of using blogs in the language learning process is that students can incorporate written texts, graphics, audio files, videos and links to this platform (Hernández-Ramos, 2004), which in turn enables them to practice not only their writing skills but reading and listening skills as well. Podcasts, in turn, are helpful tools in developing listening skills (Kavaliauskiene & Anusiene, 2009). Kavaliauskiene and Anusiene (2009) state that students can listen to a podcast and read its script at the same time, and then may record a response to the topic and submit this, and a written journal to their teacher. The teacher can then listen to the recording and provide feedback. By using podcasts in this way, it is possible to improve fluency in students' listening, reading, speaking, pronunciation and vocabulary (Kavaliauskiene & Anusiene, 2009), making this a truly multi-purpose learning platform. When engaging in an open interactive dialogue, it is not possible to separate these distinct language skills as they are all used simultaneously. Therefore, Web 2.0 tools such as blogs and podcasts can be used in the integration of language skills in order to increase and enhance authentic communication.

The prevalence of technology in the classroom has contributed to a shift in traditional teacher roles within learning environments. In constructivism based instruction, students are at the center of the learning environment while the instructors act as a guide or facilitator (Allen, 2008). The habits of the traditional classroom must be discarded as teachers undertake the difficult task of showing students how to attain

knowledge and personal enlightenment versus merely absorbing it. Students today are intensely interested in technology mainly because they are born into this Internet culture. Prensky (2001: p. 1) refers to them as "digital natives" and states that "they are all "native speakers" of the digital language of computers, video games, and the Internet". Hence, it is imperative for teachers to be able to speak the same language with these "digital natives". Each generation brings its own technological advancements and it is imperative for teachers to expand their knowledge and skills accordingly so that they can keep abreast of modern trends such as 'podcasting' (Motteram & Sharma, 2009).

There are various studies on the use of the Internet among EFL teachers around the world, most of which do not focus on university settings (Al-Mekhlafi, 2004; Rahimi & Yadollahi, 2011; Dogoriti, 2010; Shin & Son, 2007; Igawa & Nuspliger, 2012; Saklavcı, 2010; Solmaz & Bekleyen, 2011; Sahin-Kızıl, 2011). The number of studies (Mubireek, 2001; Al-Asmari, 2005; Khassawneh, 2012) conducted at universities, or with instructors, seems to be inadequate both in Turkey and the world. In particular, the number of studies done on the attitudes of both EFL teachers and EFL instructors towards the use of Web 2.0 tools is quite low. One reason for this situation may be that 'Web 2.0' is a new term in education. It is also possible that, as researchers do not use Web 2.0 tools themselves, they may not be interested in investigating their use among teachers or instructors. Horzum (2010) investigated the awareness, frequency and purposes of usage of Web 2.0 tools among teachers, and he found that blogs and podcasts were not frequently used in the classroom. In their study, Rahimi and Katal (2012) also found that within the instructors there were negative attitudes towards using innovative technology, and they concluded that instructors should be familiarized with Web 2.0 tools. There are also several other studies on the attitudes of prospective teachers towards the use of the Internet and Web 2.0 tools within the classroom (Arikan, 2008; Külekçi, 2009; Usluel, Mazman, & Arikan, 2009; Baltacı-Göktalay & Özdilek, 2010; Kartal & Arikan, 2011). The results of these studies supported previous findings in that Web 2.0 tools are not that popular among prospective teachers, and that further training in using these tools is needed. The studies conducted with future teachers have shown that the use of the

Internet and Web 2.0 tools is not common, but little is known about to what extent EFL instructors are aware of the existence of these tools. Hence, much research is needed to investigate the use of the Internet and Web 2.0 tools among EFL instructors.

1.2. Statement of the Problem

With the shift from Web 1.0 tools to Web 2.0 tools, the Internet users are no longer merely readers; they have become writers or creators of content as well. Modern educational methods and language teaching practices have also undergone changes in accordance with the evolution of technology and the growing influence of the Internet. Riasati, Allahyar, and Tan (2012) state that in order to supply learners with a variety of leaning choices and cover the demands of competitive markets in many countries, education ministries and universities have devoted much effort on enhancing the use of the web in all forms such as e-books, simulations, podcasting, wikis, and blogs. This reinforces the importance of educational instructors to keep abreast with current technological changes.

The Internet and Web 2.0 tools present numerous advantages for language learners. It is possible to enhance language learning skills by providing them with an authentic and collaborative environment using these tools. Though Web 2.0 tools enable students to practice self-cultivation of knowledge, the main duty of integrating this technology falls to the teachers as they are the ones who enable learning. Therefore, teachers have a vital role in the adoption and implementation of information and communication technology (ICT) in education (Hussain Iqbal & Akhtar, 2010). Murugaiah, Azman, Ya'acob and Thang (2010) notice that online learning, especially the use of emails, discussion boards, blogs and wikis are becoming increasingly prevalent in technologically-enabled schools. In order to teach in such a technologically enhanced environment, teachers need to acquire the skills and pedagogical knowledge that is necessary for teaching with technology. (Murugaiah Azman, Ya'acob & Thang, 2010).

Although ICTs make a remarkable influence on professional life, teachers still struggle in deciding how and to what extent, these technologies fit into their learning and teaching environments (Lund, 2004). Despite the irrefutable advantages of the Internet usage for EFL students, there is still a strong resistance by EFL teachers to adopt this technology in the classrooms (Khassawneh, 2012).

Turkish educational system has recently experienced an observable increase in the use of the Internet and Web 2.0 tools. There are a number of studies exploring the advantages of exploiting Web 2.0 tools in the EFL classrooms. For example, Arslan and Şahin-Kızıl (2010) and Kazancı (2012) studied the benefits of blogs on writing success; and Balaman (2012) studied the use of Facebook as the medium for teaching vocabulary and reading skills in an integrative way. Although various studies have been conducted on the benefits of the Internet and Web 2.0 tools as a learning device for students, the attitudes of teachers towards these tools have not garnished much attention.

1.3. Purpose of the Study

So far, it is shown that little is known about EFL instructors' use of Web 2.0 tools. In light of the scarcity of available information pertaining to the issue asserted above, the main purpose of this study is to explore the use of the Internet and Web 2.0 tools among EFL instructors. The Internet in general and Web 2.0 tools in particular are the main concerns of this study. There is not enough data concerning the extent EFL teachers and instructors are aware of these tools, or the perceptions they have towards the use of these tools. As an instructor, the researcher desired to investigate and measure the attitudes of his colleagues towards the Internet and Web 2.0 tools through the use of a detailed questionnaire. For these reasons, EFL instructors were asked to fill in a questionnaire to find out their attitudes towards the use of the Internet and Web 2.0 tools.

1.4. Research Questions

Corresponding with the aim of the study mentioned above, the following research questions are aimed to be answered:

1. How often do EFL instructors use the Internet and Web 2.0 tools?

2. What is the level of EFL instructors' proficiency in computer and the Internet use?

3. What are EFL instructors' perceptions towards the use of the Internet and Web 2.0 tools in language instruction?

4. Is there any meaningful relationship between the instructors' use of the Internet and Web 2.0 tools and individual characteristics such as (a) sex; (b) age; (c) department graduated; (d) teaching experience; (e) computer experience?

1.5. Limitations

The main limitation of this study is the number of EFL instructors who participated in it. Only one hundred and twelve EFL instructors from various universities contributed to the study. This sample size is too small to generalize the results of the study, and thus a larger sample size would be necessary to ensure the accuracy of the results as it applies to the general EFL sphere.

1.6. The Importance of the Study

Technology, the Internet and Web 2.0 tools offer resources and opportunities for language learning and teaching. Thus, EFL instructors should not be indifferent to the integration of technology into the language classroom. In this sense, the investigation of EFL instructors' perceptions on the use of the Internet and Web 2.0 tools may have important implications. This study gains great importance

considering the limited number of studies on the attitudes of EFL instructors towards Web 2.0 tools use. The research and analysis gained here may provide insights for further studies or training programs on the integration of technology into language teaching and learning. The findings of the study may also propel instructors to consider the use of appropriate online tools to enhance EFL teaching and learning in Turkey. In light of the results of this study, appropriate training programs in necessary areas may be suggested for EFL instructors; particularly since EFL teacher trainers at universities in Turkey provide prospective teachers with appropriate technological knowledge. Depending on the results of this study, teacher trainers may have the incentive to add new subjects into their curriculum in order to equip future teachers with the most recent technological tools that are often lacking in EFL classrooms today.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

In this chapter, the theoretical basis for the use of technology in language learning, constructivism/social constructivism are shortly examined in order to provide a clearer understanding of the relationship between technology use and constructivism/social constructivism. The relationship between constructivism and Web 2.0 tools are discussed. Later, the use of the Internet for EFL classes is reviewed. In the following part, the nature of Web 2.0 tools, and the application of blogs, wikis, podcasts and social network sites are described. At the end of the chapter, studies related to the use of the Internet and Web 2.0 tools among EFL teachers and instructors are examined.

2.2 Theoretical Background of Technology Based Language Learning

In the 1960s and 1970s there were language labs, tape recorders, overhead projectors, TV sets and videos in the classroom. Computers were utilized in the early 1980s to introduce Computer Assisted Language Learning (CALL), and with the integration of Information and Communication Technologies (ICT) the first static language programs and then dynamic web-based tools appeared in the 1990s (de Izquierdo & Reyes, 2009). Finally, educators today are looking for ways to integrate Web 2.0 tools into their teaching practices. Chinnery (2006: p. 9) explains the development of technology use in language teaching as follows:

> Practically since their availability, a succession of audiovisual recording devices (e.g., reel-to-reel, VCRs, PCs) has been used to capture language samples, and myriad playback and broadcast devices (e.g., phonographs, radios, televisions) have provided access to authentic speech samples. The espousal of audio-lingual theory in the 1950s brought the widespread use of the language laboratory in educational settings (Salaberry, 2001). Influenced by behaviorism, the lab was progressively replaced in the 1960s by drill-based computer-assisted

instruction, which decades later was itself surpassed by a more intelligent, interactive and multimedia computer-assisted language learning. The popular acceptance of the Internet in the 1990s advanced the development of computer-mediated communications.

As Chinnery (2006) explains, the use of technology in the language classroom began with audiovisual recording devices and has since evolved to the modern tools of the computer and the Internet. Throughout history, it has not merely been the technological tools that have evolved, but also their functions and use in the language classroom. The main function of the first computer software program was to support monotonous practice of language forms but today their primary function is to enable students with authentic and natural language use through student-student and student-teacher interactions happening outside the classroom (Liaw, 1998). Similar changes occurred in the use of CALL throughout history. Levy (1997: p. 1) defines CALL as "the search and study of applications of the computer in language teaching and learning". However, over time CALL adopted different roles and functions. As cited by Fitzpatrick (2004), Warschauer (1996) summarizes the main phases of CALL as follows:

a. behaviorist CALL which focused on repetitive language drills;

b. communicative CALL which focused more on using forms rather than on the forms themselves, explicit grammar teaching, making students create original utterances, and exclusive target language use;

c. constructivist/integrative CALL which is the current trend and focuses on the integration of language skills and technological tools into language learning, and students' constructing their own knowledge based on their prior experience.

Both the current trend in CALL and the use of Web 2.0 tools in language education corresponds with the principles of constructivism and particularly social constructivism. Constructivism puts forward the idea of students' exploring and building their own knowledge, and social constructivism implies that learning should take place both in and out of the classroom. In the following section, the relationship

between the use of technology and constructivism and social constructivism is discussed.

2.2.1 Constructivism and Social Constructivism

Constructivism is not only a philosophy but also a theory of learning, and the main idea behind it is that learning is an active process of creating, not solely acquiring, knowledge (Burns, Burniske & Dimock, 1999). According to Anderson and Kanuka (1999), constructivism is a philosophical term that attempts to identify how we construct knowledge; what it means to know something; how we realize the world; and how this knowledge activates our thinking processes. As cited in Powell and Kalina (2009), Woolfolk (2004) points out that "the key idea is that students actively construct their own knowledge: the mind of the student mediates input from the outside world to determine what the student will learn. Learning is active mental work, not passive reception of teaching" (p. 485). According to constructivist learning theories, learners are required to construct their own knowledge, instead of acquiring the knowledge directly from the teacher (Wang, 2009). Constructivism requires learner-centered instruction; individuals are believed to learn better when they are encouraged to discover things themselves rather than merely absorb what they are told, or instructed (Enonbun, 2010).

There are two main types of constructivism: (a) cognitive or individual constructivism based on Piaget's theory, and (b) social constructivism based on Vygotsky's theory (Powell & Kalina, 2009: p. 241, Kanselaar, 2002). According to Piaget's (1953) theory of cognitive development, people must construct their own knowledge versus passively receiving information that they understand and can easily use (as cited in Powell & Kalina, 2009). To explain how new learning occurs, he offered a schema theory which consists of three phases: assimilation, accommodation and equilibrium.

"Co-constructivism, better known as social constructivism has its roots in Vygotsky" (Saba, 2011: p. 5). Vygotsky states that peers interact with each other in social contexts to negotiate meaning socially via problem-solving activities (Jaramillo, 1996). According to social constructivism, knowledge is fluid versus fixed, and

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students create their own knowledge by participating in collaborative activities with peers, teachers and learning environments (Fageeh, 2011). "All of Vygotsky's research and theories are collectively involved in social constructivism and language development such as, cognitive dialogue, the zone of proximal development, social interaction, culture and inner speech" (Vygotsky, 1962 as cited in Powell & Kalina, 2009: p. 243). Vygotsky put forward the idea of the Zone of Proximal Development (ZPD) which takes place between the cognitive development level of an individual on his own and adults or experts within a context of learning (Palincsar, 1998). Vygotsky (1962) also exercised scaffolding in his theory; "it is an assisted learning process that supports the ZPD, or getting to the next level of understanding, of each student from the assistance of teachers, peers or other adults" (Powell & Kalina, 2009, p. 244). In other words, a person advances from one cognitive level to another through support, or scaffolding, from a more cognitively developed peer (Saba, 2011). Scaffolding is also an indispensable part of cooperative learning and therefore enhances negotiation of meaning also.

Despite sharing many common ideas, Piaget believed that development precedes learning whereas Vygotsky argued the opposite (Kanselaar, 2002). Both Piaget and Vygotsky believed that knowledge is constructed, but while Piaget placed emphasis on individuals in the construction of knowledge, Vygotsky put emphasis on the social aspect of knowledge, claiming that all learning occurs through language and the social context where it is encountered (Anderson & Kanuka, 1999). Ideas are constructed through an individual process in cognitive constructivism, however; in social constructivism, ideas are constructed through interaction with the teacher and other students (Powell & Kalina, 2009).

Constructivism requires inquiry, exploration, autonomy, personal expressions of knowledge and creativity (Burns, Burniske & Dimock, 1999). Computers can provide these as they allow for both exploration and creative self-expression (Burns, Burniske & Dimock, 1999). Constructivist learning settings provide technology-based spaces where students; "explore, experiment, construct, converse and reflect on what they are doing so that they learn from their experiences" (Jonassen, Peck & Wilson, 1999, p. 194 as cited in Wang, 2009: p. 1). With the advent of the WWW

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(World Wide Web), it is now possible for learners to quickly access a plethora of high quality information and to be in control of the direction of their own learning. The subsequent goal is for the learner to play an active role in building knowledge onto his/her existing mental framework (Enonbun, 2010). Constructivism gives teachers a chance to be flexible of individualized learning for each student while using technology tools to enhance cognitive and meta-cognitive processes (Nanjappa & Grant, 2003).

It is argued that integrating technology with constructivist methods, such as problem-based learning and project-based learning, enables learners to be both responsible and active in the learning process (Grant, 2002). Martin-Stanley, B. L. and Martin-Stanley, C. R. (2006) state that constructivism and technology create more learning opportunities together. Students can have access to information and tools for creativity and development with the help of online activities. Constructivism and technology allows students to share their ideas with a global audience beyond the classroom, which in turn challenges students to be self-motivated, interactive, and assigned to critical thinking (Martin-Stanley, B. L., & Martin-Stanley, C. R., 2006).

Social constructivists claim that knowledge is the result of collaborative development in a social-cultural context, and that in order to enhance social knowledge instruction, there must be a selection of communication tools, such as synchronous or asynchronous facilities in the learning environment (Wang, 2009). Fageeh (2011) notes that online collaborative learning can be achieved by computer mediated communication (CMC), and the process of forming knowledge societies along with the benefits of idea-sharing and feedback among collaborating members is believed to be one of the greatest levels of construction in accordance with Vygotsky's theory on ZPD.

2.2.1.1 Constructivism and Web 2.0 Tools

Web technologies, particularly Web 2.0 technologies incorporated with constructivist principles for learning, foster several ways to transform EFL education from instrumental motivations to integrative motivations, which are consequently more effective in English language acquisition (Wu & Merek, 2009). Enonbun (2010)

summarizes the correspondence between constructivism and Web 2.0 tools as follows:

> Constructivism proposes that the learner actively participates in the learning process. It is a departure from the objectivist thinking that the instructor is the sole custodian of knowledge. It assumes the fact that the individual learner takes active responsibility of the content of the material being learnt, the learning process as well as the manner of instruction. This calls for a drastic and novel way of stimulating the learner towards achieving the desired objectives of learning. This is in synchrony with the Web 2.0 paradigm, which is a highly interactive platform that stimulates user involvement and participation in the development and maintenance of content. The Web 2.0 phenomenon supports user development and discovery of content via highly interactive means and the pace of the interaction are primarily determined by the learner (p. 21)… Web 2.0 provides leverage for the active participation of the learner in constructing their learning processes by stimulating the individual learner to construe meaning out of the content being learnt. It has also 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).

It is possible to see the great pedagogical potential of Web 2.0 applications, particularly in light of modern approaches to learning such as social constructivism, and the increasing societal requirements of information literacy, collaboration ability, and problem solving skills (Karaman, Yıldırım & Kaban, 2008). Due to their ability to implement constructivist learning activities, Web 2.0 tools make it possible to construct meaning collaboratively while simultaneously considering individual differences, thus indicating the importance of these tools in supporting constructivist learning (Horzum, 2010).

It is also possible to see the effects of constructivism on Web 2.0 tools such as blogs and wikis. Taguchi (2006) conducted a writing project based on the constructivist approach and he found that blogs for foreign language education have the potential to improve language skills, motivate students to learn more, and cause students to

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express themselves using both previous knowledge and new. Fageeh (2011) also discovered that blogging increases favorable student attitudes through a learner-centered approach that promotes them to read and write for communicative purposes and where they have the opportunity to find and construct meaning. Blogs are also a distinctive learning tool as they function as a platform for scaffolding, student-centered learning, and the development of communities (Yang, 2009). Notari (2006) states that wikis are an influential tool for constructivist learning as they facilitate collaboration within a learning setting. When considering wikis in terms of social constructivism, Parker and Chao (2007: p. 59) indicate that wikis have a collaborative nature, which means "they enact knowledge building with and for others, with the focus being on the community rather than on the individual learner".

Parker and Chao (2007) state that in reflective learning it is essential to encourage students to reflect on their knowledge so that it becomes explicit, and wikis allow this reflection to be done collaboratively. Due to their rich and flexible nature, and the low technological barriers to entry, wikis present a viable opportunity to integrate broad collaborative and constructive learning into our educational environments (McMullin, 2005).

Social network sites such as Facebook also correspond with the theory of social constructivism as it allows students to construct meaning by sharing ideas collectively. Zainuddin, Abdullah and Downe (2011, p .44) also state that the two main features of social network sites for educational purposes, communication and collaboration, influence learners' cognitive development and accordingly optimize their Zone of Proximal Development (ZPD).

2.3 The Use of the Internet in EFL

As computer technologies offer flexibility and accessibility, language learners and educational institutions are acquiring the benefits of these technologies in the classroom (Goertler, 2009). With the ever-evolving nature of technology, language learning approaches are always changing, and new technologies let learners reach their target language easily outside the classroom (Ota, 2011). One of these

technologies is computer mediated communication (CMC) which has been widely used in language teaching. Muangsamai (2003: p. 21) states that CMC represents a vehicle that improves students' abilities to communicate with their friends or others outside the classroom "via synchronous modes such as live chatting, teleconferencing or asynchronous modes (such as emailing, discussing on the 22listserv) via the computer terminals". CMC is believed to have a variety of educational purposes including; constructing group coherence among students, allowing for the collaboration of information and ideas, providing the opportunity for online tutoring, improving communication skills, and giving feedback to students (Sherry, 2000). CMC acts as a doorway for language learners to enter communities that provide the opportunity to communicate with peers or native speakers of their target language via synchronous or asynchronous modes. They can interact with their interlocutors without time and geographical limitations (Muangsamai, 2003). "In fact, the advantage of computer mediated communication (CMC) brought about by the Internet is that learners are given an opportunity to interact with others without interruptions, time pressure, or social anxiety. Moreover, the use of technology redistributes teacher and classmate attentions so that less able students can become more active participants in class" (Vi, 1995: p. 62).

According to the Internet World Stats, the estimated total number of the Internet users worldwide was 2,405,518,376 by June 30, 2012. Also, 34.3% of the world population used the Internet and between the years 2000 and 2012 the growth in the number of Internet users was 566.4%. The statistics for Turkey show that 45.7% of Turkey's population uses the Internet. In 2000, Turkey had 2,000,000 Internet users, whereas by June 30, 2012 this number increased to 36,455,000 users, making Turkey 15th in the ranking of the top 20 countries with the highest number of the Internet users. These statistics suggest that the number of the Internet users is increasing daily around the world.

Fitzpatrick (2004) states that "undoubtedly web-based learning continues to provide one of the chief sources for language learning" (p. 13). It is argued that Web-based learning materials are more valuable than non-communicative classroom tools (such as CDs) due to their superiority in delivering interactive communication (Fitzpatrick,

2004). The most prominent feature of the Web is that "it offers an environment in which a creative teacher can set up authentic learning tasks in which both processes and goals are stimulating and engaging, which take individual student differences into account" (Felix, 2002: p. 3). Vi (1995: p. 61) argues that "the computer network has offered language teachers and learners a source of authentic materials, tools for communication and collaboration and tools for improving language skills".

The World Wide Web enlarges the classroom context and supplies access to current materials from the country (or countries) of the target language in different modes and it also connects the foreign culture and language with everyday life which has the benefit of making it more concrete in the minds of the learner (Fitzpatrick, 2004). Dovedan, Seljan, and Vučković (2002: p. 72) note that computer technology and the Internet must be regarded as beneficial teaching materials that enable students with "new ways of communication, different ways to access the authentic materials, initiative to individual research and also to the individual and team work". According to Felix (2002), the Web and the Internet-based language learning environments present effective tools both for practicing language structures and for the formation of real-life learning tasks.

Warschauer and Whittaker (1997: p. 27-28) give the following examples to show why it would be beneficial to use the Internet in language learning:

1. the linguistic nature of online communication is attractive for enhancing language learning;
2. the Internet creates the best conditions for developing writing skills as it offers an authentic audience for written product;
3. it has the potential to increase students' motivation;
4. it encourages the development of English language learning in order to adequately and easily function well online.

Lee (2005) found that Web-based learning not only supports writing and communication skills, but it also allows the students to participate actively in the learning process and to be responsible for their own development. On the Web, it is possible to maintain an experiential and goal-oriented learning process in which students can choose the task, negotiate the process, determine the product, and share

the result on a global scale (Felix, 2002). Charupan, Soranastaporn and Suwattananand (2001: p. 38) found that Thai universities used the Internet for "(a) analyzing the students' needs, (b) classroom communication between teachers and students, (c) planning and presenting instruction, (d) practicing English language skills, and (e) evaluating and assessing students' performance". It is apparent that the Internet can be used for a variety of purposes in language teaching.

The use of the Internet in language education also has positive effects on language skills. Beauvois (1998 as cited in Stepp-Greany, 2002) reports that students in the networked writing project displayed greater fluidity of conversation, increased use of complex sentences, and more examples of self-expression. She thinks that the removal of a strong teacher authority made students freer to express themselves, and consequently produce a qualitatively and quantitatively stronger form of communication (Beauvois, 1998). Beauvois (1994 as cited in Stepp-Greany, 2002) reported that 43% of the students stated that their reading skills had improved, and the majority of students gained increased confidence in their speaking ability. Beauvois (1998) also found that, in networked classes, there is more student-to-student interaction than in traditional classes, and that LAN writing promotes oral language development.

In their study on the use of Web-based forum discussion, Yildiz and Bichelmeyer (2003) found that Web-based courses provide EFL-speaking international students more opportunities to speak out and take part in discussions than in face-to-face classrooms. Sanaoui and Lapkin (1992) also reported that "considerable growth occurred in French-speaking skills, and possibly also in listening and reading comprehension, which implies that an explicit focus on one area can have an effect on the other skills" (p. 544). Bax (2000) explains how ICT, particularly the Internet, can be used to teach grammar, vocabulary and language skills. He also lists the names of some useful Internet sites and explains the changing role of teachers in technology-based language teaching (Bax, 2000).

Today, e-mailing is also used in Internet-based language learning. E-mail is believed by many foreign language teachers to be a helpful tool that enhances students' cultural awareness (Liaw & Johnson, 2001). According to Liaw and Johnson (2001),

e-mail supplies students with instant, direct, and individual access to the opinions of people who actually live in their target culture. Mail groups are also effective language learning tools as they offer an authentic communicative environment. Mak (1999) states that mail groups have been utilized for class or group discussion in the past by encouraging students to send mail about topics they are personally interested in, follow up the response with individual research, and then subsequently discuss the topic with a target group.

In addition to email and messaging services, electronic portfolios (e-portfolios) are also used to support the development of learners' writing skills. Today, it is believed that e-portfolio based evaluations are useful alternatives for language assessment as they not only document learners' work, but they also reflect the development of their competencies, experiences and thinking which provides a useful map or proof of progress (Ok & Erdoğan, 2010).

2.4 Web 2.0 Tools

The term 'Web 2.0' started with a conference brainstorming session between O'Reilly and MediaLive International (O'Reilly, 2005). O'Reilly made a broad definition of Web 2.0 as follows:

> Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences (O'Reilly, 2007: p. 17).

According to Enonbun (2010: p. 20), "Web 2.0 refers to a perceived second generation of Web development and design that facilitates communications and secures information sharing, interoperability, and collaboration on the World Wide Web. Web 2.0 concepts have led to the development and evolution of Web-based

communities, hosted services, and applications such as social-networking sites, video-sharing sites, wikis, and blogs." Adams (2008) explains the difference between Web 1.0 and Web 2.0 by stating that in Web 1.0 platforms, information is displayed in a static venue whose educational uses are divided into two; information retrieval and rote training (Pegrum 2009: p. 20-21 as cited in Harrison & Thomas, 2009). However, Web 2.0 has user-generated content and promotes communication and interaction (Adams, 2008). The Table 2.1 compares Web 1.0 and Web 2.0:

Table 2.1

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

(Solomon & Schrum, 2007: p. 23)

The Web 2.0 concept and its tools have an open, collaborative and contribution-based nature, which are ideal for the future of education (Bower, Hedberg & Kuswara, 2010). The open, flexible and accessible nature of Web 2.0 tools allows interactive and collaborative communication among users (Lee, 2009). Olaniran (2009: p. 263) gives two reasons why Web 2.0 has the power to create supplementary qualities for learning: "First, it helps foster the ideas and tools for e-learning by driving the development of user input and co-development of resources. Second, it allows students to move away from the tightly held control of teacher- or instructor-organized activities and curriculum, to a context, or platform, where learners are able to establish and control how, and when, they learn." Karpati (2009) indicates that Web 2.0 technologies help educators create collaborative learning

environments which they put students in the center of the process and keep teachers on the periphery as mentors or guides.

Web 2.0 tools seem to be changing both the way that knowledge is constructed as well as its ownership. For example; teachers now want students to use wikis to create their own record of information about a topic instead of giving them a collection of lectures on a subject area (Motteram & Sharma, 2009). According to Harrison and Thomas (2009), Web 2.0 tools are introducing new ways for establishing different online learning settings and promoting interaction, participation, and feedback between students, their peers and their teachers. Crook (2008) gives four main themes that surround Web 2.0 use in education: inquiry, literacies, collaboration, and publication. Enonbun (2010) lists four advantages of Web 2.0 tools in learning for both teachers and students: increased learner involvement; the world as a classroom; collaboration for learning; and access to an open classroom 24/7. Although Web 2.0 has enormous advantages, it has also some disadvantages if not managed correctly, and these disadvantages include: limited computing resources; compromised integrity of work; ease of plagiarism; and lack of privacy (Enonbun, 2010).

Motteram and Sharma (2009) state that a wide range of language learning tools are available that allow us to be social in various ways: textually with blogs, wikis and Google docs; orally with tools like MSN or Skype; visually with MSN, Skype, Adobe Connect, WizIQ; and aurally with podcasting. Web 2.0 tools also have the potential to supply learners with extra opportunities to do meaningful language learning activities from their homes or libraries (de Ramirez, 2009). Web 2.0 tools provide supplementary opportunities for socialization and community building outside the traditional classroom environment (Lee, 2009). According to de Ramirez (2009), students become active learners, negotiate meaning, and create their work for a global audience by using Web 2.0 tools. He also states that as students are not only expected to find information, but also to analyze its value and correctness, using Web 2.0 tools in the classroom develops their problem solving skills (de Ramirez, 2009). de Ramirez (2009) also points out the fact that the World Wide Web is fun, and it increases motivation for learning. According to Karpati (2009: p. 140), "the most important feature of Web 2.0 for language education is the change of direction in

communication on the Internet. Web 1.0 was the "readable web", where the dominant activity was *reception* of texts sounds and images, whereas Web 2.0 is the "writeable web", where *creation* of new content is dominant." Although Web 1.0 was similar to the traditional classroom in which face-to-face education was emphasized, Web 2.0 can be linked with collaborative models in education (Karpati, 2009). He also thinks that it is crucial for language teachers to use Web 2.0 services as they provide authentic language education environments (Karpati, 2009).

According to Gonzalez and Louis (2008), students must be acquainted with English in order to communicate effectively with both native and non-native speakers around the world and this can be achieved by Web 2.0 tools as they allow access to diverse input and interaction using the four basic skills of language. They also state that Web 2.0 tools can make students autonomous as it gives them the opportunity to control the content and the pace of their learning, which in turn contributes to their feelings of self-motivation and responsibility (Gonzalez & Louis, 2008). One of the benefits of Web 2.0 is that it provides support to lifelong learners who prefer less structure and guidance in informal environments (Olaniran, 2008). Teachers can also benefit from Web 2.0 provided that they maintain the necessary skill level to navigate these constantly evolving technological tools, by learning the ways in which these tools can improve students' learning. For example, teachers can provide more meaningful and frequent feedback and assessments with these tools (de Ramirez, 2009).

The most popular Web 2.0 tools are blogs, wikis, podcasts, social network sites, social bookmarking, RSS and photo or video sharing. Solomon and Schrum (2007) also mention Web 2.0 versions of desktop tools such as word processing and spreadsheets (Google Docs and Spreadsheets). Although discussion forums have been accessible through the Internet since before the recent rush of Web 2.0 technologies, they share many of the significant characteristics of Web 2.0 technologies: "user interaction and generation of content, collaboration, and so on" (Stone, 2010: p. 9). Mason (2011) notes that if students regularly and actively participate in forums, they become effective learning tools. Yildiz and Bichelmeyer (2003) studied forum participation of international graduate students speaking English as a foreign language, and they found that the characteristics of forum

discussion provided these students with a more equal opportunity to vocalize their opinions. Virtual worlds are also accepted as Web 2.0 tools, but there are not enough studies on the use of virtual worlds in education to include it in this study. Carr (2008: p. 13) utters these words about them:

> The term virtual world refers to a computer-based environment, and encompasses online games such as World of Warcraft as well as social worlds such as Second Life. Virtual worlds play host to collaboration, creative production and dissemination, socializing, role-play, programming and building. There are significant differences between online multiplayer computer games and social worlds, but educators are interested in the two for similar reasons, including their capacity to immerse and motivate learners, and the potential to alter a user's relationship to technology.

In the following section, the most commonly used Web 2.0 tools; blogs, podcasts, wikis (Solomon & Schrum, 2007), and social network sites are investigated in detail due to their importance in this study.

2.4.1 Blogs

Blogs (or weblogs) are easy-to-write web pages on which written products can be arranged chronologically. They consist of amateur web pages that can be constructed through the help of templates, and as such are accessible to anyone in possession of an email address. It is possible to include text-based content, videos, audio files, images and links to other pages in blogs. The term "weblog" appears to be used for the first time by John Barger in 1997 (Barger, 1999). He gave the following definition of a weblog:

> "A weblog (sometimes called a blog or a news page or a filter) is a web page where a weblogger (sometimes called a blogger, or a pre-surfer) 'logs' all the other Web pages she finds interesting. The format is normally to add the newest entry at the top of the page so that repeat visitors can catch up by simply reading down the page until they reach a link they saw on their last visit (Barger, 1999)."

Taguchi (2006: p. 3) defines blogs as "personal journals kept chronically, where people can present or express themselves online to the world free of charge." Blogs are popular because they can be created easily, and they do not require a complicated knowledge of software or programming (Blood, 2000; Zhang, 2009). Blogs can be used for personal, political, social, economical, and educational purposes. Since their first emergence in 1999, blogs have been used within the educational realm to develop important skills such as reading, writing and listening.

Huffaker (2005) and Godwin-Jones (2003) believe that blogs can be useful for educational purposes due to their popularity among the current generation of youths and the beneficial features found within this online platform. These features include interactivity, simplicity of use, customizability, openness to the world, and the ease of accessing these tools whenever and wherever the user may be, provided that they have an Internet connection. Taguchi (2006) gives the following reasons for his decision to use blogs in his project versus paper-pencil journals: students can submit their entries easily; typing is much easier and faster than handwriting; anyone can comment on the students' entries; the students maintain full autonomy over their blogs by choosing their own templates, listing their favorite external links, posting personal images, and generally managing all aspects of their own blogs.

Pinkman (2005: p. 13) defines blogs as it relates to the perspective of language learning: "a blog is an easy to maintain online journal that can provide foreign language learners a venue in which they can reflect, comment, question, review and communicate – outside the classroom in an authentic environment." Yang (2009) outlines the reasons why blogs are useful tools for language teaching and learning: blogs can stimulate reading and motivate learning; a global community can be formed through blogs; blogs provide hyperlinks to other resources; and they provide a learning space. Miceli, Murray and Kennedy (2010) believe that, in respect to foreign language learning, blogs have remarkable potential to provide authentic materials and increase the opportunity for real communication in the target language.

While blogging presents opportunities for authentic reading and writing practices in the target language (Lee, 2009; Pinkman, 2005), it also encourages students to express their own ideas and thus raise their interest in both reading and writing

(Pinkman, 2005). Pinkman claims that blogs improve reading comprehension and writing skills, and also create a motivating environment for the pursuit of both reading and writing in the target language. Though blogs hone many different language learning skills, they are mostly utilized by instructors to practice writing skills. As cited in Boas (2011: p. 28), Bloch (2008) states that blogs are the perfect way to teach writing because they: are easy to form and maintain; promote students to be more prolific writers; encourage group work, feedback, and collaboration; supply opportunities to write outside of the classroom; can link to related texts and multimedia; afford students with a sense of authorship; and can be a versatile teaching tool for the instructor.

Arslan and Sahin-Kızıl (2010) studied the use of blogs to promote writing instruction, and they found that the students using blog software in their writing courses performed better that those who received only in-class writing instruction. Kazancı (2012) also studied the use of blogs to improve writing skills in university English preparatory classes, and he concluded that blogs improved students' writing skills, students enjoyed using them, and peer collaboration also improved. As a result of her study Lee (2009: p. 434) reports "students also felt a sense of pride and ownership, as they invested a great deal of time and energy in creating blogs, and gained control over writing; furthermore, they highlighted that using blogs created a social workspace in which they acquired new knowledge, collaborated and connected with their international partners." Noytim (2010) agrees with Lee as she states that weblogs create an authentic learning environment for real communication where students share their writing with, not only their teachers or classmates, but also a global audience of people all around the world. In his study, Taguchi (2006) used blogs for advanced Japanese courses in constructivism and he concluded that blogs presented students with a learner centered environment where they can gain autonomy and construct new knowledge by utilizing their background knowledge. Like Taguchi, Ward (2004) also states that blogs support learner autonomy. Noytim (2010) suggests that blogging allows people to easily communicate and share thoughts with each other which ultimately result in them constructing their own knowledge.

According to de Almeida Soares (2008), perhaps the most significant benefit of the use of blogs in language teaching is the ability to reach different groups of learners worldwide and allow them to interact with each other. This interaction allows students to use the language authentically, as they can share their cultures, feelings and thoughts to make the learning process more enjoyable and real. (de Almeida Soares, 2008). Ducate and Lomicka (2005 as cited in Lee, 2009) suggest that students have the opportunity to obtain increased cultural awareness as well as an exposure to diverse perspectives by accessing blogs that are written by native speakers. Another advantage of blogs is that they have the potential to activate students who are quiet and shy in the classroom environment (Miceli, Murray & Kennedy, 2010). Ducate and Lomicka (2008, p. 18 as cited in Miceli, Murray & Kennedy, 2010) found that their students were expressing themselves more frankly and comfortably in their blogs than in the classroom. Mynard (2007) states that teachers can use blogs to encourage self-reflection in their students. However, Hashemi and Najafi (2011) stress that it is imperative for teachers to be relative experts when it comes to computer and blogging technology, and that they must take active roles both before and during blogging activities.

Campbell (2003) explains three different types of blogs: the tutor blog, the learner blog and the class blog. The tutor blog is run by the teacher and, according to Campbell (2003), it has the following functions: it provides a daily reading practice for the learners; it encourages exploration of English websites; it promotes online verbal exchange by use of comment buttons; it provides class or syllabus information; and it serves as a resource of links for self-study. "This approach gives students extra opportunities to be in touch with casual, natural writing styles; to practice their writing skills while expressing themselves; to establish a stronger affective bond with the teacher. However, the tutor blog usually restricts students to writing comments on the subject the teacher has posted. Therefore, if the reason for having a blog is to foster the creation of spaces which individuals can manage the way they feel like, the learner blog is a better option." (de Almeida Soares, 2008: p. 519).

According to Campbell (2003: p. 55) learner blogs are run by "individual learners themselves or small collaborative groups of learners" and they are most effective for reading and writing classes as students can write about anything they are interested in, and they can comment on the other students' posts.

The class blog is a consequence of the collaboration between the students and the teacher (Campbell, 2003). According to Stanley (2005 as cited in de Almeida Soares, 2008), the class blog can be used effectively as a collaborative discussion area outside the classroom for reflecting deeply on the things that took place in class. Campbell (2003) also states that class blog can be used for project-based language learning.

Figure 2.1

An EFL Blog.
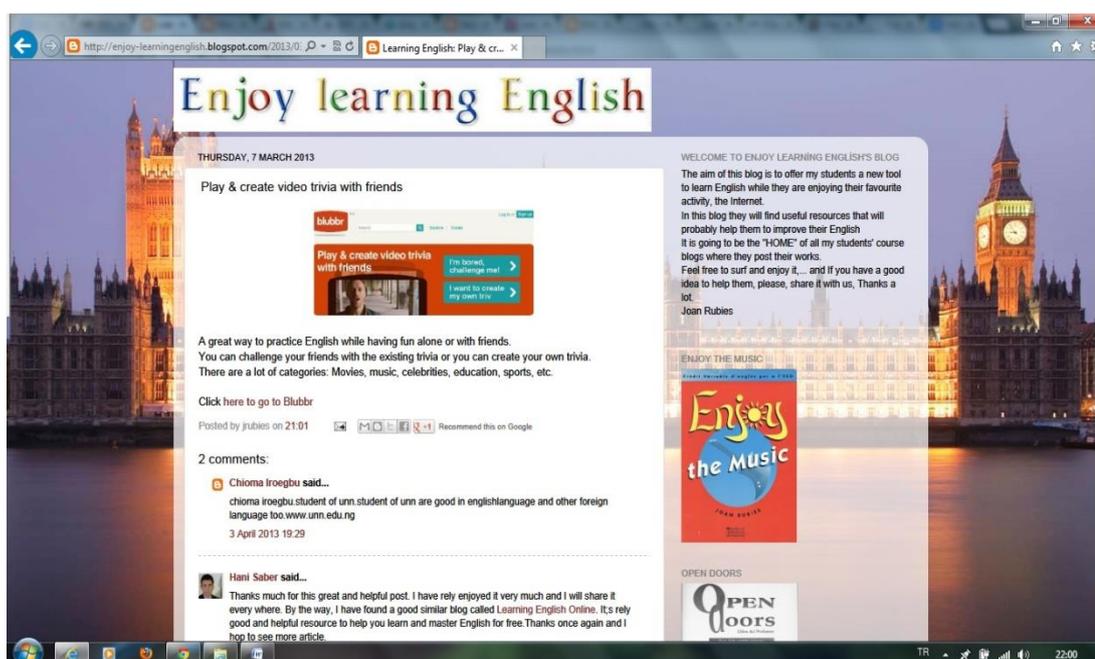
Figure 2.2

An ESL Blog.
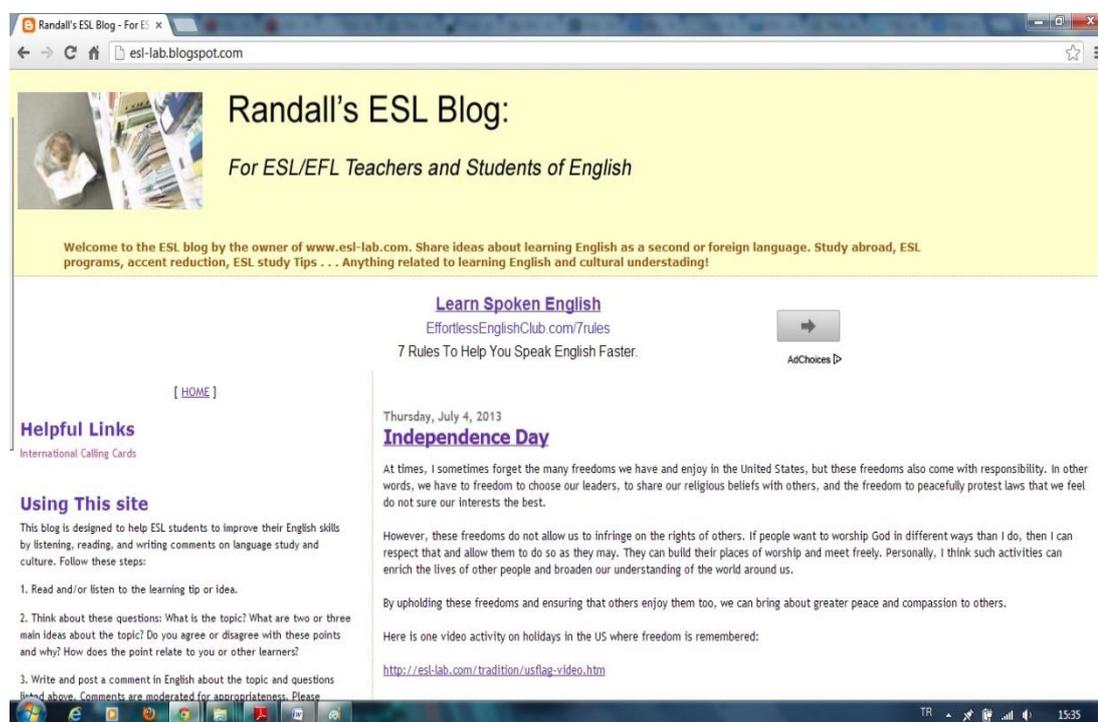
2.4.2 Wikis

A wiki is a website that allows visitors to work on and edit the content collaboratively (Erben, Ban & Castaneda, 2009; Parker & Chao, 2007). The term 'wiki' comes from a Hawaiian word 'wiki wiki' meaning fast or quick, and Ward Cunningham developed the first wiki software, WikiWikiWeb (Wikipedia, 2013) as a tool. In core, it is a simple way of creating HTML web pages in collaboration with a system that saves each change occurring over time, and allows the user to, at any time, revert a page to its previous shapes (Parker & Chao, 2007).

Wikis are considered to be useful because they enable collaborative learning. Wikis help teachers arrange information for their students while allowing students to construct the knowledge collaboratively (Bower, Hedberg & Kuswara, 2010). Augar, Raitman and Zhou (2004: p. 95) also state that wikis possess considerable promise for online collaboration, and they believe that "wikis can be used to facilitate computer supported collaborative learning, CSCL." As wikis create a collaborative

environment, students have the ability "to learn how to work with others and how to create a community" (Coniam & Lee, 2008 as cited in Lin & Yang, 2011: p. 90). Wikis can be used to get information and knowledge, to share information with others, to allow learners to engage each other in learning, and to construct knowledge by providing a collaborative setting (Bolulos, Maramba & Wheeler, 2006). Collaborative learning environments make students improve their problem solving skills (Bower, Hedberg & Kuswara, 2010). Wikis support student creativity and innovation as they help students establish meaning in a multimedia format. They foster students to show initiative and self-direction since they design, edit and build their own wiki on any subject they want (de Ramirez, 2009). Wikis support student-centered teaching as students are in charge of the wiki pages and the content written there (Bower, Hedberg & Kuswara, 2010).

Duffy and Bruns (2006: p. 35) listed some educational uses of wikis:

- Students can use a wiki to develop research projects, with the wiki acting as ongoing documentation of their work.

- Wikis can be used for students to add summaries of their thoughts from the prescribed readings, building a collaborative annotated bibliography.

- In distance learning environments, the tutor can publish resources like the class syllabus or course handouts, and the students can edit and comment on these directly (for all to see).

- Wikis can be used as a knowledge base for teachers, enabling them to share reflections and thoughts regarding teaching practices, and allowing them to output versioning and documentation. Essential to the usability of such a resource is that it is searchable, has easy navigation and categorization, and file management, all of which current wiki environments provide.

- Wikis can be used to map concepts: they are useful for brainstorming, and authoring a wiki on a given topic produces a linked network of resources.

- A wiki can be used to facilitate a presentation in place of conventional software, like Keynote and PowerPoint, and (given a suitable working

environment) students are able to directly comment on and revise the presentation while it takes place.

In language teaching, wikis help to develop students' writing skills in a collaborative setting. As wikis promote meaningful interaction among students, they are great platforms for peer feedback activities (Lin & Yang, 2011). Wikis can be used for specific projects, and they create a powerful collaborative environment (Godwin & Jones, 2003). Wikis also give a social meaning to writing as students present to a real audience versus merely submitting an assignment to their instructor (Lin & Yang, 2011). Wikis have the potential to link students to different kinds of authentic audiences, starting from their peers to the Internet users outside the classroom (Descy, 2006), and when compared to a traditional classroom this potential audience that wikis offer can motivate students to write more enthusiastically (Coniam & Lee, 2008). When wikis are used for writing, teachers support students as part of a social process (Richardson, 2010). In his study, Higdon (2006) found that wikis allowed students to write more while teachers spent less time checking papers in the classroom and utilized the time outside of class to do it online. "Using wikis for writing activities makes students engage in close writer-reader interactions and encourages them to become more cautious about structural consistency and grammatical accuracy "(Kuteeva, 2011 as cited in Huang, 2012: p. 63).

Yates (2008) also found that designed with constructivist structure wikis have the potential to improve language learning practices. Alshumaimeri (2011) found that wikis can help both students and teachers as they enhance the accuracy and quality of writing in a collaborative setting. The flexibility of the wikis is another advantage as they allow students to share links of other websites, pictures or graphics to support their writing. They offer flexibility and authenticity because many users can login and communicate in real time while other users can see and edit the content or add new material (McPherson, 2006 as cited in Lin & Yang, 2011).

Besides the positive effects of wikis in writing skill, Chen (2008) also found that in his study students using wikis fared better with listening and reading skills. He also found that the wiki group students developed a positive attitude towards cooperative learning, the class and their progress, and they felt comfortable in wiki environments

(Chen, 2008). Augar, Raitman and Zhou (2004) also mention the use of wikis as an icebreaker and in their project they concluded that wikis can assist in developing social interaction among the students.

Figure 2.3

A Wiki about English Corpus.
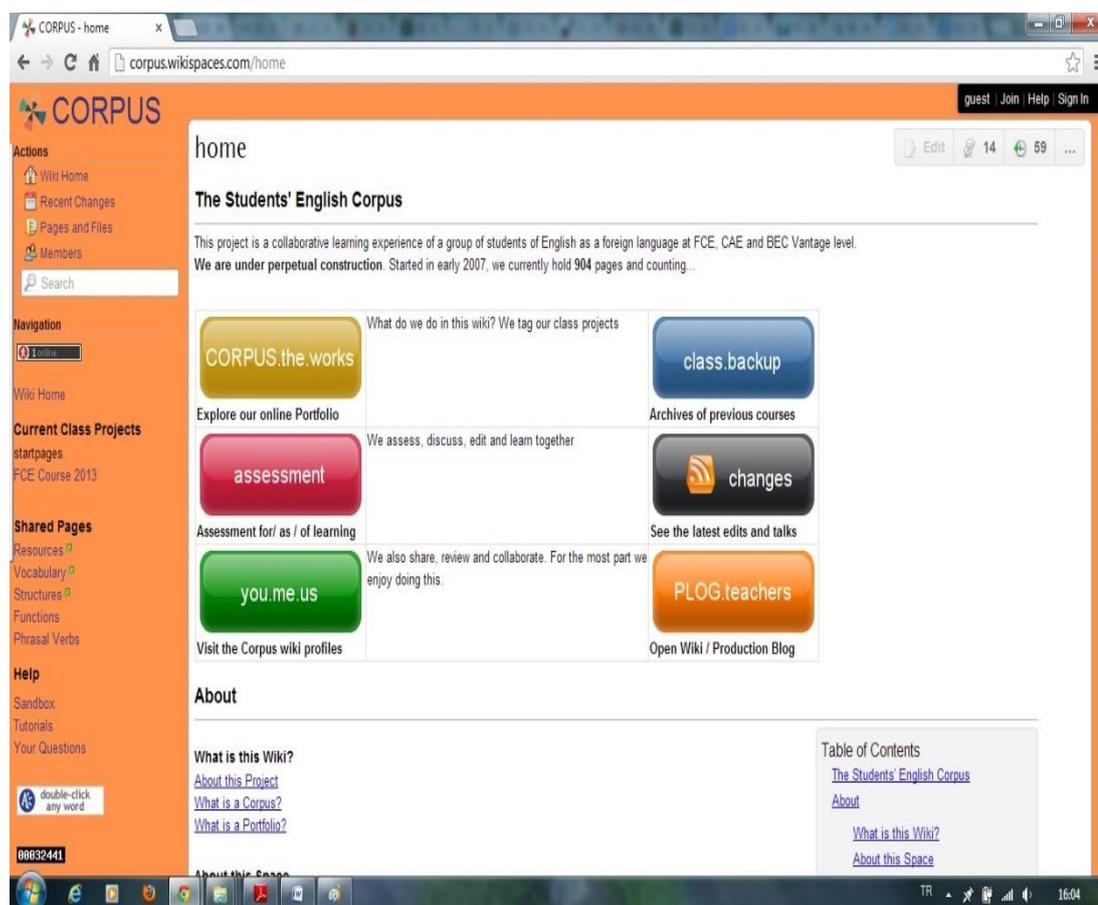
Figure 2.4

A High School English Class Wiki.
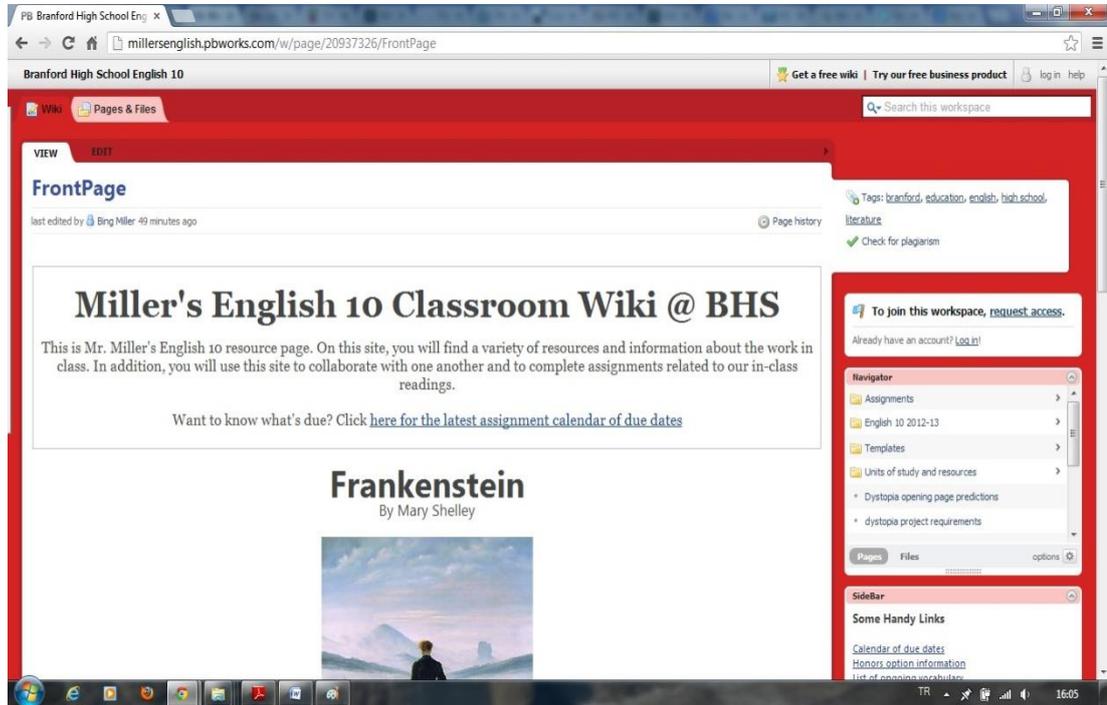
Figure 2.5

A Wiki about Practical English.
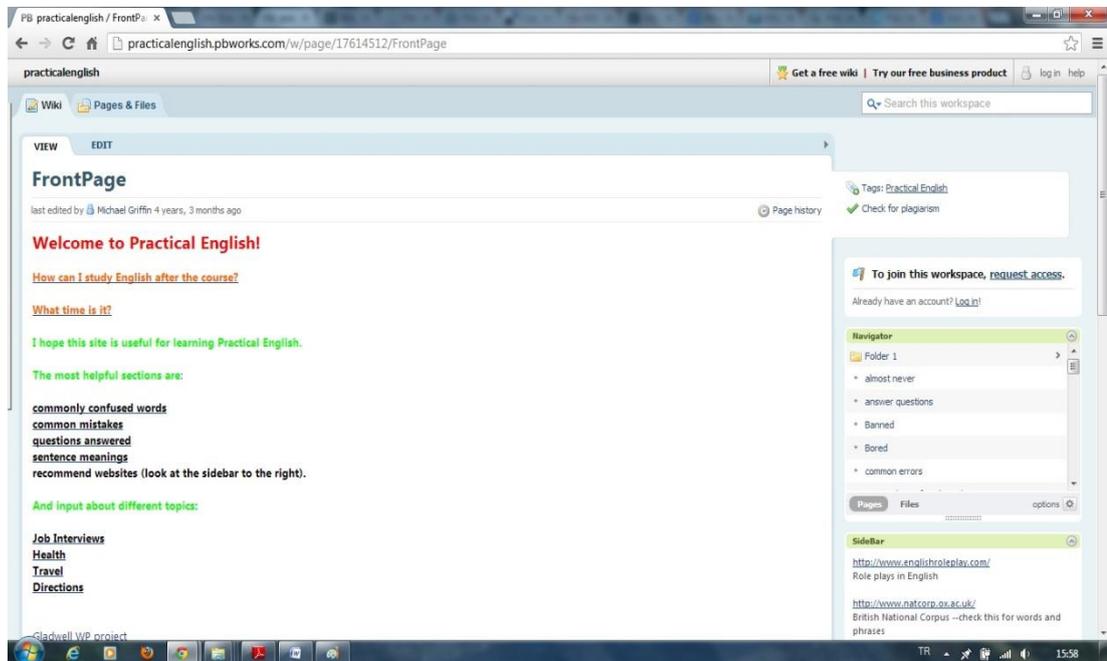
2.4.3 Podcasts

A podcast is an online audio file that is delivered through a RSS (Really Simple Syndication) feed, which lets subscribers listen to the audio file automatically (Donnelly & Berge, 2006; Lee, 2009). The term "podcast" is a combination of the words "iPod" (Apple's portable music player), and "broadcast" and it was first coined by Benn Hammersley in 2004 (Hammersley, 2004). Podcasts enable transferring digital media to other portable devices, and this feature presents an 'anytime, anywhere' media experience (Harris & Park, 2008).

Figure 2.6

iTunes, Language Learning Podcasts.

Donnelly and Berge (2006) give four advantages of using podcasts in education: voice communication provides intimacy; podcasts supply an opportunity for learners to take control of their own learning. They allow learners to multitask and train outside of the classroom. Wilson (2006 as cited in Donnelly & Berge 2006: p. 2) also explains academic uses of podcasts: "disseminate course content; capture live classroom material; record field notes; enhance studying; and support file transfer and storage". As a result of their study, Edirisingha, Salmon and Fothergill (2007: p. 133) highlighted the contributions of 'profcasting', supporting students' learning

with specially created podcasts, to student learning: "supporting organizational aspects of learning; developing positive attitudes towards the lecturer; bringing in an informality and fun to formal learning; helping with independent learning; enabling deep engagement with learning material; enabling access while being mobile".

Meng (2005: p. 5 as cited in Rosell-Aguilar 2007) lists the following possible uses of creating podcasts:

- to record and distribute news broadcasts.
- to record teacher's notes.
- to record lectures and distribute directly to student's MP3 players.
- to record meeting and conference notes.
- student projects and project support interviews.
- to archive oral history and on-demand distribution.

Podcasts provide excellent educational opportunities and they are quite popular among language learners and teachers (Lazarevic & Bentz, 2010). Podcasts are mainly used to enhance listening skill in language teaching. Second, language learners should be given more opportunities to listen to authentic input and to create meaningful output, and podcasts provide them with these opportunities to discover target language and culture (Lee, 2009).

According to Thorne and Payne (2005), by using podcasts students are supported with examples of real communication and authentic materials. O'Bryan and Hegelehimer (2007) state that most of the ESL podcasts on hand are created either by language teachers or native speakers who teach English, and these podcasts give importance for comprehending authentic speech, pronunciation and grammar structures and songs or poems which are more enjoyable forms of communication. Constantine (2007) suggests some advantages of podcasts for listening skills: students can experience global accents; learners will deal with the target language; (intermediate) students will be provided with authentic texts and a variety of voices. As podcasts give a chance for students to listen to authentic texts and the ability to record and make public speeches they enhance language acquisition (Lee, 2009). Podcasting not only offers access to authentic materials but also provides

opportunities to be aware of vocabulary and grammatical structures (Rosell-Aguilar, 2007). Rosell-Aguilar (2007) also states that there are two types of podcast resources: the first type are podcasts that include authentic content produced by native speakers mostly used by them, such as news and radio programs. The second ones are the podcasts that include language course content and language preparation.

Podcasts can also be used to improve learners' speaking skills and their pronunciation. Powell (2006 as cited in Lee, 2009) believes that recording podcasts makes students less anxious than speaking in front of the class, so this recording process develops both the student's pronunciation and speaking ability. "Using podcasts in EFL context meets the need for oral activities that are often neglected in the EFL settings. Thus, they could potentially make up for learners' lack of exposure to the target language" (Mohammadzadeh, 2010: p. 1197).

Copley (2007) states that most of the students in traditional courses found podcasts to be very beneficial experiences. He also reported that podcasts helped students most while doing revision or getting prepared for exams (Copley, 2007). Abdous, Camarena and Facer (2009) also state that if they are used for reviewing, podcasts can serve greater advantages. Rosell-Aguilar (2007) listed some other advantages of podcasts for language learning: they are portable and easy to use; attractive in terms of players; motivating for students; easy to find and download the content; materials are free; and there is the chance to use materials both in and outside of class activities.

Bolliger, Supanakorn, and Boggs (2010) investigated the effect of podcasts on student motivation, and they found that students were fairly motivated, and podcasts helped students' learning processes. The supplementary classroom materials that podcasts offer can increase students' motivation and assist them to be more independent, responsible, and confident language learners (Mohammadzadeh, 2010). O'Bryan and Hegelehimer (2007: p. 174) also express that besides their use for instructional goals, "the instructor-produced podcasts also serve to motivate students by giving them control over the input they receive and taking advantage of a popular technology that has potential for helping students improve their listening comprehension".

Figure 2.7

An EFL Podcast.
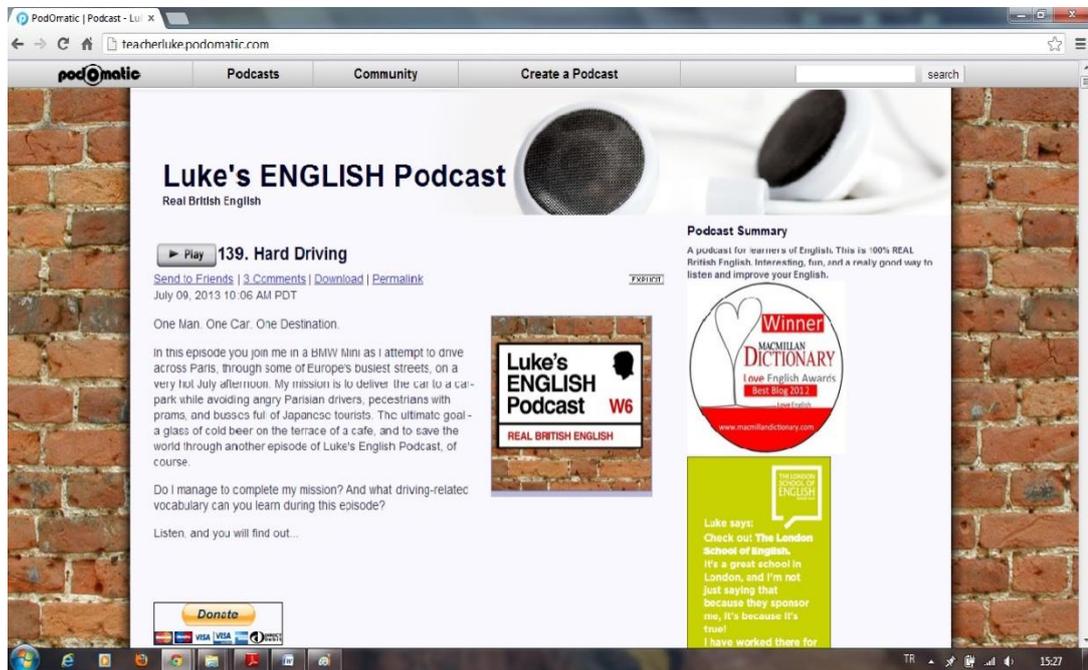
Figure 2.8

An EFL Podcast.

2.4.4 Social Network Sites

Social networking sites have recently become increasingly popular with the rise of Web 2.0, with increased collaboration and sharing between users with the help of applications like wikis, blogs and podcasts, RSS feeds, etc (Bosch, 2009). A social network service centers on creating online communities of people sharing interests and/or activities, or people with interest in discovering the goals and activities of others (Muthukumar, 2009). Boyd and Ellison (2007) give the following definition of social network sites:

> We define social network sites 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 (boyd & Ellison 2007: para. 5)

Social networks are gaining an increasing place in the lives of learners so educators are showing an interest towards social networking (Selwyn, 2008). According to Donmus (2010), when considering learning with social networks, it is apparent that social network syntax puts dynamism to learning so learning through social networks is one of the best perceptions that correspond with the idea of learning anytime and anywhere. Social networking services may help students as they get into new networks of collaborative learning, mostly constructed for their interests which are seldom considered in their actual learning environment (Selwyn, 2008).

Social networks have the potential for educational uses because they support interaction between learners and they are also helpful for learners as they assist them in enjoying new networks of collaborative learning, mostly dependent on their interests and likes which are also seldom considered in their actual educational environment (Selwyn, 2009). Some studies revealed that social networks enhance educational activities as they enable interaction, collaboration, participating actively, sharing information and critical thinking (Ajjan & Hartshorne, 2008; Mason, 2006;

Selwyn, 2007). As learning is accepted as a social activity, with their strong social influence, social networking sites have the capacity to connect students with each other, and to involve both students and teachers within a new community and related education (Duffy, 2011). He gives three key advantages of social network sites for tertiary education; firstly they enable creating online collaborative activities; secondly for socialization and communication as they are already used by many students so they may also be eager to use them in their education; and finally many of them are free to use without restrictions of some other learning management systems (Duffy, 2011).

In his study, Ota (2011) found that through social network sites, second language learners attain additional information and sources, while beginning communication in the second language positively/safely. He also states that by observing SNS communities, L2 teachers can learn about the materials or methods that students find effective and interesting and reflect on this experience in their classroom teaching (Ota, 2011). In her review of Livemocha, a social networking site used for language learning, Liaw (2011) comes to the conclusion that since it is well equipped with its materials and integration of Web 2.0 tools into activities, Livemocha (see Figure 2.9) provides an interactive, authentic and meaningful language learning environment which cannot be created by many traditional language learning contexts. Harrison and Thomas (2009) also focus on Livemocha in their study, and they report that language learners can use SNSs to find new relationships instead of just maintaining existing ones. Roura Planas (2010: p. 7) states that "the challenge for educators is to provide students of English with the sort of linguistic skills and technical resources that might allow them to access the global communication network successfully… Because of its interactional features, the SNS (social networking sites) encourages the development of students' language use and language socialization as a learning community through the participation in an online project scheduled around various events in a preparation to travel towards full autonomy".

Figure 2.9

Livemocha.
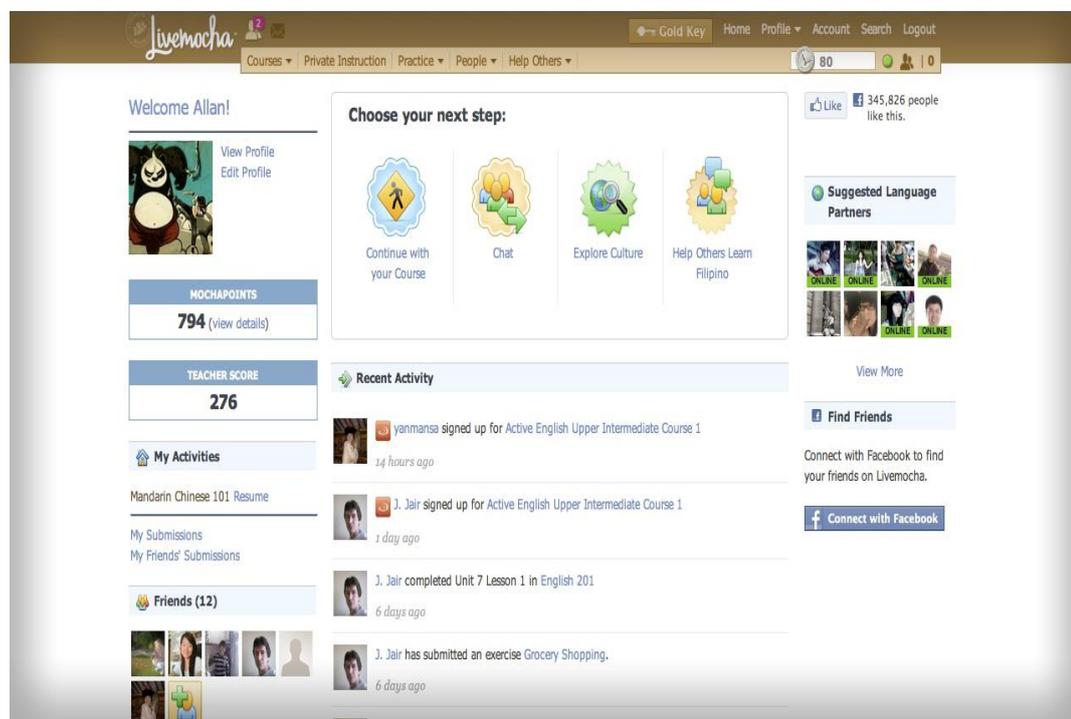
Facebook is one of the most used social network sites. According to Internet World Stats (2013), the total number of Facebook subscribers is estimated to be 937,407,180 as of September 2012. Facebook is believed to be an effective teaching tool considering its features such as peer feedback, agreements with the social context and interaction tools. Facebook has a great personal and social role on the daily lives of university students and this feature encourages some educators to attempt to use it for student learning (Selwyn, 2007). Duffy (2011) argues that with the possible educational benefits of Facebook, students gain creative, critical, communicative and collaborative skills that will help students in both educational and professional contexts. Cain and Policastri (2011) claim that Facebook can be used as an informal learning environment since it is not constrained with time and space, like traditional instructions. Blattner and Fiori (2009) studied how Facebook can promote authentic language interaction and the development of socio-pragmatic awareness. They state that Facebook has the potential to be used to increase motivation and language performance (Blattner & Fiori 2009). Kabilan, Ahmad, and

Abidin (2010) found out that although the students did not join specific groups or shared ideas, views or topics related to English language learning, they were able to learn new words, build confidence, increase motivation and positive attitude towards learning English by chatting with their Facebook friends.

Kosik (2007) reported that for academic purposes, some students use Facebook to get in touch with their friends in their classes or to get information about assignments. Bosch (2009) explains how the students in her study used Facebook for academic purposes: students used Facebook to get in touch with others about holiday projects, and to share lecture and study notes; all students stated that the main benefit of Facebook was the possibility of accessing tutors and lecturers right away, in an informal and comfortable environment. Additionally some lecturers reported that as the questions of students had already been answered on Facebook they could use class time more efficiently (Bosch, 2009). Kayri and Çakır (2010) indicate that it is possible to use Facebook for educational purposes as it makes learning fun, presents lots of online materials and enhances collaboration in groups.

Figure 2.10

A Social Networking Site: Edmodo.
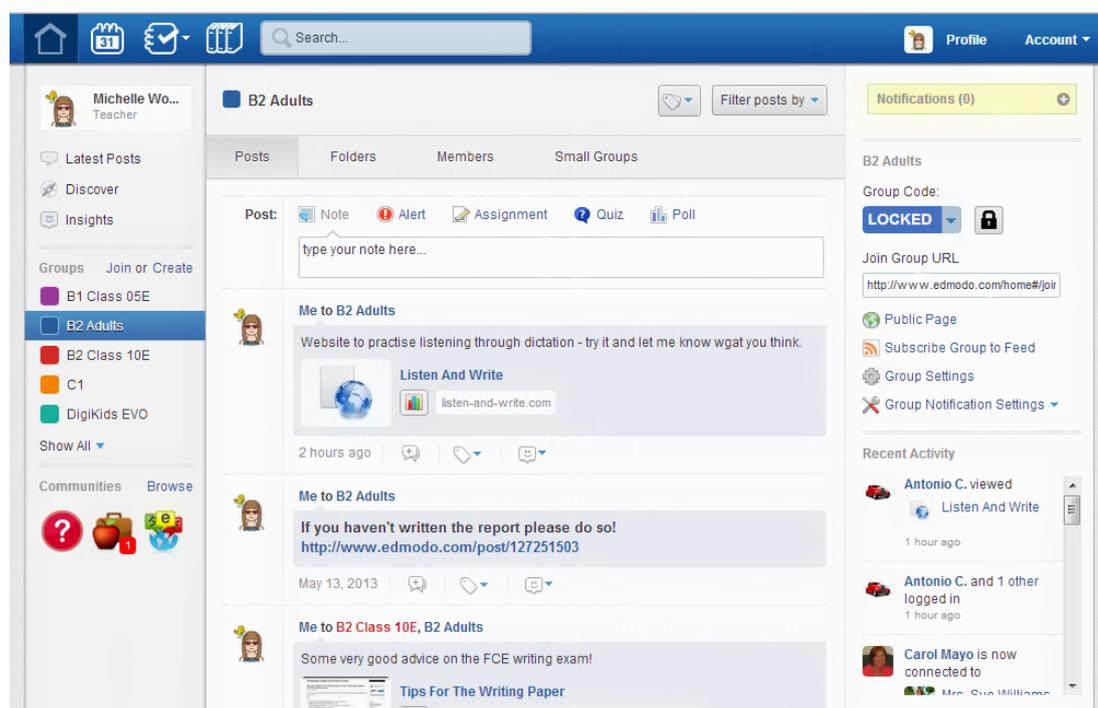
Figure 2.11

A Language Learning Page on Facebook.

2.5 Related Studies on the Attitudes of EFL Instructors/Teachers towards the Use of the Internet and Web 2.0 Tools

With the development of science and technology, and the implementation of information and communication technologies (ICTs), teaching and learning has been significantly influenced (Zhu, 2010). In changing teaching and learning environments, teachers' roles have also shifted. In order to integrate ICT into teaching, teachers need to develop a variety of competencies such as: "creativity, flexibility, logistic skills for assigning work and study places as well as grouping students, skills for project work, administrative and organizational skills, collaborating skills, and computer competence" (Zhu, 2010: p. 73-74).

As mentioned earlier, technology-based learning rests on constructivism, especially social-constructivism. Constructivism asserts that learners transport their knowledge from past experience, and they use that knowledge to construct meaning and attain new knowledge (Allen, 2008). Constructivism puts the students in the center, and pushes teachers into a more passive role as a facilitator and a guide (Allen, 2008). In student-centered classrooms, teachers use technological tools to enable students to

work in active ways as the technology promotes active learning and enables students to construct knowledge (Dexter, Anderson & Becker, 1999). Therefore, teachers need to support collaborative learning by using technological tools in order to help students construct meaning through interacting with each other. Technology use and constructivism advance hand in hand with each other.

Becker (2001) states that it is apparent that teachers with more constructivist beliefs use computers more often, in more challenging ways, and with greater technical expertise. Zhu, Valcke and Schellens (2010: p. 162) report that there is a connection between "the support for social-constructivist principles and emphasis on collaboration and the adoption of online collaborative learning". As it is crucial for teachers to integrate technology into their teaching under the guidance of constructivism, finding out their attitudes towards technology will certainly provide valuable information. In the following section, the studies dealing with the attitudes of teachers towards the Internet and Web 2.0 tools are introduced. At the end of this section, Table 2.2 summarizes the related studies.

There are a number of studies exploring the views of EFL teachers towards the use of computer and the Internet technology. For example, Arkın (2003) studied teachers' attitudes towards computer technology use in vocabulary instruction. He distributed questionnaires to 97 teachers in an English-medium university and also conducted an interview with 12 selected teachers. As a result of his study, he concluded that there are significant attitude differences between teachers who had computer technology training and who had not. Although most teachers believe the usefulness of technology resources, familiarizing a teacher with technology does not assure their use in language instruction. Similarly, Gilakjani and Leong (2012) investigated EFL teachers' attitudes towards using computer technology in language teaching. As a result of their review of literature, as Arkın (2003) found out, they stated that introducing technology resources does not guarantee teachers' use in language teaching. They also emphasized the importance of training for teachers, and their need for explanation, guidance and assistance.

Cahyani and Cahyono (2012) examined the kinds of technology EFL teachers use, how they apply them, and why they use them in their classrooms. They also explored teachers' attitudes towards technology use. The types of technology used by the teachers, ranking from the highest frequency, are notebooks/computers, tape recorders, multimedia and websites. Teachers use technology to present teaching materials, and the reason why they use technology is the practicality, convenience and potential to make teaching and learning interesting with technology. They also found that teachers have positive attitudes towards technology use in the classroom as they think that students can learn second languages better with the help of technology.

Rahimi and Yadollahi (2011) studied ICT use in EFL classes focusing on EFL teachers' personal and technology related characteristics. Two hundred and forty-eight full time teachers took part in the study. The results showed that teachers used digital portable devices more than computer or network tools in the classroom and they used technology mostly in teaching oral skills. In terms of personal characteristics of teachers, the study revealed that ICT use decreases with age and teaching experiences and younger teachers integrate technology into their teaching more than older teachers. Rahimi and Yadollahi (2011) found no significant relationship between gender and ICT use.

Likewise, Şahin-Kızıl (2011) explored the use of ICT use and the attitudes of high school EFL teachers towards ICT. The study was conducted with 76 EFL teachers working at state schools by using a questionnaire. In the light of the results, she found that the most extensively used ICT tools are gradebook, the Internet, software for repetitive practice, processing text, interactive exercises and PowerPoint presentations. She also found that teachers had positive attitudes towards the use of ICT for educational purposes since they think that computers are advantageous over traditional methods and suitable for their curriculum goals. The lack of class time and inadequate training opportunities were reported as the major obstacles in the integration of ICT.

Dogoriti (2010) studied the attitudes of English language teachers in primary education in Greece towards web-based ELT. The findings showed that in general,

younger teachers are more likely to use ICT applications such as the Internet, CD-Rom, PowerPoint presentations, and search engines. E-mail, chatting software, blogs and online resources are found to rarely be used by EFL teachers. In general, the results revealed that a great number of teachers have a positive attitude towards the use of ICT in foreign language teaching and learning.

Khassawneh (2012) investigated EFL teachers' perspectives and perceptions towards the use of the Internet in language instruction. For the aim of the study, a questionnaire was delivered to 30 EFL teachers. Through results of questionnaires, it was revealed that most of the teachers had positive attitudes and a willingness to use the Internet, but their integration of the Internet into teaching was very inadequate. The negative concerns most of the teachers showed result from crowded classrooms, lack of time to finish textbooks, difficulty in managing and monitoring students, lack of training on the use of the Internet, and limited computer facilities.

Similarly, Shin and Son (2007) examined EFL teachers' perceptions and perspectives on the use of the Internet for teaching purposes. A total of 101 Korean secondary school EFL teachers participated in a survey. The findings showed that most of the teachers used the Internet for their teaching purposes, and their usage aim was mostly to prepare teaching materials. Among various types of the Internet activities, Web surfing activities were found to be used most frequently. Teachers also agreed on the effectiveness of the Internet in teaching EFL as the Internet offers students opportunities in finding authentic resources, sharing information, communicating with native speakers, and it motivates students. The results of the survey put forward three key factors affecting the use of the Internet: teachers' personal interests, teachers' abilities, and computer facilities and technical support in schools.

Al-Mekhlafi (2004) studied the use of the Internet in secondary schools, and EFL teachers' beliefs and willingness to integrate it into language teaching. The study was carried out with 250 English language secondary teachers. According to the results, teachers are familiar with modern technologies and willing to integrate the Internet in their teaching in spite of some concerns they have. Although they show positive attitudes, the results showed that EFL teachers are not currently using the Internet in their teaching.

Al-Asmari (2005) investigated the use of the Internet by EFL teachers in Saudi Arabian colleges of technology. A questionnaire was sent to 203 EFL teachers, and with a random sample, 15 teachers were interviewed by phone. The participants stated that they had already used the Internet for instructional purposes but they used the Internet for more personal than instructional purposes. It was found out that participants use mainstream Internet services such as e-mail and the World Wide Web. Although their level of access to and expertise in computer and the Internet were limited, they had positive perceptions towards the use of the Internet as a pedagogical tool. Al-Asmari (2005) also concluded that expertise, place of access and the Internet experience had a considerable predictive importance on teachers' use of the Internet. As a final point, the need for the Internet training to increase the Internet usage among teachers was stressed.

Likewise, by using the same questionnaire with Al-Asmari (2005), Saklavcı (2010) examined the level of the Internet use for instructional purposes among EFL teachers, their attitudes towards the Internet use and the factors that may affect their Internet use. She conducted a questionnaire with 202 EFL teachers who work at state high schools in Eskişehir, and later 15 teachers, with a random sample, were interviewed. Through results of questionnaires and interviews, she found that teachers use the Internet very often. Just like the findings of Al-Asmari (2005), teachers use mostly mainstream Internet activities, and they use the Internet less often for instructional purposes. Although teachers had positive perceptions of the Internet, they do not use it for their lessons. Lack of technical resources, support from the administrators, insufficient time, and the need for knowledge about how to implement the Internet in their classroom were the factors that limit their use of the Internet.

Solmaz and Bekleyen (2011) investigated the use of the Internet among 45 high school EFL teachers and the web sites they used for professional purposes. Their findings indicated that the teachers mostly followed resources from websites, forums and social networks, dictionaries, magazines and blogs respectively.

There are also various studies conducted with prospective EFL teachers. For example; Arikan (2008) explored the relationship between 412 future EFL teachers'

use of the Internet and their opinions on the development of language skills. The findings showed that among the participants, only 26.7% dedicate more than 6 hours of their Internet time to sources in English. He also found out that reading skills improved the most (88.9%) and speaking the least (44.6%). According to the results, he concluded that prospective EFL teachers may not have realized the potential of the Internet for the improvement of oral skills.

Similarly, Külekçi (2009) investigated pre-service English teachers' attitudes towards the Internet. A questionnaire was distributed to 195 pre-service teachers. According to the results, pre-service teachers are willing to use the Internet applications, and they generally have positive attitudes towards using it. Although they have positive opinions towards the use of the Internet, their computer skills are not adequate. Therefore, Külekçi (2009) emphasizes the need for Internet tools training for EFL teaching.

Although there are a number of studies on the attitudes of EFL teachers towards the use of the Internet, it is not possible to say the same thing for the use of Web 2.0 tools. Horzum (2010) examined the awareness of teachers about Web 2.0 tools, the frequency and the purpose of their use. He collected data from 183 teachers, and as a result, he found out that most teachers were aware of Facebook, MSN and VSS but blogs and podcasts were not widely used in the classroom. The results revealed that teachers are mainly using Facebook once a week, MSN every day, VSS a few days a week, and yet they are not using Wikipedia, weblogs or podcasts. The reason why they use Facebook, MSN and VSS is mostly for entertainment and communication, and they use Wiki, podcasts and weblogs for accessing information.

Tyagi (2012) explores the use of Web 2.0 technologies in learning by faculty members. Participants were professors, associate professors, and assistant professors from different departments. The findings showed that three reasons lay behind the purpose of faculty members' Web 2.0 tools usage: for web based teaching and research; for interactive learning features; and to keep themselves up to date on related topics of concern.

Attitudes of EFL prospective teachers towards the use of Web 2.0 tools have been studied in some studies in Turkey. Usluel, Mazman and Arikan (2009) examined

future English teachers' awareness of collaborative Web 2.0 tools. Their focus was mainly on the use of blogs, wikis and podcasts, and 162 prospective English teachers participated in this study. The results revealed that podcasts are the least popular tools used by student teachers while wikis are the most popular. In general, results show that Web 2.0 tools are not popular in student teachers' lives.

Cephe and Balçıkanlı, (2012) explored ELT student teachers' perspectives on the use of Web 2.0 tools in language learning. Training on web technologies were given to 139 student teachers for three months and then a questionnaire to all students and an interview of 20 students were conducted. In light of the results of both the questionnaires and the interviews, and despite some of the challenges such as lack of technological devices, the prospective teachers appeared to have positive feelings about the use of Web 2.0 technologies as they think that web technologies have the following advantages: (1) they provide authentic language; (2) they capture learners' attention; (3) learners are involved in the learning process as web technologies provide constructivist learning environments.

Kartal and Arikan (2011) investigated the online tools prospective foreign language teachers use to learn about foreign languages, literatures and cultures. They prepared a questionnaire and distributed it to 60 future foreign language teachers. The study indicated that social networking, online music, and e-mails are the most widely used tools by future teachers. On the other hand, podcasts and blogs are the least used ones.

Table 2.2

Summary of Related Studies.

Study	Participants	Findings
Cahyani and Cahyono (2012)	EFL teachers	The types of technology used by the teachers, ranking from the highest frequency, are notebooks/computers, tape recorders, multimedia and websites. Teachers have positive attitudes towards technology use in the classroom.
Cephe and Balçıkanlı (2012)	ELT student teachers	The prospective teachers appeared to have positive feelings about the use of Web 2.0 technologies.
Gilakjani and Leong (2012)	EFL teachers	Introducing technology resources does not assure teachers' use in language teaching. The importance of training for teachers, and their need for explanation, guidance and assistance are emphasized.
Khassawneh (2012)	EFL teachers	Most of the teachers had positive attitudes and a willingness to use the Internet, but their integration of the Internet into teaching was very inadequate.
Tyagi (2012)	Academics from different departments	Faculty members use Web 2.0 tools: for web based teaching and research; for interactive learning features; and to keep themselves up to date on related topics of concern.
Kartal and Arikan (2011)	Prospective EFL teachers	While social networking, online music, and e-mails are the most widely used tools by future teachers, podcasts and blogs are the least used ones.

Rahimi and Yadollahi (2011)	EFL teachers	Teachers used digital portable devices more than computer or network tools in the classroom and they used technology mostly in teaching oral skills. ICT use decreases with age and teaching experiences and younger teachers integrate technology into their teaching more than older teachers.
Şahin-Kızıl (2011)	EFL teachers	The most extensively used ICT tools are gradebook, the Internet, software for repetitive practice, processing text, interactive exercises and PowerPoint presentations. Teachers had positive attitudes towards the use of ICT for educational purposes.
Solmaz and Bekleyen (2011)	EFL teachers	Teachers mostly followed resources from websites, forums and social networks, dictionaries, magazines and blogs respectively.
Dogoriti (2010)	EFL teachers	E-mail, chatting software, blogs and online resources are found to rarely be used by EFL teachers Younger teachers are more likely to use ICT applications. Most of teachers have a positive attitude towards the use of ICT in foreign language teaching and learning.
Horzum (2010)	Teachers	Most teachers were aware of Facebook, MSN and VSS but blogs and podcasts were not widely used in the classroom.
Saklavcı (2010)	EFL teachers	Teachers use the Internet very often but not mainly for instructional purposes. Although teachers had positive perceptions of the Internet, they do not use it for their lessons.

Külekçi (2009)	Pre-service English teachers	Although pre-service teachers have positive opinions towards the use of the Internet, their computer skills are not adequate.
Usluel, Mazman and Arikan (2009)	Future EFL teachers	Podcasts are the least popular tools used by student teachers while wikis are the most popular. In general, Web 2.0 tools are not popular in student teachers' lives.
Arikan (2008)	Future EFL teachers	Through the Internet, future teachers' reading skills improved the most (88.9%) and speaking the least (44.6%). Prospective EFL teachers may not have realized the potential of the Internet for the improvement of oral skills.
Shin and Son (2007)	EFL teachers	Most of the teachers used the Internet for their teaching purposes, and their usage aim was mostly to prepare teaching materials. Web surfing activities were found to be used most frequently. Teachers agreed on the effectiveness of the Internet in teaching EFL.
Al-Asmari (2005)	EFL teachers	Teachers used the Internet for more personal than instructional purposes. They use mainstream Internet services such as e-mail and the World Wide Web. They had positive perceptions towards the use of the Internet as a pedagogical tool.
Al-Mekhlafi (2004)	EFL teachers	Although they show positive attitudes, EFL teachers are not currently using the Internet in their teaching.

Arkın (2003)	EFL teachers	Although most teachers believe the usefulness of technology resources, familiarizing a teacher with technology does not guarantee their use in language instruction.

Throughout this chapter, the related literature has been reviewed and available studies on the use of the Internet and Web 2.0 tools have been outlined. In the following chapter, the methodology of the study is explained in detail.

CHAPTER 3

METHODOLOGY

This chapter explains the research methodology of the study which aimed to investigate the use of the Internet and Web 2.0 tools among EFL instructors. The research questions that guided the study, the research model, study group, data gathering instrument, and data analysis are described in this chapter.

The research questions of the study are as follows:

1. How often do EFL instructors use the Internet and Web 2.0 tools?

2. What is the level of EFL instructors' proficiency in computer and the Internet use?

3. What are EFL instructors' perceptions towards the use of the Internet and Web 2.0 tools in language instruction?

4. Is there any meaningful relationship between instructors' use of the Internet and Web 2.0 tools and individual characteristics such as (a) sex; (b) age; (c) department graduated; (d) teaching experience; (e) computer experience?

3.1. Research Method

For the purposes of the study, a quantitative approach was followed. A descriptive-correlational research design was utilized to achieve the objectives of the study. It is possible with descriptive statistics to get a simple summary or overview of the data, assisting researchers in gaining a better overall understanding of the data set (Mackey & Gass, 2005). Descriptive statistical techniques (frequencies, percentages, means, and standard deviation) were used to determine the level of the Internet and Web 2.0 tools use with respect to proficiency, perceptions, and characteristics. Pearson Correlations were used to explain the relationships between the selected

variables and the level of the Internet and Web 2.0 tools use. Mackey and Gass (2005) state that correlational research tries to figure out the relationship between or among variables; it does not examine causation.

3.2. Participants

The participants were selected in accordance with a convenience sampling procedure. Cohen, Manion & Morrison (2007) define convenience sampling as an accidental or opportunity sampling involving the nearest individuals to serve as respondents.

The data gathering instrument was prepared through an online tool, namely, Google Documents. Participants were reached through either their e-mail addresses or contacting them on Facebook. The questionnaire was sent to 130 EFL instructors, and 112 instructors completed the questionnaire. All of the respondents were working at Schools of Foreign Languages at different universities. Almost 72% percent (n=80) of the participants were females which is as expected in the context of Turkey. The demographic features of the participants are summarized in Chapter 4.

3.3. Data Gathering Instrument

In order to collect data from instructors concerning their attitudes towards the use of the Internet and Web 2.0 tools, a questionnaire was used. The questionnaire was adapted and renewed by reviewing related studies in the field (Al-Asmari, 2005; Usluel, Mazman & Arikan, 2009). By reviewing questionnaires in the related literature and writing new items, a question pool was prepared for the questionnaire. Then, the items were reviewed and categorized according to the purpose of the study. After this phase, the questionnaire was examined by TEFL professionals. One of the experts was an academic who had many studies on technological tools and language learning. Another expert was an academic who studied blended learning practices in his PhD thesis. Academics at an ELT department also shared their opinions on the questionnaire. Taking into consideration their comments and feedback, the final draft of the questionnaire was created.

It was a self-administered questionnaire and consisted of four parts. The first part examined the participants' demographic features such as sex, age, department graduated, teaching experience, and computer experience. The second part was designed to find out the frequency of the Internet and Web 2.0 tools use in a week among participants. In this section, the participants were asked to answer 8 items on a 5-point Likert-type scale with options ranging from "I don't really use" (1) to "21+ hours" (5). The next section aimed to learn about participants' proficiency in using some of the computer and the Internet applications. There were 14 items on a 5-point Likert-type scale in which 1 represents "Don't know it" and 5 represents "Very Knowledgeable". Finally, part four was designed to determine participants' perceptions of the Internet and Web 2.0 tools use for teaching purposes. In this section, participants were asked to answer 33 questions on a 5-point Likert-type scale with options ranging from "Strongly Disagree" (1) to "Strongly Agree" (5).

3.4. Reliability and Validity

In the simplest definition, reliability means consistency, often instrument consistency (Mackey & Gass, 2005). In quantitative research, reliability means dependability, consistency and replicability over time for both instruments and respondents (Cohen, Manion & Morrison, 2007). With validity, the aim is that the results of the study reflect what the researcher believes they reflect, and that they are meaningful in the sense that they are not only important for the population tested but also for a wider, relevant population (Mackey & Gass, 2005). In quantitative data, it is possible to improve validity through careful sampling, suitable instrumentation and proper statistical treatments of the data (Cohen, Manion & Morrison, 2007).

For the validity of the survey questions, experts in the field assessed the clarity of the items. Considering the experts' opinions and feedback, some of the items were improved and necessary editing was made.

The reliability of the questionnaire was calculated by using the Pearson Correlations as represented by Cronbach's alpha value. The Cronbach alpha "provides a coefficient of inter-item correlations"; in other words, it is an evaluation of the

internal consistency among the survey items (Cohen, Manion & Morrison, 2007, p. 506). According to the table given by Cohen, Manion and Morrison (2007), an alpha coefficient of over 0.90 is considered as 'very highly reliable'. The reliability of the survey used in this study was calculated through using the Cronbach's alpha value via SPSS 20.0, and it was found to be .933 which can be considered acceptable and highly reliable.

3.5. Data Collection

This study used only quantitative data collection methods, as the main aim of the study is just to find out the level of the Internet and Web 2.0 tools use among EFL instructors. Data collection procedures took place in November and December during the first semester of the 2012-2013 academic year. Before data collection, the questionnaire was prepared online by using Google Docs. The link to the questionnaire was sent to participants through e-mail and Facebook. Because of the online tool used, the researcher could easily and directly reach the respondents at the same time the participants made submissions.

3.6. Data Analysis

The survey data were analyzed using SPSS 20.0 and reported employing appropriate measures and procedures. Descriptive statistics, frequencies, means, percentages and standard deviations were used to describe instructors' personal characteristics, level of the Internet and Web 2.0 tools use, proficiency in using computer and the Internet applications and their perceptions of the Internet and Web 2.0 tools for teaching purposes. In order to perform correlations and explain the relationship between the Internet and Web 2.0 tools use and instructors' demographic features such as age, sex, department graduated, teaching experience and computer experience, Pearson correlations and cross tabulation were used. The results of the data analysis are presented in the following chapter.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1. Introduction

In this chapter, the findings obtained using data analysis and the interpretations are presented. The personal characteristics of instructors are given first. Then, descriptive statistics about the instructors' level of the use of the Internet and Web 2.0 tools are presented. The next section presents the descriptive statistics related to instructors' proficiency in using some of the computer and the Internet applications. Later, descriptive statistics regarding instructors' perceptions of the Internet and Web 2.0 tools use for teaching purposes are presented. In the following part, Pearson Correlations are shared in order to show the relationships among instructors' level of the Internet and Web 2.0 tools use and their individual characteristics. At the end of this chapter, the findings of the study are discussed.

4.2. Instructors' Personal Characteristics

In the first part of the questionnaire, participants were asked to fill in their demographic information. In Table 4.1, instructors' personal characteristics including their sex, age, department graduated, teaching and computer experience are summarized.

Table 4.1

Results of the Participants' Demographic Information.

		Frequency	Percentage (%)
Sex	Female	80	71.4
	Male	32	28.6
Age	22-29 years	54	48.2
	30-39 years	34	30.4
	40-49 years	23	20.5
	50+	1	0.9
Department Graduated	ELT	79	70.5
	Linguistics	8	7.1
	Literature	21	18.8
	Translation	4	3.6
	Other	0	0
Teaching Experience	1-5 year(s)	37	33.0
	6-10 years	34	30.4
	11-15 years	16	14.3
	16+	25	22.3
Computer Experience	One year or less	0	0
	2-5 years	6	5.4
	6-9 years	35	31.3
	10+	71	63.4

Most of the instructors were females (71.4%) as was expected. Almost half of the instructors (48.2%) were between 22 and 29 years old. Within the ages of 22 and 39, there were 88 instructors (78.6%). Only one instructor (0.9%) was over 50 years old.

Most of the participants (70.5%) graduated from the ELT department; and 18% graduated from the Literature department.

In terms of teaching experience, more than half of the instructors (63.4%) had less than 10 years of experience. Thirty-three percent of them were in their first 5 years of teaching; 30.4% had 6 to 10 years of experience; 14.3% had 11 to 15 years of experience; and 22.3% had more than 16 years of teaching experience. As these results suggest, the level of the participants' teaching experience was moderate. In regards to computer experience, majority of instructors (94.7%) had more than 5 years of computer experience. Almost sixty-four percent had more than 10 years of such experience; 31.3% had 6 to 9 years of experience; only 5.4% had between 2 to 5 years of experience; and there were no instructors with one year or less of computer experience. In general, it can be said that this group can be accepted as an experienced population with respect to computer use.

4.3. The Internet and Web 2.0 Tools Use among EFL Instructors

In the second part of the questionnaire, participants responded to eight Likert-type items concerning their use of Web 1.0 and Web 2.0 tools. A mean score based on a 5-point response scale ranging from 1 (I don't really use) to 5 (21+ hours) was used to represent the level of the use of the Internet and Web 2.0 tools by EFL instructors. Table 4.2 shows percentages of frequencies and mean scores for the Internet and Web 2.0 tools used by EFL instructors.

Table 4.2

Frequency of Web 1.0 and Web 2.0 Tools Use in a Week.

	I don't really use		(1-5 hours)		(6-10 hours)		(11-20 hours)		(21+ hours)		Mean	S. D.
	f	%	f	%	f	%	f	%	f	%		
Electronic-mail	0	0	35	31.3	28	25	17	15.2	32	28.6	3.41	1.204
Newsgroups and forums	29	25.9	49	43.8	15	13.4	9	8	10	8.9	2.30	1.199
Search Engines	0	0	32	28.6	27	24.1	22	19.6	31	27.7	3.46	1.177
Instant Messaging	45	40.2	36	32.1	4	3.6	12	10.7	15	13.4	2.25	1.423
Blogs	46	41.1	38	33.9	14	12.5	5	4.5	9	8	2.04	1.203
Podcasts	64	57.1	31	27.7	9	8	4	3.6	4	3.6	1.68	1.013
Wikis	35	31.3	42	37.5	15	13.4	9	8	11	9.8	2.27	1.260
Social Network Sites	7	6.3	36	32.1	20	17.9	16	14.3	33	29.5	3.28	1.351

Considering the mean scores, it was found that search engines (3.46), e-mail (3.41) and social network sites (3.28) were the most frequently used tools among EFL instructors. On the other hand, the least frequently used tool was the podcast (1.68), followed by the blogs (2.04). These results suggest that Web 2.0 tools are not popular when compared with Web 1.0 tools.

4.4. The Level of EFL Instructors' Proficiency in Computer and the Internet Use

In the third section of the questionnaire, EFL instructors were asked to specify their proficiency in using selected computer and the Internet applications. Participants responded to 14 items on a 5-point Likert-type scale ranging from 5 (Very Knowledgeable) to 1 (Don't Know it). The overall mean for instructors' proficiency in computer and the Internet applications was 3.67, which alludes to a rather high level of proficiency.

Table 4.3

Level of Computer and the Internet Proficiency.

	Don't know it		Not Knowledgeable		Know it but not using		Knowledgeable		Very Knowledgeable		Mean	S. D.
	f	%	f	%	f	%	F	%	f	%		
Word processing	0	0	0	0	2	1.8	59	52.7	51	45.5	4.43	.533
Spreadsheets (e.g. Excel)	1	0.9	24	21.4	19	17	51	45.5	17	15.2	3.52	1.021
Graphics	5	4.5	29	25.9	27	24.1	42	37.5	9	8	3.18	1.052
Presentation software	0	0	5	4.5	13	11.6	50	44.6	44	39.3	4.18	.811
SPSS	28	25	38	33.9	27	24.1	17	15.2	2	1.8	2.34	1.071
Podcasts	7	6.3	34	30.4	35	31.3	25	22.3	11	9.8	2.99	1.086
Wikis	3	2.7	22	19.6	36	32.1	39	34.8	12	10.7	3.31	.995
Receive and send e-mail (with attachments)	0	0	0	0	0	0	23	20.5	89	79.5	4.79	.405
Create a web page on the World Wide Web (WWW)	25	22.3	44	39.3	20	17.9	12	10.7	11	9.8	2.46	1.229
Use search engines	0	0	1	0.9	0	0	23	20.5	88	78.6	4.76	.483
On-line chat rooms	3	2.7	13	11.6	52	46.4	14	12.5	30	26.8	3.49	1.090
Instant messaging	1	0.9	2	1.8	21	18.8	40	35.7	48	42.9	4.17	.861
On-line forums, blogs	2	1.8	6	5.4	44	39.3	39	34.8	21	18.8	3.63	.910
Download films/music and save them for future use	1	0.9	4	3.6	20	17.9	39	34.8	48	42.9	4.15	.902
TOTAL											3.67	

As shown in Table 4.3, the highest level of ability was in the domain of "receiving and sending e-mail" (4.79). All of the participants indicated their proficiency as "Knowledgeable" (20.5%) or "Very Knowledgeable" (79.5%). With a 4.76 mean score, using search engines follows next; 99.1% of the participants reported their level as "Knowledgeable" (20.5%) or "Very Knowledgeable" (78.6%), and only one instructor (0.9%) stated "Not Knowledgeable". Word processing (98.2% "knowledgeable" or "very knowledgeable"), presentation software (83.9% "knowledgeable" or "very knowledgeable"), instant messaging (78.6% "knowledgeable" or "very knowledgeable"), and downloading films/music and save

them for the future (77.7% "knowledgeable" or "very knowledgeable") were the applications that participants had a high level of proficiency with.

The participants' lowest level of proficiency was in SPSS (2.34). For SPSS, 58% of the participants stated either "Not knowledgeable" (33.9 %) or "Know it but not using" (24.1%), and 25% responded "Don't know it". Another lower level of proficiency was in creating a web page on the WWW (2.46). Twenty-two point three percent indicated that they don't know how to create a web page on the WWW. Fifty-seven point two percent responded as either "Not knowledgeable" (39.3%) or "Know it but not using" (17.9%).

4.5. EFL Instructors' Perceptions of the Internet and Web 2.0 Tools Use for Teaching Purposes

In the last part of the questionnaire, EFL instructors were asked to respond to 33 items concerning their perceptions of the Internet and Web 2.0 tools use for teaching purposes. They reported their level of agreement/disagreement on a 5-point Likert-type scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). As shown in Table 4.4, the summated mean of 33 items measuring instructors' attitudes towards the use of the Internet and Web 2.0 tools was 3.82. This indicates that on the whole, participants had a positive perception of the Internet and Web 2.0 tools.

Table 4.4

Mean Score of EFL Instructors' Perceptions of the Internet and Web 2.0 Tools.

N	Minimum	Maximum	Mean	Std. Deviation
112	2.61	4.79	3.82	.452

Frequencies of instructors' responses to the items designed to examine their perceptions of the Internet and Web 2.0 tools use for teaching purposes are shown in the following Table 4.5. In order to see positive or negative tendencies in general, responses for "strongly agree" and "agree" were collected under one section; similarly, the "strongly disagree" and "disagree" responses were brought together.

Table 4.5

Frequencies of EFL Instructors' Perceptions of the Internet and Web 2.0 Tools.

		Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	
			%		Mean
1.	Use of the Internet increases my social prestige.	8	38.4	53.6	3,6339
2.	Use of the Internet increases my performance in my job.	1.8	3.6	94.6	4,4107
3.	The Internet is easy to use.	0	2.7	97.3	4,5625
4.	I especially use the Internet to find resources to teach reading.	3.6	19.6	76.8	4,0357
5.	My school provides opportunities for me to learn about the Internet.	28.6	37.5	33.9	3,1518
6.	My school provides opportunities for me to teach with the Internet.	25	21.4	53.6	3,4821
7.	I especially use the Internet to find resources to teach speaking.	9.8	25	65.2	3,7411
8.	EFL teachers should be educated/trained to use the Internet for instructional purposes.	1.8	6.3	92	4,5089
9.	Using the Internet saves time and effort.	2.7	4.5	92.9	4,5268
10.	The Internet offers opportunities for learning new teaching techniques.	0.9	3.6	95.5	4,5446
11.	The Internet is most useful for integrating skills.	5.4	18.8	75.9	4,0089
12.	The use of Web 2.0 tools increases cooperation among students.	1.8	35.7	62.5	3,9018
13.	I especially use the Internet to find resources to teach listening.	4.5	22.3	73.2	3,9375
14.	Podcasts should be used to teach listening and pronunciation.	0.9	25	74.1	3,9911
15.	Web 2.0 tools should be used to teach target culture.	1.8	28.6	69.6	3,9018
16.	I especially use the Internet to find resources to teach culture.	8.9	24.1	67	3,8482

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	Mean
		%		
17. Using Web 2.0 tools makes teaching more interesting.	0	15.2	84.8	4,2054
18. The Internet use increases my students' motivation.	0	2.7	97.3	4,4196
19. I especially use the Internet to find resources to teach vocabulary.	2.7	15.2	82.1	4,0446
20. The use of Web 2.0 tools increases my students' motivation.	0	17.9	82.1	4,1607
21. I'm using the Internet in my teaching.	5.4	7.1	87.5	4,1875
22. I especially use the Internet to find resources to teach writing.	8.9	32.1	58.9	3,6964
23. Blogs should be used to teach reading.	6.3	33.9	59.8	3,7321
24. I'm using blogs in my teaching.	36.6	32.1	31.2	2,9464
25. Blogs should be used to teach writing.	5.4	41.1	53.6	3,6518
26. I especially use the Internet to find resources to teach grammar.	8.1	20.5	71.5	3,9196
27. I recorded and uploaded a podcast before.	51.8	20.5	27.7	2,6518
28. I'm using podcasts in my teaching.	38.4	26.8	34.8	2,9643
29. Wikis should be used to teach reading.	5.4	43.8	50.9	3,5625
30. I'm using the wikis in my teaching.	32.1	30.4	37.6	3,0357
31. Wikis should be used to teach writing.	13.4	54.5	32.2	3,2321
32. I have an account on a social network site (e.g. Facebook, twitter).	6.3	1.8	92	4,4643
33. I'm using the social networks in my teaching.	32.1	18.8	49.1	3,3036

The instructors showed the most positive attitude ("strongly agree" and "agree") towards the statements, "the Internet is easy to use" (97.3%) and "the Internet use increases my students' motivation" (97.3%). The statements, "the Internet offers opportunities for learning new teaching techniques" (95.5%), "use of the Internet increases my performance in my job" (94.6%), "using the Internet saves time and

effort" (92.9%), and "I have an account on a social network site" (92%) also had a high level of agreement.

The most negative level of agreement ("strongly disagree" and "disagree") was recorded for the items, "I recorded and uploaded a podcast before" (27.7%), which corresponds with the results of the frequency of the Internet and Web 2.0 tools use. In the second part of the questionnaire, 57.1% of the participants responded "I don't really use" for podcasts, and podcasts were found to be the least frequently used tool with a 1.68 mean score (Table 4.2). In the third part of the questionnaire, "Level of Computer and the Internet Proficiency", the mean score of podcasts was 2.99 (Table 4.3) which can be considered low. The statements, "I'm using blogs in my teaching " (31.2%), "Wikis should be used to teach writing" (32.2%), "My school provides opportunities for me to learn about the Internet" (33.9%), and "I'm using podcasts in my teaching" (34.8%) had negative levels of agreement.

The participants' responses to the items aimed to find out about their attitudes towards the Internet showed that they had a high level of positive agreements. Over 90% of the instructors reported a high level of agreement to the questionnaire items, 2, 3, 8, 9, 10 and 18. Not only the attitudes of the instructors towards the Internet were high but 87.5% also agreed to the item "I'm using the Internet to teach". For the first questionnaire item, "use of the Internet increases my social prestige", 53.6% agreed, but 38.4% were not sure and 8% were in disagreement. In the sixth questionnaire item, participants were asked whether their school provided opportunities for them to teach with the Internet, and 53.6% said "yes", 21.4% were not sure, and 25% said "no". The fifth questionnaire item aimed to discover whether participants' schools provided opportunities for them to learn about the Internet, and 33.9% said "yes", 37.5% were not sure, and 28.6% said "no". From these results, it can be concluded that although instructors have positive attitudes towards the Internet and they use it in their classes, they are not satisfied with the opportunities that they are offered to learn about the Internet. This may be interpreted as a desire for more training with concern to the Internet. Ninety-two percent of the participants also agreed with item number 8 "EFL teachers should be educated/trained to use the Internet for instructional purposes".

Table 4.6

Results Related to the Internet Use.

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	Mean
		%		
1. Use of the Internet increases my social prestige.	8	38.4	53.6	3,6339
2. Use of the Internet increases my performance in my job.	1.8	3.6	94.6	4,4107
3. The Internet is easy to use.	0	2.7	97.3	4,5625
5. My school provides opportunities for me to learn about the Internet.	28.6	37.5	33.9	3,1518
6. My school provides opportunities for me to teach with the Internet.	25	21.4	53.6	3,4821
8. EFL teachers should be educated/trained to use the Internet for instructional purposes.	1.8	6.3	92	4,5089
9. Using the Internet saves time and effort.	2.7	4.5	92.9	4,5268
10. The Internet offers opportunities for learning new teaching techniques.	0.9	3.6	95.5	4,5446
18. The Internet use increases my students' motivation.	0	2.7	97.3	4,4196
21. I'm using the Internet in my teaching.	5.4	7.1	87.5	4,1875

Participants were asked about teaching of language skills, vocabulary, grammar, and target culture through the Internet. Their agreement on finding resources through the Internet to teach vocabulary had the highest score (82.1%). Using the Internet to find resources to teach reading (76.8%) and to teach listening (73.2%) followed vocabulary. Almost seventy-six percent also agreed that the Internet can be used to integrate these skills. Using the Internet to find resources to teach writing had the lowest level of agreement (58.9%) among all skills.

Table 4.7

Results Related to Language Skills.

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	
	%			Mean
4. I especially use the Internet to find resources to teach reading.	3.6	19.6	76.8	4,0357
7. I especially use the Internet to find resources to teach speaking.	9.8	25	65.2	3,7411
11. The Internet is most useful for integrating skills.	5.4	18.8	75.9	4,0089
13. I especially use the Internet to find resources to teach listening.	4.5	22.3	73.2	3,9375
16. I especially use the Internet to find resources to teach culture.	8.9	24.1	67	3,8482
19. I especially use the Internet to find resources to teach vocabulary.	2.7	15.2	82.1	4,0446
22. I especially use the Internet to find resources to teach writing.	8.9	32.1	58.9	3,6964
26. I especially use the Internet to find resources to teach grammar.	8.1	20.5	71.5	3,9196

The twelfth, fifteenth, seventeenth, and twentieth questionnaire items were about Web 2.0 tools in general. Almost eighty-five percent of the participants agreed that using Web 2.0 tools makes teaching more interesting, and 82.1% reported agreement on using Web 2.0 tools increased students' motivation. In the fifteenth item, it was asked whether Web 2.0 tools should be used to teach target culture, and 69.6% agreed while 28.6% were not sure about it. For the twelfth item, "the use of Web 2.0 tools increases cooperation among students", 62.5% showed agreement but 35.7% were not sure. This may elude to some of the instructors not being aware of the cooperative learning function of Web 2.0 tools.

Table 4.8

Results Related to Web 2.0 Tools.

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	
	%			Mean
12. The use of Web 2.0 tools increases cooperation among students.	1.8	35.7	62.5	3,9018
15. Web 2.0 tools should be used to teach target culture.	1.8	28.6	69.6	3,9018
17. Using Web 2.0 tools makes teaching more interesting.	0	15.2	84.8	4,2054
20. The use of Web 2.0 tools increases my students' motivation.	0	17.9	82.1	4,1607

In the twenty-third, twenty-fourth, and twenty-fifth questionnaire items, participants were asked about blogs. Of the participants, 59.8% showed a positive attitude, and 33.9% were neutral to the twenty-third item, "blogs should be used to teach reading". For teaching writing through blogs, 53.6% were positive, and 41.1% were not sure, which shows that a considerable number of instructors do not have information about the role of the blogs in teaching writing. Although over 50% of the participants agreed that blogs should be used to teach reading and writing, only 31.2% were using blogs in their teaching. For the twenty-fourth item, "I'm using blogs in my teaching", 36.6% said "no", and 32.1% said "not sure".

Table 4.9

Results Related to Blogs.

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	Mean
	%			Mean
23. Blogs should be used to teach reading.	6.3	33.9	59.8	3,7321
24. I'm using blogs in my teaching.	36.6	32.1	31.2	2,9464
25. Blogs should be used to teach writing.	5.4	41.1	53.6	3,6518

Seventy-four point one percent of the participants agreed that podcasts should be used to teach listening and pronunciation. However, only 27.7% of the participants previously recorded and uploaded a podcast, and 34.8% of them were using it in their teaching. Although the majority of the instructors know the benefits of podcasts, they do not use them to teach.

Table 4.10

Results Related to Podcasts.

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	Mean
	%			Mean
14. Podcasts should be used to teach listening and pronunciation.	0.9	25	74.1	3,9911
27. I recorded and uploaded a podcast before.	51.8	20.5	27.7	2,6518
28. I'm using podcasts in my teaching.	38.4	26.8	34.8	2,9643

Of the participants, 50.9% stated that wikis should be used to teach reading, and only 32.2% reported that wikis should be used to teach writing. Those that responded "neutral" were 43.8% for reading and 54.5% for writing. This can be interpreted as

half of the instructors not being sure about how wikis can be used in language teaching. Likewise, only 37.6% of the instructors indicated that they were using wikis in their teaching.

Table 4.11

Results Related to Wikis.

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	
	%			Mean
29. Wikis should be used to teach reading.	5.4	43.8	50.9	3,5625
30. I'm using the wikis in my teaching.	32.1	30.4	37.6	3,0357
31. Wikis should be used to teach writing.	13.4	54.5	32.2	3,2321

Although 92% of the instructors remarked that they had an account on a social network site, just about half of them (49.1%) stated that they were using social networks in their teaching. The use of social networks is quite popular among instructors but it is not used solely for teaching purposes.

Table 4.12

Results Related to Social Networks.

	Strongly Disagree and Disagree	Neutral	Strongly Agree and Agree	
	%			Mean
32. I have an account on a social network site.	6.3	1.8	92	4,4643
33. I'm using the social networks in my teaching.	32.1	18.8	49.1	3,3036

4.6. Relationships between EFL Instructors' Use of the Internet and Web 2.0 Tools and Independent Variables

In order to assess the relationship between instructors' use of the Internet and Web 2.0 tools and their age, sex, department graduated, teaching experience and computer experience, Pearson correlation coefficients were used. The whole tools took place in the questionnaire were not included in correlational analysis. Three tools, newsgroups/forums, blogs, and podcasts were correlated with instructors' personal information as these three tools were thought to be the most convenient ones to reflect foreign language teaching with technology. The results of correlation are presented in Table 4.13.

Table 4.13

Correlation between the Selected Tools and the Demographics.

		Sex	Age	Department	Teaching Experience	Computer Experience	news groups and forums	blog	podcast
Sex	Pearson Correlation	1	,007	-,080	-,022	,215*	,220*	-,007	,059
	Sig. (2-tailed)		,942	,400	,816	,023	,020	,941	,538
	N	112	112	112	112	112	112	112	112
Age	Pearson Correlation	,007	1	,073	,895**	,239*	-,159	-,006	-,088
	Sig. (2-tailed)	,942		,445	,000	,011	,095	,946	,356
	N	112	112	112	112	112	112	112	112
Department	Pearson Correlation	-,080	,073	1	,025	-,181	-,031	,018	-,064
	Sig. (2-tailed)	,400	,445		,792	,056	,744	,849	,502
	N	112	112	112	112	112	112	112	112
Teaching Experience	Pearson Correlation	-,022	,895**	,025	1	,227*	-,169	-,048	-,046
	Sig. (2-tailed)	,816	,000	,792		,016	,074	,618	,629
	N	112	112	112	112	112	112	112	112
Computer Experience	Pearson Correlation	,215*	,239*	-,181	,227*	1	,079	,127	,124
	Sig. (2-tailed)	,023	,011	,056	,016		,407	,182	,192
	N	112	112	112	112	112	112	112	112

news groups and forums	Pearson Correlation	,220[*]	-,159	-,031	-,169	,079	1	,484[**]	,531[**]
	Sig. (2-tailed)	,020	,095	,744	,074	,407		,000	,000
	N	112	112	112	112	112	112	112	112
blog	Pearson Correlation	-,007	-,006	,018	-,048	,127	,484[**]	1	,624[**]
	Sig. (2-tailed)	,941	,946	,849	,618	,182	,000		,000
	N	112	112	112	112	112	112	112	112
podcast	Pearson Correlation	,059	-,088	-,064	-,046	,124	,531[**]	,624[**]	1
	Sig. (2-tailed)	,538	,356	,502	,629	,192	,000	,000	
	N	112	112	112	112	112	112	112	112

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

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

As Table 4.13 shows, the only significant relationship was found between sex and newsgroups/forums (r=,220; p<0.05). Sex correlates with newsgroups/forums at a very low level but the correlation gains importance when we look at the number of male and female instructors. As shown in Table 4.1, only 28.6% of the instructors were males. Cross tabulating sex and the use of the newsgroups/forums indicates that while 18.8% of male instructors were using newsgroups/forums more than 21 hours, only 5% of female instructors were using them more than 21 hours. Although the number of male instructors participated in the study is quite low, their use of newsgroups/forums is high when compared to their female counterparts.

There was not any significant relationship between the other demographics and selected three tools. That is to say, instructors' use of Web 2.0 tools such like the newsgroups/forums, blogs and podcasts do not vary in accordance with their age, department graduated, teaching experience and computer experience.

CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTIONS

5.1. Introduction

In this chapter, the study is first summarized. Next, the findings from the questionnaire are interpreted, and then the pedagogical implications for the field are presented. At the end of the chapter, some suggestions are offered for further studies.

5.2. Conclusion and Discussion

The study is aimed to find out the perceptions of EFL instructors towards the use of the Internet and Web 2.0 tools. It was conducted with 112 EFL instructors from various universities. This study aims to answer the following research questions.

1. How often do EFL instructors use the Internet and Web 2.0 tools?

2. What is the level of EFL instructors' proficiency in computer and the Internet use?

3. What are EFL instructors' perceptions towards the use of the Internet and Web 2.0 tools in language instruction?

4. Is there any meaningful relationship between instructors' use of the Internet and Web 2.0 tools and individual characteristics such as (a) sex; (b) age; (c) department graduated; (d) teaching experience; (e) computer experience?

The first research question aimed to find out how often EFL instructors use the Internet and Web 2.0 tools. For this aim, eight tools were selected and the instructors reported tool use and their frequency. The results showed that the tools most widely used by EFL instructors were search engines (3.46), e-mail (3.41) and social network sites (3.28). The least frequently used tools were podcasts (1.68), blogs (2.04) and

wikis (2.27). These indicate that EFL instructors do not use Web 2.0 tools as much as they use Web 1.0 tools. Al-Asmari (2005) and Saklavcı (2010) found similar results in that the most widely used tools by EFL teacher were mainstream Internet services such as e-mails, search engines and the World Wide Web. Similar results were found by Kartal and Arikan (2011). They found that while podcasts and blogs are the least frequently used tools by future teachers, social networking, online music, and e-mails are the most widely used ones. Horzum (2010) also found that blogs and podcast were not widely used by teachers in their classroom. Usluel, Mazman and Arikan (2009) found that podcasts are the least popular tools used by future EFL teachers and Web 2.0 tools are not quite popular in their lives.

In the second research question, the instructors were asked to state their level of proficiency in computer and the Internet use. In this part, fourteen items were included and the participants specified their proficiency for these items. The summated mean was 3.67 which indicated that instructors had a high level of proficiency on the whole. The highest level of ability was in receiving and sending e-mail (4.79). The participants also indicated a high level of proficiency in using search engines, word processing, and presentation software, instant messaging and downloading films/music. The participants' lowest level of proficiency was in SPSS (2.34) and creating a web page on the WWW (2.46). When the findings of the second research question are discussed together with the results of the first research question, it can be said that the instructors were using e-mail and search engines the most frequently and they had also a high level of proficiency in using these tools. Similar results were found in the studies of Al-Asmari (2005) and Saklavcı (2010).

To find an answer to the third research question, the participants responded to 33 items concerning their perceptions of the Internet and Web 2.0 tools use for teaching purposes. The summated mean for participants' perceptions was 3.82, hence it can be concluded that they had quite positive perception of the Internet and Web 2.0 tools. In previous studies (Cahyani & Cahyono, 2012; Cephe & Balçıkanlı, 2012; Khassawneh, 2012; Şahin-Kızıl, 2011; Dogoriti, 2010; Saklavcı, 2010; Külekçi, 2009; Shin & Son, 2007; Al-Asmari, 2005; Al-Mekhlafi, 2004; Arkın, 2003), similarly, positive attitudes towards the technology use in the classroom were found.

According to the results, the instructors had positive attitudes towards the Internet use and they stated that they used it in their classes; however they were not satisfied with the opportunities they were offered to learn about the Internet. The importance of training for the Internet tools was emphasized in similar studies (Gilakjani & Leong, 2012; Külekçi, 2009; Al-Asmari, 2005). The instructors agreed that Web 2.0 tools namely blogs, podcasts, wikis and social network sites should be used for the teaching of language skills but most of them stated that they were not using these tools in their teaching. In previous studies (Khassawneh, 2012; Saklavcı, 2010, Al-Mekhlafi, 2004), it was found that although EFL teachers had positive attitudes towards the use of the Internet, their integration of the Internet into their teaching was not adequate. Future research, especially qualitative and in-depth one should study the reasons for this lack of use.

The last research question investigated the relationship between instructors' level of the Internet and Web 2.0 tools use and their individual characteristics such as sex, teaching experience, and computer experience. The correlation was investigated with three tools: newsgroups/forums, blogs and podcasts. The only significant correlation was found between gender and newsgroups/forums. When the number of instructors according to gender and the cross tabulation between gender and newsgroups/forums were investigated, it was seen that male instructors were using newsgroups/forums more than female instructors although they constituted only 28.6% of the participants. The instructors' use of Web 2.0 tools do not change according to their age, department graduated, teaching experience and computer experience.

As a result, the current study showed that EFL instructors have positive attitudes towards the use of the Internet and Web 2.0 tools in language teaching. However, they are not adequately using these tools in their teaching.

5.3. Pedagogical Implications and Suggestions for Further Studies

The Internet and Web 2.0 tools provide great opportunities for both EFL students and teachers. They provide authentic communication and enhance language skills. Web 2.0 tools promote constructivist and cooperative learning; social interaction among

students. The Internet and Web 2.0 tools are also quite popular among students. For these reasons, EFL teachers need to integrate the Internet and Web 2.0 tools in their teaching. Therefore, this study investigated how often instructors use the Internet and Web 2.0 tools and what their perceptions are towards them.

The study indicates that instructors have positive attitudes towards the Internet and Web 2.0 tools but they do not use Web 2.0 tools very often. They are also not very satisfied with the opportunities that their schools offer them to learn about the Internet. Therefore, Schools of Foreign Languages at universities should prepare training programs about the Internet and especially Web 2.0 tools for their instructors. They should also provide more opportunities for instructors to teach with the Internet.

The correlational analysis demonstrated that there was no significant relationship between instructors' department graduated and their use of technological tools. This indicates that ELT graduates do not show difference from other graduates in using technological tools. For future teachers, in ELT departments, the curriculum may be supported with courses on how to use technology, the Internet and Web 2.0 tools in language teaching.

In the lights of aims and limitation of this study, some suggestions for further studies can be offered as follows:

- Since the study was conducted with only 112 instructors, similar studies should be conducted with larger sample sizes.

- This study was carried out with EFL instructors. Similar studies should be carried out with EFL teachers working at primary, secondary and high schools.

- Similar studies should also be conducted with prospective teachers.

- Only quantitative data were used in this study. Further studies can be supported both with quantitative and qualitative data. Qualitative studies will bring in-depth data on the reasons behind instructors' choices.

- In future studies, in-service training programs about the Internet and Web 2.0 tools may be conducted and instructors' perceptions may be investigated during and after training.

- Web 2.0 tools should be used in classes the results of which can help us understand their benefits on learners' development.

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APPENDIX

The Internet and Web 2.0 Tools Use Questionnaire.

THE USE OF THE INTERNET AND WEB 2.0 TOOLS AMONG EFL INSTRUCTORS

Dear Colleague,

This questionnaire is designed to find out the attitudes of the EFL instructors towards the use of Web 2.0 tools and the Internet. There is no right or wrong answers, but it is important you respond as accurately as possible to each question by marking the most appropriate response. Your participation will provide valuable data for the study. All information will be kept strictly confidential and you will remain completely anonymous throughout. Your participation is voluntary and you may withdraw at any time. The information you give will only be used for this study. Thank you in advance for your help and cooperation.

Ahmet Gazi Özel

(MA TEFL Program student at Akdeniz University)

PART ONE: DEMOGRAPHIC INFORMATION

Instructions: Please check (√) the appropriate box.

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

PART TWO: USE OF THE INTERNET AND WEB 2.0 TOOLS (Podcasts, Blogs, Wikis, Social Network Sites)

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

How often do you use following services in a week?

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

PART THREE: PROFICIENCY IN COMPUTER AND THE INTERNET USE

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

	Very Knowledgeable	Knowledgeable	Know it but not using	Not Knowledgeable	Don't know it
1. Word processing (e.g. Microsoft Word)					
2. Spreadsheets (e.g. Excel)					
3. Graphics (e.g. creating and manipulating pictures)					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. Presentation software (e.g. PowerPoint presentations)					
5. SPSS					
6. Podcasts					
7. Wikis					
8. Receive and send e-mail (with attachments)					
9. Create a web page on the World Wide Web (www)					
10. Use search engines (e.g. Google, Yahoo)					
11. On-line chat rooms					
12. Instant messaging (Messenger, Skype, Facebook)					
13. On-line forums, blogs					
14. Download films/music and save them for future use					

PART FOUR: PERCEPTIONS OF THE INTERNET AND WEB 2.0 TOOLS USE FOR TEACHING PURPOSES (PODCASTS, BLOGS, WIKIS, SOCIAL NETWORK SITES)

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Use of the Internet increases my social prestige.					
2. Use of the Internet increases my performance in my job.					
3. The Internet is easy to use.					
4. I especially use the Internet to find resources to teach reading.					
5. My school provides opportunities for me to learn about the Internet.					

6. My school provides opportunities for me to teach with the Internet.					
7. I especially use the Internet to find resources to teach speaking.					
8. EFL teachers should be educated/trained to use the Internet in instruction.					
9. Using the Internet saves time and effort.					
10. The Internet offers opportunities for learning new teaching techniques.					
11. The Internet is most useful to integrate the skills.					
12. The use of Web 2.0 tools increases cooperation among students.					
13. I especially use the Internet to find resources to teach listening.					
14. Podcasts should be used to teach listening and pronunciation.					
15. Web 2.0 tools should be used to teach target culture.					
16. I especially use the Internet to find resources to teach culture.					
17. Using Web 2.0 tools makes teaching more interesting.					
18. The Internet use increases my students' motivation.					
19. I especially use the Internet to find resources to teach vocabulary.					
20. The use of Web 2.0 tools increases my students' motivation.					
21. I'm using the Internet in my teaching.					
22. I especially use the Internet to find resources to teach writing.					
23. Blogs should be used to teach reading.					
24. I'm using blogs in my teaching.					

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25. Blogs should be used to teach writing.					
26. I especially use the Internet to find resources to teach grammar.					
27. I recorded and uploaded a podcast before.					
28. I'm using podcasts in my teaching.					
29. Wikis should be used to teach reading.					
30. I'm using the wikis in my teaching.					
31. Wikis should be used to teach writing.					
32. I have an account on a social network site (e.g. facebook, twitter).					
33. I'm using the social networks in my teaching.					

ÖZGEÇMİŞ

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