



**EXPERIENCING FLOW WITH WEB 2.0 TOOLS IN EFL
CLASSROOMS**

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

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Tez yazma süresinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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**İNGİLİZCE SINIFLARINDA WEB 2.0 ARAÇLARI ile FLOW HİSSİ
DENEYİMLEME
(Yüksek Lisans Tezi)**

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Öz

Bilgi ve iletişim teknolojileri (ICT) günümüzde eğitim alanında yaygın olarak kullanılmaktadır. Özellikle internet erişiminin yaygınlaşması ve Web 2.0 araçlarının kullanılmasıyla öğretmenler ve öğrenciler bu araçları dersin daha ilgi çekici ve motive edici olması için kullanmaya başlamışlardır. İnternet kullanırken kullanıcılar zamanın algısını kaybedip yalnızca yaptıkları etkinliğe odaklanmaktadır. Bu yüksek motivasyon ve odaklanma hissi flow teorisi ile açıklanabilir. Bu nedenle bu çalışmada üniversite yabancı dil öğrencilerinin (EFL) ve öğretmenlerinin ders içinde Web 2.0 aracı kullanırken Flow deneyimi yaşayıp yaşamadıklarını ve bunu etkileyen faktörlerin belirlenmesi amaçlanmıştır. Çalışma için Flow Kısa Ölçeği ve yarı yapılandırılmış görüşme soruları kullanılmıştır. Sonuçlar EFL öğrenci ve öğretmenlerinin Web 2.0 aracı kullanırken flow deneyimi yaşadıklarını göstermiş, EFL öğretmen ve öğrencilerinin bu araçların kullanımı ile ilgili görüşlerini ortaya çıkarmıştır. Ayrıca bu çalışma sonunda yabancı dil derslerinin planlanmasında Web 2.0 araçlarının etkin ve doğru kullanılmasının sınıf içi flow deneyimi ve öğrenme performansını artırmadaki etkisinin önemi vurgulanmaktadır.

Anahtar Kelimeler : Flow, Web 2.0 araçları, ICT, EFL, motivasyon

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ABSTRACT

Information and communication technologies (ICT) are widely used in the field of education today. Especially with the widespread use of internet, and the use of Web 2.0 tools, teachers and students have started to use these tools to make the course more interesting and motivating. When using the Internet, users lose the perception of time and focus only on the activity they are doing. This feeling of high motivation and focus can be explained by the flow theory. For this reason, in this study, it is aimed to determine whether university foreign language students (EFL) and their teachers have experienced flow while using Web 2.0 tools in the classroom, and the factors affecting this experience. For the study, the Flow Short Scale and semi-structured interview questions were used. The results showed that EFL students and teachers had flow experience while using the Web 2.0 tool, and revealed the views of EFL teachers and students about the use of these tools. In addition, at the end of this study, the importance of effective and correct use of Web 2.0 tools in language lessons planning, and increasing the in-class flow experience and learning performance are emphasized.

Key Words: Flow experience, Web 2.0 tools, ICT, EFL, motivation

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LIST OF ABBREVIATIONS

CMS	Course management systems
EFL	English as a foreign language
ELT	English language teaching
ESM	Experience sampling method
FSS	Flow short scale
ICT	Information and Communication Technologies
WBI	Web-based instruction
WOLF	Work-related flow inventory

CHAPTER I

INTRODUCTION

Intending to improve the learning and teaching process, educators have researched how to implement psychological elements in the educational context (Duchesne & McMaugh, 2016). This purpose created educational psychology as a separate branch that involves the principles of each side and combines them to enhance the education process (Walberg & Haertel, 1992). It helps educators understand their own and students' learning processes and find ways to raise classroom motivation. Understanding the learning process allows educators to design the lesson according to the students' needs, and raising the motivation increases the students' involvement and performance in classrooms (Duchesne & McMaugh, 2016). This internal motivation can be experienced when the learners appreciate the activity and participate in it only for the sake of involving in it (Ryan & Deci, 2000). This intrinsic motivation can be related to the flow theory as intrinsic motivation is one of the fundamental principles of the flow theory.

Flow can be experienced when people are so involved with the activity that they can ignore anything; they complete the activity only for pleasure or enjoyment, so they may even endure any possible hardship just for the sake of the activity (Csikszentmihalyi, 1997). Enjoyment and concentration are the main points of the flow theory. Bakker (2008) explains flow as "a state of consciousness where people become immersed in an activity and enjoy it intensely" (p. 400).

Flow has been a part of research studies since the second part of the 20th century after Csikszentmihalyi coined the word in 1975. At first, it was researched with artists as they felt this unique experience during the artwork process. In 1990, Csikszentmihalyi described this

experience as an "optimal experience" and conducted many studies with people from different occupations such as rock climbers, artists, and engineers.

The theory has been researched in many different fields such as sports (Huang et al., 2018; Jackson, 1996; Kim & Ko, 2019), computer science (Trevino & Webster, 1992; Webster & Martocchio, 1993), advertisement (Smith & Sivakumar, 2004) and art and science (Csikszentmihalyi, 1996). In addition to those studies, in language education, Egbert (2004) found out that flow happens in language classrooms, and the activities and language tasks may be designed to create flow. The following studies in language teaching also show flow experience in classrooms and aim to create better lessons for promoting this experience (Aubrey, 2017; Azizi & Ghonsooly, 2015; Guan, 2013; Kirchhoff, 2013). To get learners' attention and raise their motivation, the content and learning environment should be exciting and motivating for learners (Csikszentmihalyi, 1997). One of the tools used for this is the Internet, specifically Web 2.0 tools. They create a chance for both the teachers and the learners to design an enjoyable and effective classroom environment. Therefore, it can be understood that there might be a connection between Web 2.0 tools and flow theory in terms of increasing motivation and concentration.

1.1 Background of the study

Flow can be experienced when people are intensely concentrated on their activity. The first flow studies were in the contexts of art, sport, and literary writing (Csikszentmihalyi & Nakamura, 2014). In the early studies, Csikszentmihalyi and his colleagues used the Experience Sampling Method (ESM) to gather data, one of the recommended methods for flow studies. Flow theory gained importance through the end of the 20th century, and many more studies were conducted in various research fields such as popular culture, business, politics, and education. In an effective learning environment, both the students and the teacher may lose track of time and successfully complete some challenging tasks without any complaints. This experience can be called as 'optimal experience,' and the researchers have tried to find the reasons for it to make it possible to create better classrooms promoting this experience. Csikszentmihalyi (1997, p. 29-33) explains that this experience can be felt when people encounter activities through specific procedures and get immediate feedback after completing them.

Facing a challenging activity pushes the person to develop new skills to overcome it. In that sense, flow can be beneficial for educational contexts. In learning environments, flow occurs when teachers want to get learners' interest and raise their motivation (Csikszentmihalyi, 1997). Therefore, flow can result in more entertaining lessons for the students. In order to do this, teachers should create challenging activities for the learners so that they can develop new skills. Van Lier (1996) addressed flow as an idea for raising students' motivation in language learning classrooms instead of using traditional methods. As for raising motivation, creating challenging tasks, and giving immediate feedback to the learners, Web 2.0 tools can be used by the teachers. The interactivity of these tools increases learners' eagerness to learn the language and raises their motivation (Chartland, 2012).

Web 2.0 tools allow users to create their own materials and share them with others. In this way, it can be seen as an effective communication tool. In educational contexts, educators use it to create more communicative lessons in which the learners actively participate in creating and sharing ideas with their peers. These websites are not only beneficial for the learners, but the teachers also use them to create and share the classroom materials. Moreover, with classroom management websites, they can create virtual classrooms where they can assign tasks, follow the students' progress, and communicate with the learners, other teachers, and even the parents. These features make it impossible to create a lesson without any Web 2.0 tools. In parallel to this, studies show that these tools create more engaging learning environments for the learners and increase their motivation (Thompson, 2007). Therefore, they can be helpful in organizing the lesson to get learners' attention and raise their motivation to be actively involved with the learning process and have a flow experience in the classroom.

1.2 Statement of the problem

In recent years, flow theory has been a research topic in many different areas. Although the first studies were regarding people from various fields such as sports, arts, business, or writing, the importance of flow in education was discovered at the end of the 20th century. Since then, there have been studies about the relationship between flow and learning (Admiraal et al., 2011; Bakker, 2005; Belce, 2019; Busch et al., 2013; Kiili, 2005). In addition, in the language learning context, Egbert (2003) found that language learners experience flow when they have a sense of control over the activities and participate in

computer-based activities. Following this study, there have been more flow-focused studies in language learning (Aubrey, 2017; Azizi & Ghonsooly, 2015; Guan, 2013; Kirchhoff, 2013). These studies have contributed to the literature about the flow theory with detailed explanations of the concept by stating the main principles of flow experience and relating them to different aspects such as language skills, digital games, and learning activities. However, to the researcher's knowledge, there are none or few studies regarding the relationship between flow and use of Web 2.0 tools in English as a foreign language (EFL) classrooms.

In Turkey, the first study about flow experience in EFL classrooms was conducted in a private university in 2004. In this study, researchers found that the instructors experienced flow in their classrooms (Tardy & Snyder, 2004). In a more recent study, Belce (2019) conducted research about the flow experience of instructors and work motivation. These studies show that the EFL instructors in Turkey also experience flow in the class and give a general framework for the theory. However, the relationship between Web 2.0 tools and flow experience remains unexplored. Moreover, the participants in these studies were only instructors. However, flow theory in learning also needs to be investigated by the experiences of both the teachers and the learners, as each side may provide the motivation which may be vital to creating an effective learning environment.

1.3 Purpose of the study

This study investigates the relation between flow experiences and Web 2.0 tools in university EFL classrooms. In pursuance of this objective, the following research questions were addressed to university language learners and EFL instructors.

1. To what extent do the instructors and learners use Web 2.0 tools in their EFL classrooms?
2. To what extent do the learners experience flow in Web 2.0-based EFL classes?
3. Is there any significant difference among EFL learners in terms of the flow experience of students in EFL classrooms related to their English grades (a), daily use of the Internet (b), types of Web 2.0 tools (c), and anxiety levels (d)?
4. To what extent do the instructors experience flow in their Web 2.0-based EFL lessons?

1.4 Significance of the study

Flow theory has been investigated since the 1960s. Each study tried to understand the main points of this concept and draw a framework for the conditions in which flow may occur. These studies were conducted in many different areas, including education. Researchers tried to determine whether there is flow experience in classrooms from teachers' or students' perspectives in education. However, these studies were limited to understanding the main concepts of flow theory. To do this, each study aimed to address flow from different perspectives, such as flow and work relation of teachers (Belce, 2019), flow experience and writing skills of learners (Abbott, 2000), flow experience of learners and their reading skills (Kirchhoff, 2013). However, as it was stated, to the best of the researcher's knowledge, there is none or few studies regarding the relationship between Web 2.0 tools and flow experience. Since Web 2.0 tools are among the essential components of this information age by meeting the needs of creating and sharing information with others in a fast way, visualizing and evaluating the information, and increasing the motivation, educators in the 21st century have given importance to implementing these tools in their classes (Ajjan & Hartshorne, 2008; Grosseck, 2009; Kutlutürk & Akbayrak, 2013). Therefore, with this background motive, this study aims to find answers for the flow experience of both instructors and learners in the Web 2.0 tool used in EFL classes in Turkey. Moreover, the previous studies focused on either teachers' or students' perspectives on the subject. However, this present study investigates both EFL instructors' and EFL learners' flow experiences in Web 2.0 tool-based EFL classrooms. This will allow the researcher to compare each side's experience in the same context in terms of flow and Web 2.0 use.

CHAPTER II

Literature Review

2.1. Information and Communication Technology (ICT) in education

Information and communication technologies (ICT) can be seen as any technological tools regarding the means of information. The advancement in technology has caused dramatic changes in our social, business, and educational lives. In this information age, ICT has altered the way we reach, create and share information; thus, it has a significant impact on the educational system and teaching environments (Özerbaş & Mart, 2017; Seferoğlu, 2009). These developments also changed the requirements and expectations into more communicative and interactive ones in order to improve the performance in a learning environment (Altıok et al., 2017; Trilling & Fadel, 2009). Therefore, knowing which ICT tools should be used and how to adapt the lessons based on them has become highly important for today's educators.

ICT includes the use of various tools ranging from pen and paper to any materials related to computer and mobile software. The place of ICT tools in education has changed after the personal computers' (PC) mass production (Duchesne & McMaugh, 2016). With the accessibility of computer technologies in classrooms, educators use them for different purposes such as drill activities and information gathering. Moreover, after the invention of the Internet, there has been a drastic change in the importance and use of ICT for educational purposes. The changes in the ICT tools in education are summarized in the following table (Table 1.).

Table 1

Changes in ICT Tools

Traditional Tools	Web 1.0	Web 2.0
Paper and pencil	Word processing	Blog websites allowing the user to create and share unique works
Classroom Activities	Computer-based drill activities	Social media for developing communication skills
Educational games	Computer games	Online games with feedback for self-learning
Chalkboards	E-mails for interaction	Smartboards, Online meeting platforms

Note. Adapted from Duchesne, S., & McMaugh, A. (2016). *Educational psychology for learning and teaching*. Cengage AU.

Undeniably, the Internet has had one of the most significant impacts on technological developments at the sociological and educational levels. By the time Web 1.0 was introduced to users, it rapidly became a standard tool to reach information by allowing the users to see the visuals and read the written materials online. The fast and easy access to information and communication positively affected education and social life. This one-way interaction between the website and user remained popular until more advanced and user-friendly web tools arrived with Web 2.0. Web 2.0 tools are the second generation of web tools that allow users to not only read but also create and share information (Jeng et al., 2012). These tools are widely accepted and used by educators as they offer easy and fast communication and interaction between users, creating and sharing unique materials, storing and evaluating the information (Ajjan & Hartshorne, 2008; Grosseck, 2009; Kutlutürk & Akbayrak, 2010). The effortless communication, interaction, and opportunities of developing unique materials for educational purposes made Web 2.0 tools one of the standard teaching materials in language learning classes.

There have been numerous studies about the effects of Web 2.0 tools on the learning process of students. Most of them emphasize the advantages of these tools for learners. They point out that learners' interaction with the creation of the product increases their motivation and leads them to create more information (Huffman, 2017; Lu et al., 2010). Moreover, Web 2.0 tools help the learners reach the recent information easily (Rahimi, Van der Berg & Veen, 2015); and allow learners to design their own learning environments (Cochrane, 2014).

These studies show that Web 2.0 tools are among the vital parts of the current education system as they put the learners at the center of their own learning process by allowing them to reach the recent information, create a new one and share it worldwide.

In language learning, Web 2.0 tools can be used for different purposes thanks to their reasonably practical features. One of the common ways to use them in language learning is to improve learners' language skills in the target language (Kavaliaskiene & Anusiene, 2009; Özel, 2013). It can be said that Web 2.0 tools may be used to create more communicative classrooms for developing the speaking, writing, listening, and reading skills of the learners. According to Thomas (2009), another aspect of using Web 2.0 tools for language learning purposes is that Web 2.0 tools allow language learners to design and control their learning processes. Having this sense of control may lead to an increase in learners' motivation and flow experience (Csikszentmihalyi, 1996). Most of the studies in the literature support this idea by pointing out the positive effects of Web 2.0 tools in education and language learning in terms of increasing the motivation, interest in the target language, and language skills by allowing effective practices in the desired language skill (Barrot, 2016; Grant, 2016; Ke & Cahyani, 2014). According to Albayrak and Kıyıcı (2017), Web 2.0 tools improve the education of the learners with features like multimedia and social page creating and sharing. Due to these features, learners can continue learning outside the classroom and design their own methods according to their own pace and interests. With these beneficial impacts on language learning, Web 2.0 tools were transformed into an inseparable education and language learning element.

2.2. Web 2.0 Tools in Second/Foreign Language Learning

Developments in technology have shaped the social and educational lives of people. After the invention of the Internet and especially Web 2.0 tools, which enable people to create and share information fast and efficiently, the World has become a united globe. This globalization increased the importance of understanding different people and their cultures. Therefore, learning a new language to meet these requirements of this Internet era has become one of the primary goals for educational institutions. The effects of the developments and changes in education have altered the ways of teaching and learning a new language. With the applications of Web 2.0 tools in language classrooms, teachers and learners aim to acquire the competencies for communicating and understanding the culture of people from different parts of the World. Thus, it can be said that Web 2.0 tools have a

significant impact on language classrooms, and most language teachers are eager to design their language lessons based on these tools.

Web 2.0 tools are commonly used by educators because of the practical features they provide. With their communicative and collaborative features, Web 2.0 tools provide an authentic environment for language learners (Johnson et al., 2016). By using these tools, teachers may design lessons in a way to foster learners' interaction with real-life situations in the target language. Supporting this idea, the students believe that their knowledge of the target language and their communication skills increase when they use Web 2.0 tools as they can have access to various materials for different language skills (Shishkovskaya & Sokolova, 2015) and authentic materials which reflect the actual use of the target language. Thus, Web 2.0 tools can be valuable instruments for language teachers and learners to create a communicative and authentic learning environment.

In terms of language skills development, learners have the opportunity to access different Web 2.0 tools for practicing and improving each different language skill. Among the language skills, most language learners generally aim to develop their listening skills by using Web 2.0 tools (Aşıksoy, 2018). YouTube is one of the most common websites used by learners for developing listening skills in the target language. It allows language learners to reach videos from different parts of the World showing the language and the culture of that society. It also creates the chance for the learners to communicate with real people in the target language in the comments section of the videos. With these features of YouTube, learners can get familiar with the different accents of the target language (Duffy, 2009; Watkins & Wilkins, 2011) and listen to the pronunciation of the vocabulary items. Therefore, Web 2.0 tools can be used to develop listening skills for designing language lessons.

Studies indicate that these tools positively impact language learners by increasing their motivation and speeding up the learning process (Crook, 2008; Grant, 2016; Şahin Kızıl, 2015). It is stated in the studies that students find Web 2.0-based learning more entertaining and enjoy it more than the traditional learning environments (Karaman, Yıldırım & Kaban, 2008; Thompson, 2007).

Although studies show the advantages of using Web 2.0 tools in language learning, the learners' awareness is not enough to benefit from the tools. Cakir and Solak (2014) found out that learners' concerns about using Web 2.0 tools negatively affected their language learning process. In addition, learners may be aware of the tools, but they do not have enough

acceptance level of using them in their language learning process (Seleviciene & Burksaitiene, 2016). Parallel to this study, Aşıksoy (2018) found out in her study that language learners are aware of Web 2.0 tools. They believe the tools are helpful for language learning as they find them more entertaining and motivating. This motivation leads the learner to continue to learn outside the classroom, resulting in positive effects on developing language skills (Keleş, 2013).

While learning a language, learners enjoy using Web 2.0 tools; however, they may not know which tools they should use for education and how to use them. In the 21st century, with the developments in technology, learners may experience some difficulties using technology. Instead of papers and pens, their learning environments include websites, video editors, and social media (Ruddell & Unrau, 2004; Sendall, Ceccucci & Peslak, 2008). In order to use them efficiently, they need to be literate in these ICTs.

Web 2.0 tools are among the essential technological tools in education. They change education dramatically as accessible and user-friendly so that many students can reach and use them (Imperatore, 2009). Therefore, as educators in this technology era, teachers should be competent to use these tools and pass their knowledge to the students. Some studies point out that teachers are still starting their jobs with insufficient knowledge of using Web 2.0 tools (Brush, Glazewski & Hew, 2008). However, recent teacher graduates show more interest in ICT and try to implement Web 2.0 tools in their lesson plans (Albion, 2008). Parallel to this study, Smith and Dobson (2011) state that pre-service teachers believe that ICT competence is vital for today's students; however, they also note that teachers should not only enjoy using Web 2.0 tools but have enough knowledge to use them in language classes.

2.3. Web 2.0 tools and EFL instructors

In order to prepare the learners for the 21st century, ICT competence should be given to them in the education system. Duchesne and McMaugh (2016) describe ICT competence as the capability of understanding the purposes of the tools and implementing them into education in order to foster creativity and communication in the classroom. Therefore, it is crucial for educators to be aware of the recent developments and have enough experience to use them during the teaching process (Li & Ni, 2011). To provide pre-service teachers the ICT competence, various education systems have adapted their curriculum systems by

putting ICT skills and literacy at the center of teacher training (Polly et al., 2010). The ICT competence and the training on gaining it showed its value during the COVID-19 pandemic, which directly affected almost all the people and resulted in long-term lockdowns in social and educational life. Most higher education institutions seized face-to-face education and finished the rest of the education year on online education (UNESCO, 2020). The developments in ICT tools and ICT literacy have been an ongoing process before the pandemic (Ally & Prieto-Blázquez, 2014); however, the pandemic has dramatically increased these developments.

Using technology in the teaching process can be affected by various elements (Karaca, Can & Yildirim, 2013). One of the most considerable influences on using Web 2.0 tools in education is teachers' attitudes towards ICT tools (Atkins & Vasu, 2000). Moreover, teachers' personal beliefs, confidence, and interests in technology affect their Web 2.0 tool implementations in the classes (Redmond, Albion & Maroulis, 2005). Issues such as inefficient technological devices in schools, personal skills, and experience in technology use are also among the elements that may affect the teachers in implementing technology in teaching (Cullen & Greene, 2011).

Most teachers have positive attitudes towards educational technology (Zanguyi, 2011). They also believe that using ICT in classes positively affects the teaching experience (Dogruer, Eyyam & Menevis, 2010). Although teachers who use traditional teaching methods are against the use of technology in classes (Gillespie & Barr, 2002), pre-service teachers see technology as an essential part of the education (Ozdamli, Hursen, & Ozcinar, 2009). Today's language teachers are aware of the importance of ICT competence and therefore adapt the language lessons with technology (Palli, 2020). Nevertheless, they also try to balance technology and traditional methods in the learning environment (Palli, 2020). Moreover, the teachers may still have problems integrating the technological devices as they may not have the necessary training on this subject. Students seem to be more skilled and feel more confident in utilizing these devices in the classroom (Aşık & Kuru Gönen, 2020). Thus, giving training on how to use technological devices and how to integrate them into the classroom seem a vital subject in teacher education.

As for the confidence in using technology while teaching, Kumar and Vigil (2011) state that pre-service teachers are eager to use Web 2.0 technologies; however, they still lack confidence about implementing them into their lessons (Goktas, Yildirim & Yildirim, 2009). To overcome this problem, it is an effective solution to allow pre-service teachers to design

their own lessons with different methods to practice using technology in a teaching environment (Quadrini, 2013). Some studies (Alayyar, 2011; Johnson, 2012; Koehler & Mishra, 2005) show that pre-service teachers may gain more experience in Web 2.0 tools implementation and develop their skills with this type of practice opportunity, and have positive attitudes towards technology use in classrooms. Moreover, with the collaborative learning features of Web 2.0 tools, pre-service teachers may have positive beliefs about using them in language learning classes in terms of fostering teamwork and collaborative learning (Kayaduman & Delialioğlu, 2016).

In conclusion, especially with online and distance education during the COVID-19 pandemic, ICT has been a vital part of today's education system to match 21st-century learners' needs and provide them with the necessary competencies of the century. Using Web 2.0 tools in the education system, inside or outside the classrooms, is one of the most effective ways to achieve that aim. Most teachers may have enough knowledge about using ICT in their personal lives, but they may have problems while implementing them in real classrooms. Their attitudes towards ICT in education, personal skills and experiences in using technology, and school resources are prominent elements for technology implementation. Therefore, especially in teacher training, pre-service teachers should be allowed to practice technology-oriented lessons.

2.4. Flow Theory

The term flow describes an intense concentration state while performing a task (Csikszentmihalyi, 1990). Csikszentmihalyi noticed this experience while observing an artist during the creation of art. The artist was so focused on the work that he disregarded any harmful elements such as hunger or discomfort. This intense concentration ended when the artwork was finished. To describe this phenomenon, Csikszentmihalyi started his research on flow theory. The aim is to understand this intrinsic motivation and self-rewarding 'autotelic' activities (Csikszentmihalyi, 2014).

The first studies for understanding the conditions and basics of flow included participants from different occupations, such as climbers, artists, and dancers (Csikszentmihalyi, 2000). These studies showed that the primary conditions of flow consist of 'engaging challenges' and 'immediate feedback'. Thus, to promote the flow experience, one should feel challenged enough to manage the task with their own skills, and feedback should be given during the

performance. With these conditions, people can experience flow, but they describe it differently as it is a highly subjective experience. To describe the concept in more detail, Csikszentmihalyi (2014, p.240) found some common characteristics of this subjective experience.

- Highly intense concentration on the task
- Losing sense of self
- A feeling of controlling one's actions
- Losing the sense of time
- Feeling of intrinsic motivation for the task

These characteristics are interconnected with each other. In the flow state, one feels fully concentrated on the performance. This concentration is so intense that they can disregard everything besides the activity itself. Also, they may lose their sense of self, but at the same time, they feel they are in charge of everything regarding that activity. They may feel that the time flies during the performance. Finally, the doing-the-activity is a reward for the person who is participating in the activity. This means that they highly enjoy the activity itself so that they can ignore even their daily needs such as hunger or sleep.

In order to make flow occur in a task, some preconditions should be provided. These preconditions can be summarized as (Csikszentmihalyi, 1975; Csikszentmihalyi & LeFevre, 1989):

- a) The balance between challenge and skills in a task
- b) Participants' attention is focused on the task
- c) The participant thinks the task is exciting or authentic
- d) The participants have a sense of control

According to flow theory, flow happens in a balanced task. The activity should be challenging, but one should be able to overcome that challenge with their own skills. If it is too challenging, it will raise the anxiety of the person; if it is too simple, this time it causes boredom. Therefore, it should be in a level flow channel between these two sides (Csikszentmihalyi, 1975). Figure 1 below illustrates the original flow model.

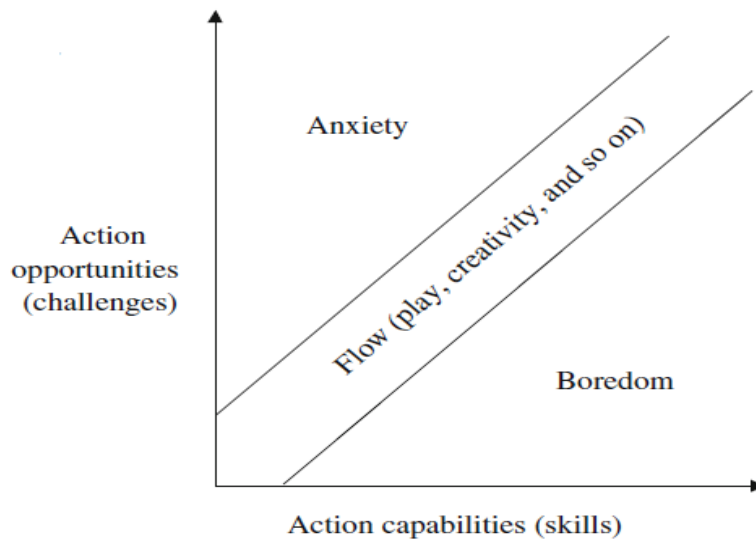


Figure 1. Adapted from Flow Model Csikszentmihalyi, M. (1975). *Beyond boredom and anxiety*. Washington

In later studies, this model was developed and elaborated into an 8-channel flow model (Massimini, Fave & Carli, 1988). According to this model, the elaborated preconditions of flow are illustrated in the following figure (Figure 2.)

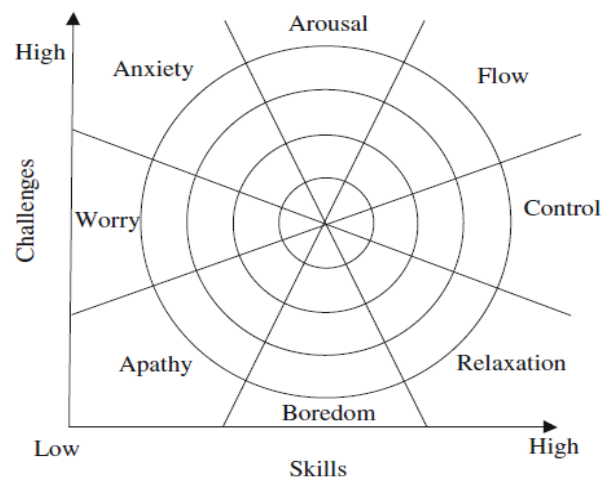


Figure 2. Adapted from Carli, M., Fave, A. D., & Massimini, F. (1988). *The quality of experience in the flow channels: Comparison of Italian and U.S. students*. Cambridge University.

In this new model, Massimini and Carli suggested that the balance between challenge and skill is not enough for flow to occur (1988). Low skill and low challenges do not cause flow experiences, but they lead to apathy. Therefore, the challenge and skill should be over a

certain level. High challenges and high skills should be involved in a task to experience flow. With this, one can have this unique, optimal experience.

As flow is a unique and subjective experience, it is difficult to measure. However, researchers have developed different ways to measure flow. Flow is a highly personal experience since each person can experience it differently and at different times. Therefore, the instrument to measure flow is essential and challenging to create. It is approached as a qualitative study. To measure flow, the most common data instrument tools are interviews, questionnaires, and the experience sampling method (ESM).

In the flow studies, some researchers use the flow model. This model is based on participants' self-reports or interviews. Although the semi-structured interviews may manage to show the flow experience of the participants, the data is still at the risk of being inaccurate, and it creates limited data. It was used in the study with athletes to find out the reasons for flow experience and characteristics of flow (Jackson, 1996) and in the study with the writers to explain their flow experiences while writing (Perry, 1999).

The other method to measure flow is questionnaires. They are used for measuring the dimensions of the flow experience. In the Flow Questionnaire, the researcher gives quotations from earlier flow studies explaining the flow experience of the previous participants and asks the present participants if they have this experience, how often they have it, and in what contexts (Csikszentmihalyi & Csikszentmihalyi, 1988). This questionnaire was developed, and Mayers formed the Flow Scale in which ten standard dimensions of flow experience were asked to participants on a frequency scale (1978). This scale has been used in various flow studies. In sport and physical activity contexts, the Flow State scale was used to find the relation between sport and flow experience (Jackson & Marsh, 1996). In work contexts, Baker developed Work-related Flow Inventory (WOLF) to study flow in work environments (2008).

The final data instrument tool for studying flow is the Experience Sampling Method (ESM) (Csikszentmihalyi & Nakamura, 2014). This method is based on electronic pagers and aims to gather more accurate and reliable data to find out the flow experiences of the participants. With these pagers, participants are asked to fill out a questionnaire at random times. It helps to map the relation between flow and everyday activity. The questions in the questionnaires may be adapted according to the goal of the study.

Flow has been a difficult concept to measure for researchers. Therefore, they tried to find out the most effective tool to gather data to reflect the flow experiences of the participant. As it is seen as a qualitative study, interviews and questionnaires have been used. The researchers have shaped and adapted them according to the purpose of their studies.

2.5. Flow and education

Flow is the optimal experience that increases the learners' performances and encourages them to continue on the given tasks (Csikszentmihalyi, 1990). The intrinsic motivation, enjoyment, and intense concentration in the flow state may lead people to force themselves to achieve more (Csikszentmihalyi, 1990, 1997). Moreover, they do not hesitate to repeat the tasks because of this experience (Trevino & Webster, 1992). There is a positive correlation between motivation and language learning. With a high level of motivation, learners may interact with the learning tasks more (Deci & Ryan, 1985; Sternberg, 2002). Therefore, it can be assumed that with the effects on the learners' motivation, flow experience can be related to the learning process.

Flow has been researched in education for different aspects. Some of the studies on flow and education include online education and distance education (Ho & Kuo, 2010; Lee, Yoon & Lee, 2009; Liu, Liao & Peng, 2005; Millat, Martinez-Lopez, Huertas-Garcia, Meseguer & Rodriguez-Ardura, 2014); digital game-based learning (Admiraal, Huizenga, Akkerman & Dam, 2011; Kiili, 2005). Although there are various studies, the ones regarding language learning and flow relation are mentioned in the following section.

In a game-based learning study, it is found that initial feedback is vital for the learners. In addition, there should be clear instructions, goals, and the difficulty of the task to match the learners' abilities (Kiili, 2005). This study suggests that flow theory can be used to design more effective educational games. Another game-based lesson design experiment shows that learners experience flow with game-based tasks. However, this experience positively impacts game performance rather than the learning process (Admiraal et al., 2011). In another study, the research on an IT specialists' flow experiences and learning processes shows that their choices towards computer-related tasks (computer attitude) and flow experience have a positive correlation and impact on the learning process (Ho & Kuo, 2010).

In a more detailed study, high school students were investigated on their school time and the conditions that foster flow experience in learning (Shernoff, Csikszentmihalyi, Schneider &

Shernoff, 2014). The participants were from different ethnic and cultural backgrounds. The method for data collection was the Experience Sampling Method (ESM). They were asked to complete a form about flow experiences. The Likert-type form was used as a questionnaire, and an electronic pager was used to signal the time for participants to answer the questions on the form. The results show that the learners feel more motivated and participate in the lesson more when the tasks are relevant to the learners and the difficulty of the activities meets their skill levels. Moreover, the study points out that learners feel more engaged when they have control of the learning environment and are eager to interact with the lesson more in group work rather than listening to the lecture.

The study on the relationship between flow and learners' motivation in distance education was conducted with 253 university students in Taiwan (Liao, 2006). This study shows that in distance education, learners can have flow experiences. The interaction between learner-teacher and learner-computer has positive outcomes for flow experiences. Nevertheless, the study does not show the effect of learner-learner interaction on flow experience.

Teachers' effect on the flow in classrooms is another object of flow studies. According to Shernoff, Tonks, and Anderson (2014), teachers' unique features may impact learners' optimal experiences than the type of task instructions. Learners' may have experience flow in teacher-centered or learner-centered lesson designs if the task and learning objectives are clear. Teachers' role in promoting flow is to give sufficient support for balancing the challenge and learners' skill levels (Shernoff et al., 2016).

2.6. Flow in language teaching

As it is mentioned in the previous sections, flow can be experienced in an educational context, and language classrooms are not an exception. Numerous studies have investigated flow and language-learning relations (Abbott, 2000; Egbert, 2003; Larson, 1988; Schmidt & Savage, 1992; Tardy & Snyder, 2004). The motivational nature of flow has effects on language learning. Some researchers defend that extrinsic motivational elements such as grades reduce the positive effects of learners' intrinsic motivations (Schmidt & Watanabe, 2001; Dörnyei, 1994); others, on the other hand, believe the opposite (Gagne & Deci, 2005). Therefore, flow and language learning studies focus on motivational elements of flow, task, and motivation relations for different language skills. In addition to that, some studies try to discover the perceptions of educators on experiencing flow (e.g., Belce, 2019).

Schmidt and Savage (1992) point out that language learners tend to experience flow in classrooms. In their studies, they collected data with questionnaires to investigate intrinsic motivation in the language learning process. The results show that language learners may experience a general intrinsic motivation; therefore, flow while learning a language in different tasks or activities performed in the process.

As Egbert (2004) states, flow can be experienced in language classrooms, and it provides an exciting and helpful guide for creating and adapting learning activities. It could be helpful for educators to understand flow theory and benefit from it while preparing for their language classes. Therefore, different studies have been conducted on the subject flow in language education classes worldwide (Abbott, 2000; Egbert, 2003; Larson, 1988; Tardy & Snyder, 2004).

Egbert (2003) conducted one of the first studies on the means of language learning and flow experiences. In the study, it is stated that flow happens in language classrooms, and it points out the critical elements for designing the language tasks in order to foster flow experiences (Egbert, 2004). Egbert (2003, p. 502) lists the six elements to foster flow in language tasks as follows:

- There should be clear goals in the tasks, and the level of challenge should meet the learners' skills.
- Tasks should be related to learners' interests.
- For each task, there should be enough time for the learners.
- Feedback should be given immediately.
- Learners should have a sense of control over the given tasks.
- Learners should be entirely concentrated on the tasks without any interruptions.

Flow can be experienced while learning or practicing different language skills. Fifth-grade language students in a writing class experience flow when they are in charge of the critical features of the writing task, which are genre, length, style, and ownership (Abbott, 2000).

In speaking classes, both the teachers and the students may experience flow. Ak Senturk (2010) studied with 163 language students and eight instructors at a university. The data were collected with a survey, a questionnaire, and interviews. The aim was to find out the relation between speaking tasks and flow experiences from the perspectives of both the students and the teachers. The results showed that whole class activities such as discussions raised the flow experiences of both sides.

In terms of reading and flow experience, Azizi and Ghonsooly (2015) conducted a study on TOEFL test takers to find out the effects of the type of the reading texts on the flow experience of the test takers. This study showed that expository types of texts generated more flow than argumentative ones. Moreover, another study in Japan discovered that students might have flow experiences with graded readers, but this experience does not change the time spent on reading (Kirchhoff, 2013).

Flow and vocabulary learning relation was investigated in a study with 65 English language learners from an institution (Amini, Ayari, & Amini, 2016). The participants were asked to complete vocabulary tasks, including traditional picture matching activities and more engaging ones such as role-playing. The results showed that when learners enjoy the activities and have a sense of control, they engage in language learning (Amini, Ayari, & Amini, 2016). Thus, their vocabulary knowledge improved when the learners experienced flow during the learning process. Therefore, designing language tasks in a way to provide flow in the classroom may help learners to learn better by increasing their motivation and performance.

The study on the relationship between flow experience in language classrooms and effects of the task types showed that flow could be experienced in language classrooms, and different tasks may have different effects on this experience. Therefore, the flow framework can be used to design language lessons and tasks to promote flow experience and increase the effectiveness of language outcomes (Egbert, 2003).

Regarding teachers' perspectives on flow experience in language classrooms, Tardy and Snyder (2004) studied ten language instructors from a university in Turkey to find out whether the instructors experienced flow in their language classes. Moreover, the study tried to show the elements that affect this experience. The results showed that the instructors experience flow in their classes and essential elements that affect this experience are interest and participation, unpredictability, and teacher-learner interaction.

In another flow study on language instructors, Belce (2019) conducted research on the workflow experience of EFL instructors and the crucial elements that affect the experience. 283 EFL instructors from different universities participated in the study. The data were collected with an online survey. The results pointed out that the instructors experience flow in their language classes. Work-related flow can be affected by skills, tasks, age, educational level, time of the day, and years of experience.

The studies above state that flow can be experienced in language classrooms with different reading, speaking, and vocabulary skills activities. Moreover, the instructors may experience it when there is teacher-learner interaction and interest in the lesson subject. As for the work-related flow, the study shows that flow can be experienced by the language instructors, and it differs according to the instructor's background.

2.7. Flow and Anxiety

In order to experience flow, some conditions should be fulfilled. One of the essential factors of the flow experience is the balance between the difficulty of the task and the performers' skills (Csikszentmihalyi, 1975). When the challenge of the task exceeds the learners' skills, they may feel anxiety, or if the task does not meet their skills, they may feel apathy and boredom. Both situations reduce the flow experiences of the learners and affect their performances negatively. Anxiety in language learning may cause low self-esteem and embarrassment for the language learners and may lead to the inability to understand and communicate in the target language (Horwitz & Young, 1991; Horwitz, 2001; Young, 1999). Therefore, the balance should be provided to increase the performance of the learners and the flow experience of the learners and reduce the anxiety which may cause failures (Dörner, Göbel, Effelsberg & Wiemeyer, 2016). Thus, Csikszentmihalyi states that anxiety is the antithesis of flow (1975).

Antiflow is when the performers feel unmotivated by the tasks when they do not feel a sense of control and autonomy in the activity (Sorrentino, Walker, Hadison & Roney, 2001). In these moments, performers focus on their own performances rather than the activity itself, which eventually results in an extreme self-conscious state of mind preventing flow experience (Nakamura & Csikszentmihalyi, 2002). One of the earliest studies on this antiflow research was conducted to comprehend the relation between anxiety, boredom, and flow experiences (Allison & Duncan, 1988). These studies revealed the negative correlation between flow experience and anxiety.

In order to increase the flow experience of the learners and reduce the anxiety in language learning, Fullagar, Knight, and Sovern (2013) suggested two different solutions. According to them, this problem can be solved by either increasing the challenge to prevent boredom or apathy in the situations when the performers find the task effortless or increasing the performers' skills with training and education when the task is demanding. Considering one

of the solutions while preparing the language tasks, it may be beneficial to foster flow experience and eliminate anxiety in the language classrooms.

To conclude, flow and anxiety have an inverse correlation with each other. For flow experience, the tasks' difficulty should balance learners' skills. Oversimplified activities may cause boredom, while challenging activities may raise the anxiety levels of the learners. In order to prevent this from happening, when preparing the tasks, both the skills of the learners and the demands of the activity should be taken into consideration.

2.8. Flow and Web 2.0 tools

Flow is a mental state in which one feels highly concentrated and motivated on a subject (Csikszentmihalyi, 1996). The flow experience can be defined by nine aspects: (1) clear goals, (2) immediate feedback, (3) the balance between skill and challenge for a task, (4) awareness, (5) high concentration, (6) sense of control, (7) loss of self-consciousness (8) loss of track of time and (9) autotelic experience (Csikszentmihalyi, 1996).

In terms of flow experience, Web tools may include some of the aspects given above and provide flow experience for the users. For the human-computer relationship, it is stated that the sense of control may result in more positive user experiences on using the Web (Webster, Trevino, and Ryan, 1993). Chen (2006) stated that Web use fosters positive attitudes of the users, which may occur because of the flow experience of the users with the help of joyful elements of Web use. The studies on marketing showed the relation between Web use and the flow experiences of the users (Chen, Wigand & Nilan, 1999).

Flow happens when a person does the activity for the sake of doing it, which means that the activity itself is primarily self-rewarding because of the enjoyable elements in it. This intrinsic motivation may increase the performance on the task, positive behaviors, and creative thinking; thus, it may lead to better learning experiences.

The relationship between flow and technology has been studied over decades. In one of the earliest studies, Rotto (1994) summarized the previous research articles to demonstrate the connection between curiosity, motivation, and flow in computer-based instruction (CBI). In this study, Rotto stated that developing a well-designed CBI lesson would improve learners' motivation and engagement, therefore flow experiences. In another study, Jones (1998) pointed out how CBI and computer games increased learners' involvement and motivation and linked them to the key elements of flow for designing computer-based learning (CBL)

environment. It was suggested that computer games and CBL environments meet Csikszentmihalyi's (1996) flow elements.

The studies on optimal experience and Web use relation go back to the beginning of the 21st century. Although most of the studies were conducted under different majors such as business, computer science, and marketing (Chen et al., 1998, Hoffman & Novak, 1996; Novak, Hoffman & Yung, 1998), they shed light on the connection between flow and Web. Moreover, they also created a fundamental for the studies on flow in education in the means of Web-based instruction (WBI) and optimal experience. After analyzing these studies, Rha, Williams, and Heo (2005) managed to show the relation between WBI feelings, experiences, and Flow feelings (Figure 3.). They stated that the Web elements cause the flow experience while using Web environments and activities.

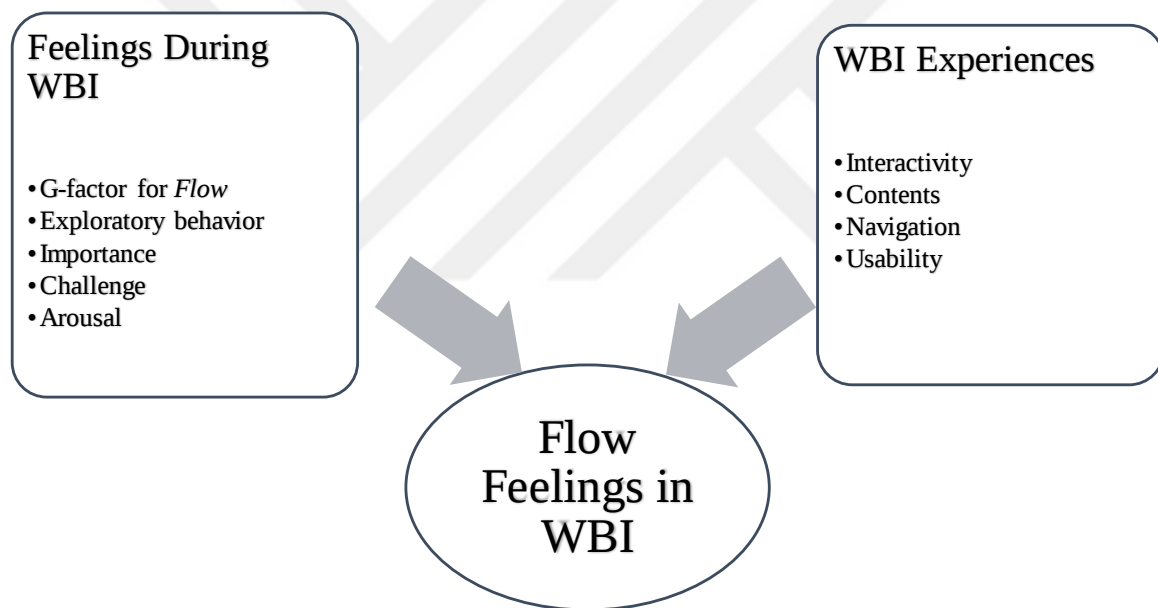


Figure 3. Adapted from Rha, I., Williams, M. D., & Heo, G. (2005). Optimal flow experience in web-based instruction. *Asia Pacific Education Review*, 6(1), 50-58.

People may lose track of time while they are online because of the entertaining and playful nature of the Web. The subjects they are working on, the keyboard they are typing, or the materials they are reading online become more important than their physical existence (Chen, Wigand, & Nilan, 2000). In the enjoyable times, hours become minutes for the Web users (Chen et al., 2000).

Thanks to the elements of Web 2.0 tools explained above, they have been widely used in learning environments to create a challenging, competitive, and collaborative environment in the classrooms. Teachers are eager to use these tools in their teaching. Educators with a technological culture value the importance of ICT in teaching and are more prone to implement Web 2.0 tools in their classes (Başer Gülsoy, 2011). Another study on the perception of Turkish teachers towards ICT shows that they see it as a vital part of the teaching and learning process and have positive perspectives on using the tools in the classroom (Öztürk, 2017). These two studies suggest that educators in Turkey are interested in practicing ICT in educational contexts and have positive attitudes toward implementing them. As Albayrak and Kızılcı (2017) stated, Web 2.0 tools help users to improve the learning process by allowing them to create their own system to practice the subject. This allows them to design activities according to their own level, which can be related to flow experience in terms of having a sense of control and adapting the challenge level of the activity. Moreover, these tools may boost the interest of learners and help stimulate the learning process (Şahin Kızıl, 2015). These motivational increases can lead to optimal experience, flow, for the learners and increase their performances in the given tasks. Supporting this idea, Aşıksoy (2018) stated that the learners using the Web 2.0 tools for learning believe that they are amusing and motivating for them.

In conclusion, the studies show that Web 2.0 tools can be motivating and entertaining for learners and teachers in the education environment. This motivational boost and amusing nature of the tools may result in the flow experience and better learning performances. Thus, it can be understood from the studies mentioned above that educators tend to adapt these tools in their teaching process.

CHAPTER III

METHODOLOGY

In this descriptive study, the aim is to find out the relation between Web 2.0 tools and flow experiences in EFL classes in a state university in Turkey from the perspectives of students and instructors.

The data collection process is summarized below in the table (Table 2.).

Table 2

Data Collection Process

Research Question	Data Collection Tool	Participants
1. To what extent do the instructors and learners use Web 2.0 tools in their EFL classrooms	a. Semi-structured questions of the questionnaire b. Interview questions	EFL instructors EFL learners
2. To what extent do the learners experience flow in Web 2.0-based EFL classes?	Flow Short Scale (Turkish) Semi-structured open-ended questions	EFL learners
3. Is there any difference among learners in terms of the flow experience of students in EFL classrooms related to their English grades (a), daily use of the Internet (b), types of Web 2.0 tools (c), and anxiety levels (d)?	Questionnaire	EFL learners
4. To what extent do the instructors experience flow in their Web 2.0-based EFL lessons?	Flow Short Scale	EFL instructors

3.1. Research Design

This study aims to investigate the relation between Web 2.0 tools and Flow experience in university EFL classes. To this end, the data was collected from both university EFL students and the instructors to reflect both perspectives. Therefore, the study uses both quantitative and qualitative research techniques to provide accurate answers to the research questions. To get a better understanding of the research goal, the study was designed as an explanatory sequential research design. This type of research design requires initially collecting the quantitative data and then collecting the qualitative data to elaborate the results of the quantitative data (Creswell & Plano Clark, 2011). The structure of the design of the study is visualized in the following figure (Figure 4).

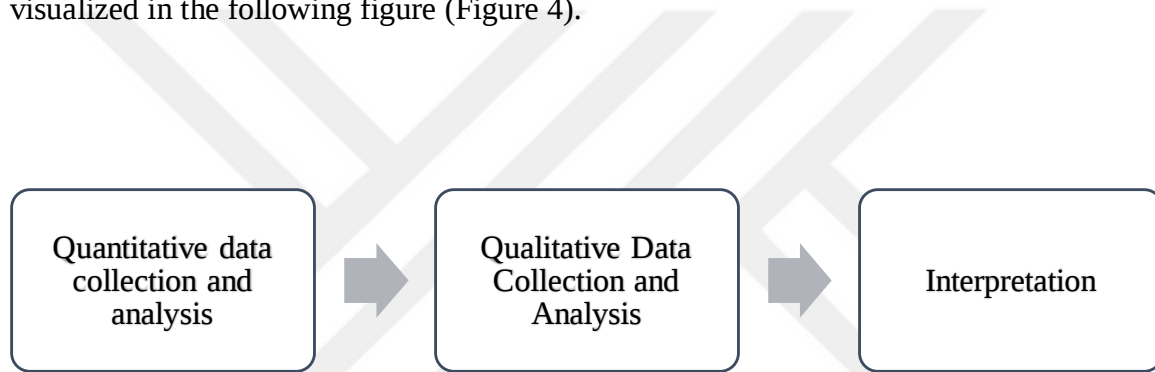


Figure 4. Explanatory sequential research design

Flow is a personal experience. Each individual may give different responses to the same stimulants in terms of experiencing flow. Moreover, the activity should be self-rewarding for the person to promote flow; thus, it can be completed for the sake of doing the activity itself. This subjectivity and self-motivation requirements of flow experiences turn studying flow into a challenging task for researchers (Csikszentmihalyi, 1975). In order to overcome this problem, research questions should be approached from different angles with different measurement tools and research techniques.

As it is mentioned in the previous chapter, in order to measure flow experience, researchers have used different tools such as interviews, questionnaires, and the Experience Sampling Method. With the interviews, it is aimed to find out the personal experience of the participant regarding the flow experience with the semi-structured questions. However, it may be limited and inaccurate in terms of reflecting the experience. On the other hand, questionnaires are used for measuring different aspects of flow with Likert-based items to figure out the flow experience of participants, the frequency of it, and the context of the

experience (Csikszentmihalyi, 1988). The last tool is ESM, and it has vital importance in flow studies (Csikszentmihalyi & Nakamura, 2014). It requires conducting the study as soon as possible after the activity or event that fosters the flow experience of the participants. Consequently, this study was designed as a mixed research. This type of study requires using techniques from both quantitative and qualitative methods to find out the answers to the research questions in the same study (Creswell & Plano Clark, 2011). Therefore, in this mixed-method study, both interviews and questionnaires were used to reach more reliable and accurate outcomes related to the participants' flow experiences. In order to increase the reliability, the ESM is followed for the implementation of the questionnaires.

Mixed method research designs are used for different purposes. According to Creswell (2012), the main goal of conducting mixed research is to provide a better understanding. To do this, researchers use the strengths of both quantitative and qualitative designs. This combination creates the chance of approaching and analyzing the research questions in different ways. With quantitative research techniques, the statistical facts of the subject have been gathered, and with qualitative techniques, this data can be elaborated, and specific details can be discovered. When these techniques are combined, the findings would be reliable, or in other words, 'powerful' (Miles & Huberman, 1994, p.42). Thus, in order to reach more reliable results, this study uses a mixed research design.

In this explanatory sequential research design, first, the statistical data is collected and analyzed. Then, qualitative techniques are used to explain the results of quantitative data and find more specific details of it. The primary purpose of using this design is to get a general picture of the research problem with quantitative techniques and explain them with the help of qualitative ones (Creswell, 2012). By doing this, the research questions can be answered more accurately, and the research problem can be understood in detail.

To answer the research questions in this study, for the quantitative part of it, the data is collected with an adapted version of flow short scale. Then, to understand the findings of this quantitative data, interviews and open-ended questions are used. In addition to the student participants, 9 EFL instructors from the same state university in Turkey participated in the study. Appropriate versions of the questionnaires were applied to all the participants, but the interviews were done with five students and 5 EFL instructors. The details of data collection tools, analysis, and participants of this study are explained in the following chapters.

3.2 Participants of the Study

This mixed-method study is conducted at a state university in Turkey. It involves two different data collection instruments for two different participant groups. The quantitative part of this study includes a questionnaire with a Likert scale, and open-ended follow-up questions are applied to 140 university EFL students and 9 EFL instructors. The participants were in the sophomore class at a state university in Turkey. Their age ranged from 19 to 23. All of the learners had completed a B1 level English preparatory program in the first year of the university. Therefore, it can be said that the level of the learners was B1 in English. The demographic information of the learners is presented in the following table (Table 3).

Table 3
Demographic Information about the EFL Learner Participants

		Frequency	Percent
Age	19	1	,7
	20	70	50,0
	21	51	36,4
	22	17	12,1
	23	1	,7
	Total	140	100,0
Gender	Male	133	95,0
	Female	7	5,0
	Total	140	100,0

The table shows that the participants' age was close to each other. The majority of them (50%) were 20 years old. Ninety-five percentage of the participants were male, while 5% were female students. They have the same curriculum for the English lesson. All of the participants stated that they were actively using the Internet or Web 2.0 tools in their daily lives. However, after eliminating missing and unreliable responses, the total number of student participants is reduced to 140. In the selection of the EFL students, probability sampling is used. The total population of the EFL students in the state university is 860 from 27 different classes. However, it is not possible for the researcher to collect and analyze the data from all of these students. Therefore, in order to get a reliable and reflective amount of

sampling size, cluster simple random sampling technique was used. The EFL curriculum for these classes is the same and is implemented by nine different EFL instructors. Thus, the students from 9 different classes from each instructor were randomly chosen. In total, 140 volunteered, and available students from each of these nine classes participated in the study. Although convenience sampling may not provide representative participants for the population, it can still give valuable information for research questions (Creswell, 2012). The nine instructors are the EFL instructors of the selected classes. For the instructor side of the participants, a purposive sampling method is used. This selection gives the chance to compare the perspectives of both the students' and teachers' perspectives on the flow experience and Web 2.0 tools relation in the same language classrooms. The sampling method of the study is summarized in the following figure (Figure 5).

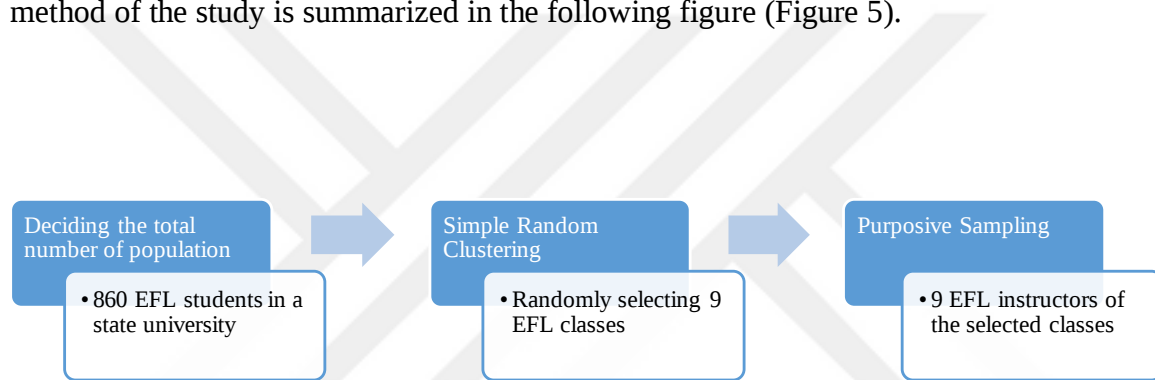


Figure 5. Quantitative Data Collection Sampling Process

For the qualitative side of the study, the interviews with semi-structured questions were applied to the instructors and EFL learners. For each group, the participants for interviews were selected in line with the results of the quantitative data. As the instructor participants in this study were somewhat limited, they were chosen according to their mean scores on Flow Short Scale. Thus, 5 EFL instructors with the lowest (2 individuals) and highest (3 individuals) scores answered the semi-structured interview questions. As the number of learners was relatively high, the participants were categorized according to their English levels. All participants had graduated from the preparatory school of the same university with a B1 level in English. Therefore, their average English scores were used to categorize the participants, including (1) 70 and below and (2) 80 and above. Five EFL learners were selected randomly from these two groups. The demographic information about both students and instructors who participated in the interviews can be seen in the following tables (Table 4; Table 5)

Table 4

Summary of the Student Participants in the Interview

#	Age	Gender	English Grade	Using Web 2.0 Tools for language learning
1	20	Male	Over 80	Yes
2	21	Male	Over 80	Yes
3	20	Male	Below 70	Yes
4	20	Male	Below 70	Yes
5	21	Male	Over 80	Yes

From this table, it can be seen that the participants in the interviews were 20 years old male students. All of them stated that they were using at least one Web 2.0 tool for learning English. The participants were divided into two groups regarding their average English grades as (1) below 70 and (2) over 80.

Table 5

Summary of the Instructors Who Participated in the Interview

#	Age	Gender	Teaching Experience	Training on Web 2.0 tools
1	26	Female	1-5 Years	Yes
2	27	Female	1-5 Years	Yes
3	31	Male	10 years	No
4	43	Female	Over 15 years	Yes
5	26	Female	1-5 Years	Yes

For instructors' interviews, four female and one male instructor participated. The participants were categorized according to their teaching experiences. Four participants stated that they had training on how to use Web 2.0 tools for educational purposes, whereas the male participant stated he did not have any training on this subject.

3.3. Research Setting

This study was conducted at a state university in Ankara in Turkey. The EFL learners who participated in this study were sophomore students from 27 different classes. They had 4 hours of general English lessons with the same curriculum for each section. All students had

completed a preparatory year in English as per the university policy. In the classrooms, laptops and free Wi-Fi service were provided to the learners to be used for educational purposes. Therefore, for their English lessons, the students were allowed to use their laptops, and they could connect to the Internet via the Wi-Fi service provided by the institutions. The lessons which were investigated in this study included Web 2.0 tools actively, and the students were encouraged to use them to complete language tasks related to the lesson. The English lesson for these 27 sections was given by nine different EFL instructors. Thus, as all the students had the same curriculum for the English lesson, the EFL instructors were selected from 9 sections to see the relation between students' flow experiences and the instructors' in the same lesson. They were actively using the MOODLE-based platform of the institution. MOODLE platforms are open-source course management systems (CMS) that enable creating and sharing of educational materials online (Moodle.com, 2022). Besides this system, the instructors in this study also stated that they were implementing additional Web 2.0 tools in the language classes.

3.4. Data collection tools

In this mixed-method study, data were collected through both quantitative and qualitative tools to accurately reflect the flow experiences of both students and EFL instructors. As for the data collection procedure, the data is collected with Flow Short Scale and semi-structured interview questions in two steps. The application to the Ethics Committee of Gazi University had been completed before starting the process. During the application process, the required documents and explanations were filled out on the online website of the committee. The researcher shared the title of the study, related literature, purpose of the study, the information about the setting, participants and methods of the study, and the data collection tools with the committee. After getting permission from the Ethics Committee of Gazi University and from the university where the data was collected (see Appendix 1.), the researcher started to collect data with the online version of Flow Short Scale via the Moodle website of the university. The data was collected in a state university in Turkey in the first term of the 2021-2022 academic year. The detailed information about the instruments is provided in the following sections.

3.4.1. Quantitative Data Collection Tools

Questionnaires

The quantitative data collection tool for this study was an adapted version of Flow Short Scale (see Appendix 2) in Turkish (İşigüzel & Çam, 2014). In the quantitative data collection part of the study, in order to get more accurate and reliable data from the participants, two different versions of the survey were implemented. The aim of both questionnaires is to understand the participants' perceptions of using Web 2.0 tools in language learning contexts and Flow experience during this process. Both questionnaires have the same three-part structure as demographic information, Flow Short Scale, and perception of using Web 2.0 tools for language learning context. To understand the flow experience, the same scale was applied to both participant groups. However, the semi-structured follow-up questions in both questionnaires were different for EFL learners and the instructors. Before the data collection, the questionnaires for both instructors and students were piloted in a randomly chosen language classroom. One EFL instructor and 20 students from the same class participated in this piloting procedure. This piloting results showed that the flow questionnaire had two factors (flow and anxiety) as the original Flow Short Scale. For the open-ended questions, the necessary adaptations were applied according to the piloting results.

Questionnaire for the students

The introduction of the questionnaire includes the consent form informing the participants about the purpose of the study. In order to prevent misunderstandings that may be resulted from the language level of the students, a Turkish adaptation of the survey was used. Moreover, the demographic information part and perception part of the survey were adapted according to the learners. The survey includes three parts: demographic information, Flow Short Scale, and perceptions on using Web 2.0 tools for language learning. In the first part of the survey, the information about the gender, age, daily Internet use, and overall English grade of participants was collected. In the second part, the Flow Short Scale was implemented. The Turkish version of the scale was adapted by İşigüzel and Çam (2014). The evaluation of the validity and reliability of this adaption was studied with 222 university prep class students. The results of that study showed that the items of the adapted version had internal reliability was .78, the correlation between flow experience and final points was $r=.21$, and the correlation between anxiety and achievement was $r=.34$. So, it can be said that

the Turkish adaptation of the Flow Short Scale is appropriate for EFL students in Turkish contexts (İşigüzel & Çam, 2014).

The original tool was developed by Rheinberg, Vollmeyer, and Engeser (2003) in order to measure participants' flow experiences on activity in educational contexts. It includes 13 items on a 7-point Likert scale with two main factors. The first ten items are related to flow experience, and the last three items are about the anxiety levels. As for the reliability of the scale, the studies report that the value of its Cronbach's Alpha internal consistency of coefficient is between .80 and -.90 (İşigüzel & Çam, 2014). It is suggested to use the Experience Sampling Method (Rheinberg, Vollmeyer & Engeser, 2003). In ESM, the aim is to collect the data just after the activity, which triggers the flow experience. By doing this, the researchers can find out the more reliable experiences of the participants in the related activity (Csikszentmihalyi & Larson, 1987).

In the last part of the scale, two follow-up questions related to the use of Web 2.0 tools in language learning were addressed to the participants. With the two-parted question, first, the researcher aimed to find out whether the students were using any Web 2.0 tools while learning English, and in the second part of this question, which tools they were using and how they were using them. Moreover, with the second follow-up question, the researcher tried to discover the opinions of the students on using Web 2.0 tools in English language classes. The questionnaires were implemented online immediately when the participants actively completed their English lesson, which included Web 2.0 tools. This experience sampling method (ESM) helps the participants may remember and explain their flow experiences more accurately; thus, the data becomes more reliable (Csikszentmihalyi & Nakamura, 2014).

Questionnaire for the Instructors

The questionnaire for the instructors has similar parts to the students' surveys. However, for demographic information, in addition to age and gender, teaching experience and whether they have taken any courses related to Web 2.0 tools adaptation to language classes were asked. The second part of the questionnaire is the original Flow Short Scale explained in the previous chapter. As for the follow-up, with the open-ended questions, the researcher aimed to get information about (a) whether the instructors use any Web 2.0 tools while teaching English, (b) which tools they are using and how they are implementing them into the lesson,

(c) the instructors' opinions on teacher training on using Web 2.0 tools in English language classes, and (d) the instructors' ideas of effects of Web 2.0 tools on language learners' performances. This questionnaire was also implemented immediately when the Web 2.0 tool-based activity ended, as suggested in the experience sampling method.

3.4.2. Qualitative Data Collection Tools

In order to give more detail on the quantitative data and have a better understanding of the participants' opinions about flow experiences with Web 2.0 tools in English language classes, semi-structured open-ended questions were asked to participants. The interview questions were adapted according to students and instructors. The students' completed the interview in Turkish to prevent any stress or anxiety that may result from the language barrier. At the same time, the instructors were free to choose whether English or Turkish versions of the interview. The details of the interview questions are explained in the following sections.

Semi-structured interviews with the students

To collect the qualitative data from the participants, semi-structured interview questions in Turkish (see Appendix 3.) were used. The interview in this study is an adapted version of the one designed by Tardy and Snyder (2004). The interview has three parts: The first part of the students' interviews has three questions related to opinions about Web 2.0 tools implementation in language learning. The questions are asked to discover (1) if the participants use any Web 2.0 tools while learning English, (2) if the participants think Web 2.0 tools have positive effects on their language learning performances, and (3) their opinions on to use Web 2.0 tools in English language classes. The second part of the interview is about flow experiences. This part includes interview prompts from previous studies on Flow experience used to introduce the phenomenon to the participants before they start answering questions about their own flow experiences. The participants were asked to read the prompts, and the researcher explained the flow experience briefly to clarify the concept. Following this part, three interview questions were addressed to the participants to find out their perceptions on using Web 2.0 tools while learning English and flow experiences with these tools. The questions were related to (1) whether the participants have experienced flow while using Web 2.0 tools, (2) flow experiences in English language

classes that are based on Web 2.0 tools, and (3) whether the participants have experienced flow in other courses. The interviews were done face to face and one-on-one sessions and recorded for the later coding processes.

Semi-structured interviews with the Instructors

As for the instructors' side of the qualitative data collection, an adapted version of the interview (see Appendix 3.) was implemented. The instructors were free to choose the medium of interviews (in English or Turkish), and all five instructors requested to participate in Turkish. The interview consists of three parts with adapted and additional questions. The first part of the interview is related to the instructors' perception of Web 2.0 tool use in English language teaching. The questions were asked to clarify (1) whether the instructors use any Web 2.0 tool in teaching English and how they implement it, (2) the instructors' opinions on the effects of Web 2.0 tools on their teaching performances, (3) Which purposes the instructors use Web 2.0 tools in language teaching, and (4) the instructors' opinions on if the EFL teachers should be trained on how to use Web 2.0 tools in language teaching. As mentioned in the previous section, the second part of the interview is conducted similarly to the students' interviews. In the third part flow experiences of the instructors were aimed to discover. The questions: (1) whether the instructors have any flow experiences while teaching English, (2) if the instructors have any flow experiences while using Web 2.0 tools in language teaching, and (3) flow experiences in other areas of the work, were asked to the participants. The interviews are conducted face-to-face and one-on-one with the instructors and recorded for the later coding processes.

In this section, the data collection tools for both quantitative and qualitative data are explained. The data collection process is presented in the following section.

3.5. Data Collection Procedures

This mixed-method study was conducted in two steps for the data collection and analysis. After getting the approval of the Ethics Committee of Gazi University and necessary permissions from the university where the data is collected, as for the first step, the questionnaire was applied to both students and instructors by using the Moodle platform of the university. It was accessible to the students in 9 different classrooms. The purpose of the study and consent form for data collection was presented on the first page of the online

questionnaire. As the ESM suggests, this questionnaire was conducted during the English language lesson, which was based on a Web 2.0 tool (Quizizz), and just after the students completed the activity on the Web 2.0 tool. As for the instructors, the data was collected simultaneously with the students. The second step of data collection was the interview. After collecting and analyzing the quantitative data, face-to-face interviews were conducted. At the beginning of each interview, the purpose of the study and consent form were reminded to the participant, and permission from the participant for voice recording was granted. The interviews were done in one-on-one sessions and recorded. In order to prevent any language barriers that may affect the results of the study, interviews with the students were done in Turkish. For the instructors, the decision was left to the participant. The whole data collection process took four weeks to be completed.

Table 6

Data Collection Procedure

Step 1	Getting necessary permissions from the Ethics Committee of the universities	
Step 2	Uploading the consent form and questionnaire on the Moodle System	
Step 3	Implementing questionnaire to Web 2.0 tool-based EFL lesson	Quantitative data was collected.
Step 4	Analyzing Quantitative Data	The findings were reported.
Step 5	Face-to-Face Interviews	Qualitative data was collected
Step 6	Analyzing the Qualitative Data	The themes and codes emerged.

3.6. Data Analysis

This study is an explanatory sequential research; thus, the quantitative data was first collected and analyzed, followed by qualitative data collection and analysis. The data for this study were collected with quantitative (questionnaire) and qualitative tools (interview). The data collection and analysis process is illustrated in the following figure (Figure 6).

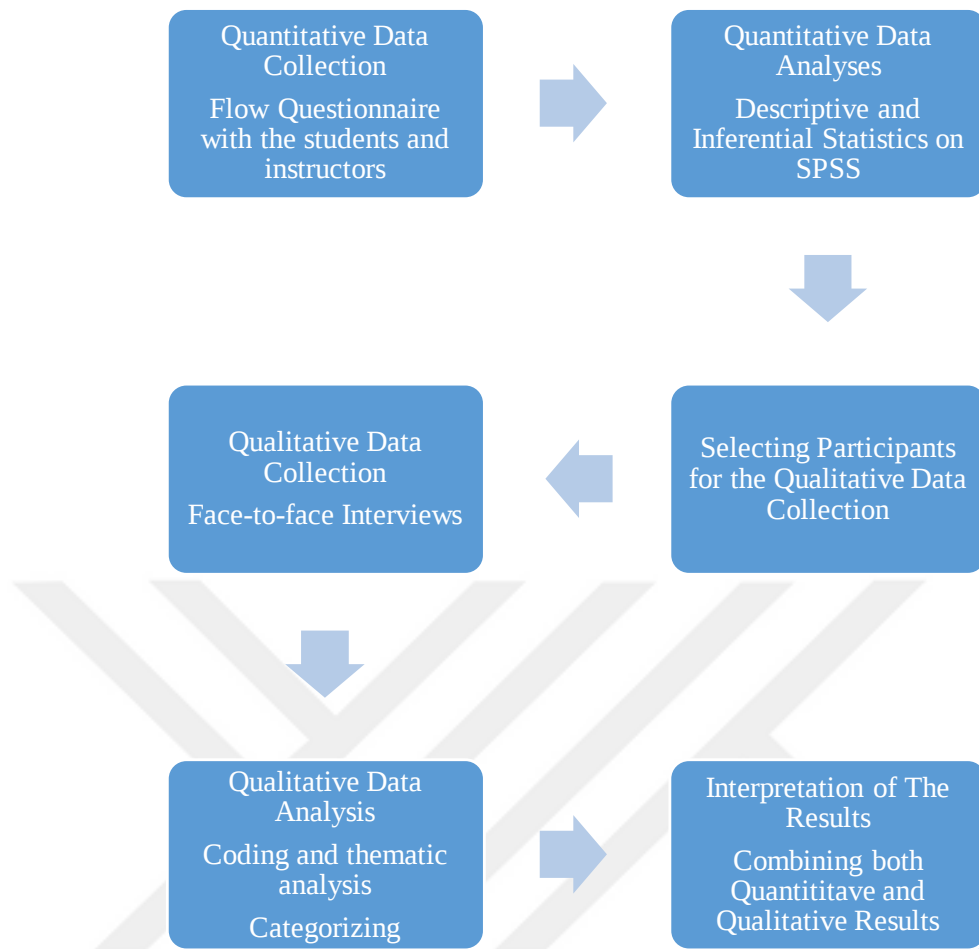


Figure 6. Data Collection and Analysis Process

To analyze the piloting and the actual study, the questionnaire was analyzed by using the Statistical Package for the Social Sciences (SPSS) v.25 program. The data were analyzed with descriptive and inferential statistics. The open-ended questions in the questionnaire were coded into common themes according to the participants' responses. The supervisor controlled the coding procedure and transferred the data into the SPSS program. Initially, the data were converted to SPSS program from the Moodle platform. Then, the missing and unreliable values were detected and eliminated. For the rest of the data, normality and reliability analysis were utilized. According to each research question, the data were organized. After these procedures, the scale items were analyzed with factor analysis, and two factors (flow and anxiety) were identified. The average mean scores for each factor were calculated separately.

Analyses of the data gathered from both students' and instructors' questionnaires were conducted in similar steps. Initially, the Cronbach's Alpha levels of the items in the scale

were found as .767. It also showed that the first ten items of the scale and the last three items had a negative correlation (Table 7).

Table 7

Inter-Item Cronbach's Alpha Levels of the Scale

Inter-Item Correlation Matrix													
	ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12	ITEM13
ITEM11	-,138	-,198	,037	-,060	-,260	-,105	-,226	-,233	-,264	-,172	1,000	,399	,477
ITEM12	-,223	-,218	,097	-,082	-,135	,036	-,086	-,141	-,122	-,013	,399	1,000	,493
ITEM13	-,228	-,272	-,109	-,106	-,210	-,106	-,343	-,358	-,263	-,252	,477	,493	1,000

This result displayed the two factors (flow and anxiety), which may be measured using the scale. This finding matches with the original scale (Rheinberg, Vollmeyer & Engeser, 2003) and the Turkish adaptation of the Flow Short Scale (İşigüzel & Çam, 2014), showing that the scale can be categorized under flow (first ten items of the scale) and anxiety (last three items of the scale). Therefore, the items in the scale were divided into two factors, as flow and anxiety, and the following analyses were conducted according to this categorization.

The first step was checking the reliability of the scale items in the questionnaires and cleaning up the data. The missing and unreliable data (the ones filled without reading) were cleaned by the researcher. This led to the deletion of 18 responses from the students' questionnaires reducing the total number to 140. The Cronbach Alpha levels for each item in the scale are examined under the categories of flow-related items and Anxiety related items. The Cronbach's Alpha test results are presented in the following table (Table 8).

Table 8

Cronbach's Alpha Levels of Flow and Anxiety-Related Scale Items

Factor	Cronbach's Alpha Level
Flow-related Items	,899
Anxiety-related Items	,715

After controlling the reliability of the data and finding the factors in the flow short scale, the questionnaire was analyzed with descriptive statistics, and normality tests were applied. For the scale items in the questionnaires, in order to discover the flow experiences of the students, descriptive statistics and normality tests were applied by using the SPSS program. In terms of the descriptive side of the analysis, the mean, minimum, maximum, and standard deviation scores for flow and anxiety factors in the scale were examined (Table 9).

Table 9

Descriptive Statistics of the Factors

Descriptive Statistics			
	FLOWMEAN	ANXIETY	Valid N (listwise)
N	140	140	140
Minimum	1,30	1,00	
Maximum	6,80	7,00	
Sum	561,10	510,33	
Mean	4,0079	3,6452	
Std. Deviation	1,24103	1,66653	

In the following part of the analysis, the normality tests were applied for both means of the flow-related items and anxiety-related items in the scale. The Kolmogorov-Smirnov value of the mean of the flow items in the scale states that the data were distributed normally ($p > .05$). Moreover, the skewness value of flow mean is .051, and the Kurtosis value is -.783. For the anxiety items in the scale, the normality tests show that the value of the Kolmogorov-Smirnov test is .013, the skewness value is .121, and the kurtosis value is -.913. These results imply that the data for each factor can be seen as normally distributed.

In the next step, the descriptive parts of the questionnaire (overall English grades of the students, daily use of the Internet of the students and the instructors, and teaching experiences of the instructors) were categorized in order to answer the research questions. For the questions related to the flow experiences of the instructors and the students, inferential statistics (independent t-test and one-way ANOVA) were applied.

In the analysis of the interviews, a bottom-up frame is followed. In this 5-step frame (Figure 7), the data is collected, prepared for analysis, read thoroughly, categorized under codes, and finally, the codes are used to find out the themes (Creswell, 2012).

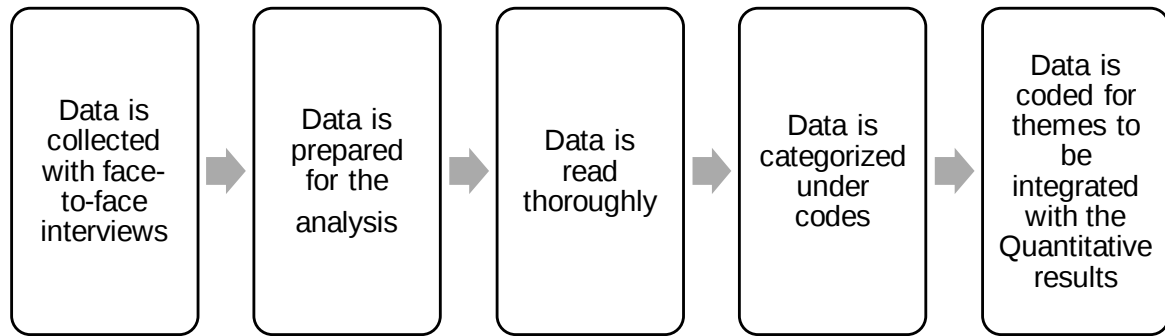


Figure 7. Qualitative Data Collection and Analysis Process

In this study, the interviews were transcribed by the researcher in this step. As the participants completed the interviews in Turkish as their preference, the related parts in the transcription were translated into English. Creswell suggests content analysis for transcription if the data is less than 500 pages. It allows the researchers to be familiar with the information and helps them in the following interpretation process in the study (2012). Therefore, in this study, the interviews were analyzed manually. As for the following step, the data was read repeatedly by the researcher to find the appropriate codes. After categorizing the data under the codes, the themes emerged from the common points in the interviews.

Furthermore, finally, the data were categorized under the themes and analyzed in the light of research questions and results of the quantitative analysis. The analysis process of interviews in qualitative studies is not linear, and the researcher may go over the same steps again and again until there are not more emerging themes from the data (Richards, 2005). In this study, the interviews were analyzed until the findings started repeating themselves. Then, the findings of questionnaires and interviews were matched with the research questions. For the coding procedure, as Tesch (2013) and Creswell (2012) suggested, the collected data was read several times, the gist of each interview was noted down, codes were given to these notes, and the codes were grouped to find out the themes.

Validation of the interpretation of the data is a crucial factor in qualitative research as it is mainly seen as a study in which the researchers reflect their role or their personal

backgrounds on the interpretations of the findings (Creswell, 2007). Creswell summarizes commonly used techniques in qualitative research analysis as triangulation, member checking, and auditing. In this study, in order to increase the credibility of the qualitative data analysis, member checking and auditing are used. In the member checking procedure, the participant of the study is asked to check the transcription and themes, which helps the researcher to understand the accuracy of the findings and interpretations of the interview (Creswell, 2012). In this study, one instructor and one student were asked to analyze the findings of the interviews to provide a more accurate understanding. According to Tawney and Gast (1984), this inter-rater reliability can be formalized as the number of concurrences divided by the number of concurrences times the number of disagreements multiplied by 100. In this analysis, the inter-rater reliability was .90, which reflects that the raters had an agreement over the coding process of the transcriptions (Gwet, 2014).

In the other technique, auditing, an outside perspective is required to control the interpretations of the qualitative data (Creswell, 2012). For this study, the qualitative data, transcriptions, coding, themes, and translations were closely analyzed by the research advisor. The interpretations were completed with the guidance of this analysis.

Finally, after finishing the analysis of both quantitative and qualitative data, the results are compared to discover whether the results support or contradict each other. As Creswell (2012) suggests, this procedure provides more reliable data by using the strong sides of each research type and results in a better understanding of the flow experiences of the participants.

CHAPTER IV

FINDINGS AND DISCUSSION

In this study, the aim is to investigate the relation between Web 2.0 tools and flow experiences in EFL classes in a state university in Turkey from the perspectives of students and instructors. The findings of quantitative and qualitative data are presented and discussed together. Thus, the study aims to answer the following research questions:

1. To what extent do the instructors and learners use Web 2.0 tools in their EFL classrooms?
2. To what extent do the learners experience flow in Web 2.0-based EFL classes?
3. Is there any significant difference among EFL learners in terms of the flow experience of students in EFL classrooms related to their English grades (a), daily use of the Internet (b), types of Web 2.0 tools (c), and anxiety levels (d)?
4. To what extent do the instructors experience flow in their Web 2.0-based EFL lessons?

4.1. RQ1. To what extent do the instructors and learners use Web 2.0 tools in their EFL classrooms?

To determine whether the EFL instructors use any Web 2.0 tools while teaching English and for which purposes they use them, semi-structured questions were addressed to the participant in the questionnaire as follow-up questions. The questions were about (a) whether the instructors are using any Web 2.0 tools in their language classrooms, (b) which Web 2.0 tools they are using, and (c) for which purposes they are using the Web 2.0 tools. The participants' answers to these questions were coded and categorized according to standard terms. The results showed that all of the EFL instructors participating in this study stated that they are using at least one Web 2.0 tool while they are teaching English. As in Albion's

study (2008), the language teachers care about ICT and try to adapt Web 2.0 tools to their language lessons. For the following questions, the results were summarized in the following table (Table 10)

Table 10

The Findings of the Follow-Up Questions

Participant	Whether using any Web 2.0 tools (a)	Which Web 2.0 tools used in the classroom (b)	For which purposes the Web 2.0 tools used (c)
INS 1	Yes	Blogs and assessment tools	To increase interaction
INS 2	Yes	Assessment tools	To increase motivation
INS 3	Yes	Assessment tools	To assess students' knowledge
INS 4	Yes	Assessment tools	To assess students' knowledge, and classroom management
INS 5	Yes	Assessment tools	To assess students' knowledge, and for entertainment
INS 6	Yes	Assessment tools	To assess students' knowledge
INS 7	Yes	Assessment tools	To increase interaction and visualization the subject
INS 8	Yes	Interactive tools	To increase interaction
INS 9	Yes	Assessment tools	To assess students' knowledge, and to increase interaction

All EFL instructors who participated in the study stated that they were using at least one Web 2.0 tool in their language classrooms. The types of the Web 2.0 tools vary among the instructors. This data also revealed that almost all of the EFL instructors (8 out of 9) were using Web 2.0 tools designed to evaluate learners' performances. In addition, one of the participants used interactive Web 2.0 tools in the language classes. However, the purpose of using these tools changes according to the instructors. One of the most common answers for using the Web 2.0 tools was related to assessment. Almost half of them (55%) of the instructors stated that they were integrating Web 2.0 tools in their lessons to assess the learners' language performances in the language lesson they had. The most common tools in this study included Quizizz and Kahoot, which enable the user to create online questions and test learners' performances on them. The other common purpose was to increase interaction in the classroom. Fifty-five percent of the answers were related to fostering learners' participation and communication among the learners. It is clear that the language instructors, including the ones who participate in this study, believe that Web 2.0 tools create more

interaction in the classroom by helping the learners create a product, which results in high motivation and creating information (Huffman, 2017; Lu, Lai & Law, 2010). In addition to these purposes, 11% of the EFL instructors stated that they were using the Web 2.0 tools for the aim of classroom management, visualizing the materials, and only for entertainment elements. Similar to the learners, language instructors also find lessons based on these tools are more entertaining than the conventional lessons (Karaman, Yıldırım & Kaban, 2008; Thompson, 2007).

The qualitative data was analyzed to have a better comprehension of the extent of Web 2.0 tools in the EFL classrooms. Therefore, the interviews of instructors and learners were coded. The following figure (figure 8) shows the emerged codes and themes of this analysis procedure.



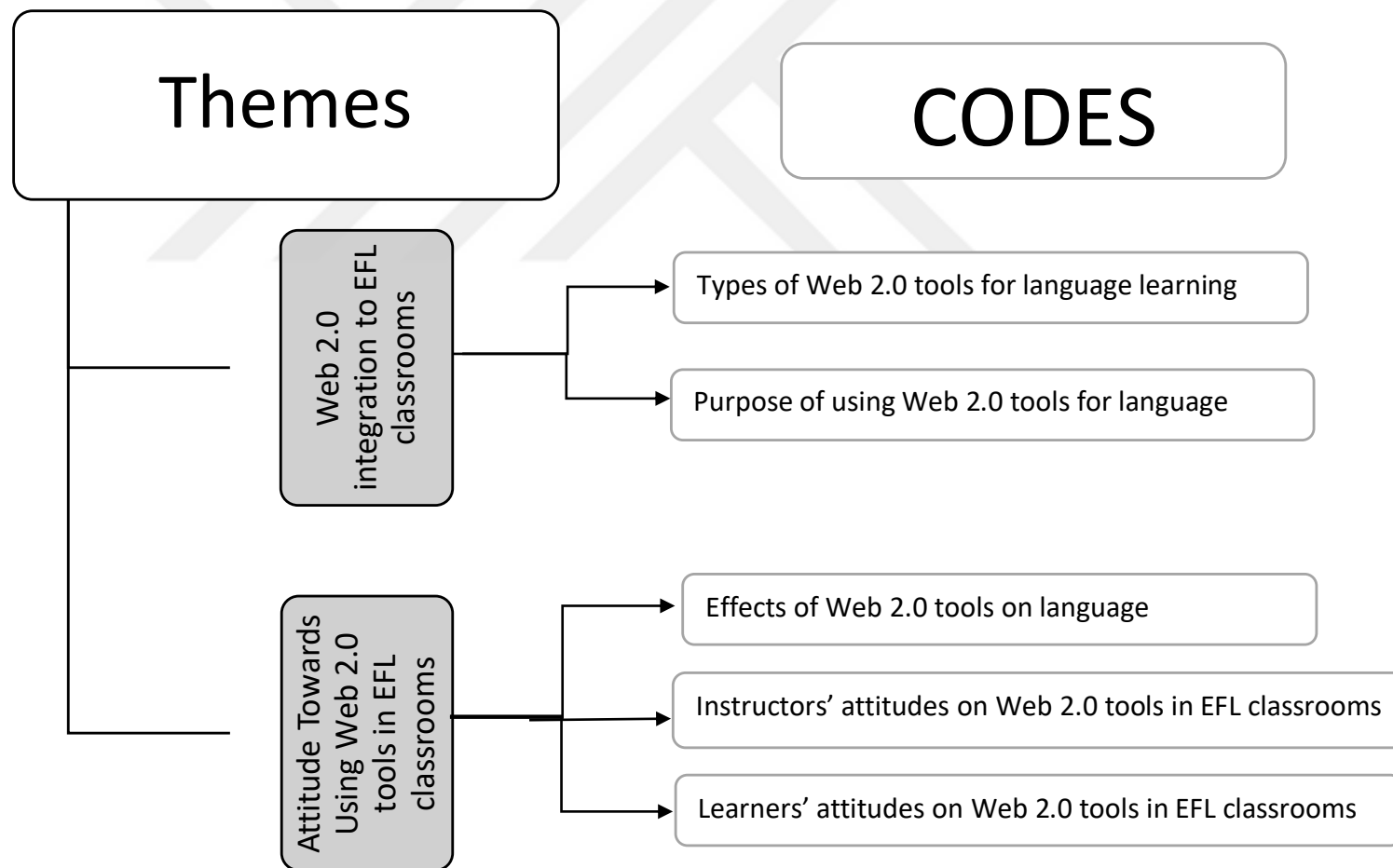


Figure 8. Themes and codes on web 2.0 use

4.1.1. Integration of Web 2.0 Tools to EFL Classrooms

From the interviews with the EFL instructors and learners, the theme “Web 2.0 integration to EFL classrooms” emerged. This theme was divided into two codes as “Types of Web 2.0 tools for language learning” and “Purpose of using Web 2.0 tools for language learning”. With this theme and codes, it was aimed to find out which types of Web 2.0 tools were used in EFL classrooms and for which purposes both the instructors and learners used them.

To begin with, all of the instructors stated that they were integrating at least one Web 2.0 tool in their EFL lessons. The most common Web 2.0 tools were video-sharing platforms (i.e., Youtube, Voscreen), online assessment tools (i.e., Quizizz, Kahoot), and brainstorming websites (i.e., padlet, Mentimeter). All instructors said they were using an online assessment tool in EFL classrooms. Ins2 was the only participant integrating classroom management tools in the EFL classes. For document sharing, Google Classroom was used by only Ins4, and brainstorming websites were used by Ins2, Ins4, and Ins5. With these tools, the instructors can create language tasks related to their students' interests and language skills. Moreover, they can give instant feedback on their performances with online assessment tools. It may be derived from the fact that Web 2.0 tools have the elements stated by Egbert (2003, p. 502) for fostering the flow experience in language classrooms.

Similarly, each EFL learner said they were using at least one Web 2.0 tool for language learning. The tools were mostly related to video sharing websites, streaming platforms (i.e., Netflix), online dictionaries, and language learning platforms (i.e., Duolingo, Cambly). L2, L3, and L4 stated that they used online dictionaries while learning English, while L1 and L5 said they were using Youtube. Language learning platforms were used by L5 and L2. Social media was used only by L5, and blog websites were used by L4.

The types of Web 2.0 tools according to the participants were summarized in the following table (Table 11).

Table 11

Types of Web 2.0 Tools Used by the Participants

Participants	Types of Web 2.0 Tools	
Ins1	Online assessment tools	Video sharing websites
Ins2	Online assessment tools	Classroom management tools
Ins3	Online assessment tools	Video sharing websites
Ins4	Online assessment tools	Document sharing websites, brainstorming websites
Ins5	Online assessment tools	Video sharing websites
L1	Video sharing websites	
L2	Online dictionary	Language learning platforms
L3	Online dictionary	Video streaming websites
L4	Online dictionary	Blogs, video streaming websites
L5	Video sharing websites	Language learning platforms

After discovering the types of Web 2.0 tools used by the participants in language learning and teaching context, the second step was related to understanding the purposes of using these tools. As the second code of the first theme, Web 2.0 integration to EFL classrooms, the purpose of using the Web 2.0 tools in the language classrooms was investigated from the interviews. The aim was to clarify the specific reasons for using the Web 2.0 tools in language learning environments from the point of view of both instructors and language learners.

For the EFL instructors in this study, these tools were used for various reasons, which were commonly related to raising learners' motivation, increasing interaction, assessing knowledge, teaching different language skills, and brainstorming. Parallel to the related studies in the literature, it can be stated that EFL instructors use Web 2.0 tools in their language classrooms for motivation boosts, increasing interest in the subject, and practice activities on the language skill (Barrot, 2016; Grant, 2016; Ke & Cahyani, 2014). Moreover, the tools are used to teach and practice different language skills in the lesson by creating a more communicative classroom environment (Kavaliauskienė & Anusienė, 2009; Özel, 2013). Raising the motivation in the classroom was the most common reason for the instructors. Ins1 explained why they were integrating Web 2.0 tools in the EFL classrooms:

"Although one of the reasons for using Web 2.0 tools is enhancing the learning process, I think the first purpose is to break the monotonous pace of the lesson, to bring a fresh air to the classroom."

Similar to this idea, Ins4 stated, "... sometimes, I used the tools for the sake of fun...." From these excerpts, it can be understood that the instructors believed that using Web 2.0 tools in the classroom would help them to motivate learners, and the learners would enjoy learning the language. The EFL learners' answers to the same question in the interview were in the same line with the instructors in terms of the motivational effects of Web 2.0 tools in language learning.

The EFL learners also stated that they were using Web 2.0 tools to raise their motivation by watching English movies and playing language games. They believe that these tools help them raise their attention level towards the lesson. L1 explained the tools as follows:

"Using technology is one of the things I believe the most. Especially, YouTube and applications as 'quizizz' get learners' attentions".

On the same subject, L2 said:

"...especially English is a subject that learners may easily be distracted. Therefore, making it interactive would help us focus better and the lesson would pass smoothly".

To elaborate on the motivational effect of the tools on the learners, L5 stated that:

"I am using 'Duolingo' while learning English. For speaking practices, I am using 'Cambly' and watching videos on YouTube and Netflix. With these tools, learning becomes more fun".

From these excerpts, it can be said that both the instructors and EFL learners believe that Web 2.0 tools raise motivation in the classroom. The instructors use them to get learners' attention by using different tools to break the monotony during the lesson, sometimes only for fun. Similarly, the learners believe that these tools help them keep focused on the lesson and enjoy learning through educational tools and watching movies on video streaming platforms. This result parallels the idea that the game elements in these tools create more flow in learners and improve their performances (Admiraal et al., 2011).

4.1.2. Attitude towards Using Web 2.0 tools in EFL classrooms

The first questions in the interviews revealed that both the instructors and EFL learners were using different Web 2.0 tools for various purposes in language learning. The following questions in the interviews it was aimed to reach a better understanding of the attitudes of the participants towards using these tools in EFL classrooms. For this theme, the findings were coded into three subheadings as 'the effects of Web 2.0 tools on language learning', 'Instructors' attitudes toward Web 2.0 tools in EFL classrooms', and 'Learners' attitudes toward Web 2.0 tools in EFL classrooms.

All of the instructors claimed that the tools have positive effects in the EFL classroom. Similar to Kumar and Vigil's statement (2011), teachers were eager to implement Web 2.0 technologies in their classrooms. The general belief on the effects was related to the motivation of the learners and the instructors. On this subject, Ins1, Ins4, and Ins5 explained their ideas as follows:

"When I use them (Web 2.0 tools), I see the eagerness of the students in participating in the lesson, and their motivation increases. I can see that. In this situation, I also enjoy the lesson. In general, they (Web 2.0 tools) present the students a different experience, and they bring fresh air into the classroom." Ins1

"The tools increase the motivation. With them, the students become more alert to the activity. It (Web 2.0 tool) increases the interaction in the classroom. I enjoy using especially the competitive and collaborative tools." Ins4

"Web 2.0 tools encourage me to plan my lesson beforehand. I prepare different questions and elicit the answers by using them. They motivate me." Ins5

The instructors also mentioned that these tools had the effect of creating a chance for them to control the activity and the students better. Ins2 explained this control feeling as "It (Web 2.0 tool) helps me get attention and feel more control over the lesson". Similarly, Ins3 said that "The tools create a chance for me to observe the classroom while they are working on the activity."

Like the instructors, all learners also stated that Web 2.0 tools had positive effects on the language learning process. The most common response to the effects was the convenience of the Web 2.0 tools. The learners claimed that the tools had limitless resources in the target language, and they were pretty practical to reach. This finding matches with the literature as it shows that learners use the tools to easily access information (Rahimi, Van der Berg & Veen, 2015) and shape their own learning methods with them (Cochrane, 2014). L1, on this

point, said that "The tools are fast and easy to reach; I study whenever I want." Moreover, L2 claimed that "(Web 2.0 tools) are limitless resources which I can reach whenever I want. They are fast, and it is easier to learn with them". L3, L4, and L5 also agree that the Web 2.0 tools improve their language learning process and skills. As Shishkovskaya and Sokolava (2015) stated, learners believe that these tools provide a variety of resources in the target language, and they can benefit from them to improve their communication skills.

It can be said that both the instructors and the learners in this study think that Web 2.0 tools improve the language teaching and learning process. Additionally, the participants seem to have a positive attitude towards using Web 2.0 tools in their EFL classrooms. The interviews with the instructors disclosed that the instructors believed these tools increase interaction and motivation. However, all of the instructors stated that there should be training on how to integrate them into the EFL classrooms, as without the appropriate training, it is difficult to find a suitable Web tool for the class and adapt it to the lesson with the most beneficial way. This corresponds with the previous studies, which state the importance of being competent in integrating the tools in the classroom effectively (Smith & Dobson, 2011). As the previous studies show (Alayyar, 2011; Johnson, 2012; Koehler & Mishra, 2005), with enough training, the instructors believe that they become more confident about finding the correct tool for their classes to use productively. Moreover, two of the instructors (Ins1 and Ins5) stated that they would feel more anxious when they did not have enough knowledge about the Web 2.0 tools they were using. These findings match with the previous studies in terms of teachers' lack of confidence in implementing the tools to the lesson (Goktaş, Yildirim & Yildirim, 2009). The following citations from the interviews may give a better explanation of this subject.

"Instead of introducing a Web 2.0 tool to the teachers, there should be workshops about how to use it in the classroom. We know what is 'quizizz,' but we need to know in which ways we can use it during the lesson" Ins2

"I personally think that I do not have enough knowledge on how to use these tools in the classroom. Therefore, I have to prepare more before the lesson. When I am not ready, I feel more anxious. So, I think that teachers should get trained on how to use these tools in the classroom." Ins1

"I think everyone has digital literacy these days. So, if teachers want to use a Web 2.0 tool, they can google it and learn it. However, some may have a problem integrating that tool into the lesson. In this case, there can be training on that." Ins4

In addition to teacher training on integrating the tools into the lesson, Ins5 also mentioned teacher training on learning the solutions for possible technical problems and choosing the appropriate content for the lesson.

"Firstly, there may be technical problems while using the tools. When I have technical problems while using the tools, I just stop using them not to waste time. Secondly, there are millions of materials on these tools. We need to know how to choose the appropriate one for our class." Ins5

Similarly, EFL learners seem to have positive attitudes towards Web 2.0 tools in language learning. As mentioned above, they believe that these tools have constructive effects on their language learning process.

"They are really useful tools. For example, quizizz helps us evaluate our knowledge. We can see our strengths and weaknesses on the subject. With videos on YouTube, we can learn the pronunciation." L3

"It (Web 2.0 tool) should be used in the classroom as it provides visual and auditory materials for the subject. In this way, we can learn better. These tools help us learn step by step." L5

These quotations show that one of the common purposes of using Web 2.0 tools is practicing listening in English. As Aşıksoy (2018) revealed, language learners mostly use the tools to develop their listening skills. YouTube is one of the most popular Web 2.0 tools in this subject, and with it, the learners can reach videos in different accents of the target language (Duffy, 2009; Watkins & Wilkins, 2011). While four of the learners supported using the tools in EFL classrooms, one learner pointed out the possible problem of using them.

"Although I believe they are useful, I think using them in the class may be abused by the students in the following days and create a free (undisciplined) environment in the classroom." L4

In summary, these excerpts show that both instructors and EFL learners had positive ideas about using the Web 2.0 tools in EFL classrooms as they are helpful for increasing motivation and interaction. Moreover, instructors believe that teachers should be trained on how to use these tools in the classroom effectively as the technological problems, having plenty of options and content make it challenging to choose the most suitable one for the lesson. Likewise, the learners think that these tools should be used in the classroom as they provide additional resources and visual materials and help them self-evaluate themselves. However, one learner thinks that using these tools may create an undisciplined environment in the classroom.

In conclusion, for the flow experience of the participants, it can be said that they had the experience of flow in the learning process in general and with Web 2.0 tools in language

classrooms. For the instructors, this experience mainly depends on the interaction in the classroom. They explained that they feel more encouraged and motivated when the students participate in the activity. Furthermore, the subject of the lesson is also another factor for the flow experiences. When they have the knowledge about it, the instructors feel in control of the class more. With Web 2.0 tools, they feel motivated and in flow as the tools promote the students' interaction and give the instructors the chance to be the observer in the classroom. On the other hand, learners also experience flow in their learning process and in Web 2.0-based language classrooms. In general, they experience it when the subject of the lesson is interesting for them, and they learn new things that they can use in the future. They believe that learning new subjects motivates them and challenge them to do better in the lesson. For the Web 2.0-based lessons, learners stated that competitive Web 2.0 tools increase their motivation, they learn better, and they feel that they are being challenged. Another tool for the flow experience of the learners seems to be related to video streaming platforms. They claimed that while watching movies or TV series in English, they lose track of time and are highly motivated.

4.2. RQ2. To what extent do EFL learners experience flow in Web 2.0-based EFL classes?

To begin the detailed analysis, the reliability test and data cleaning were completed. For FSS items, Cronbach's Alpha test stated that, similar to the instructors' FSS, the first ten items on the scale had a negative correlation with the last three items. As mentioned in the data analysis chapter, these items were categorized as 'flow items' (items 1-10) and 'anxiety items' (11-13). After these categorizations, further tests were conducted separately for each factor.

The reliability test for the flow items indicated that the Cronbach's Alpha value was .89. Following this test, the mean value for the items was calculated. The normality tests for the flow mean showed that the data can be accepted as a normally distributed as the skewness and kurtosis values were between -1 and 1 (skewness: .051; kurtosis: -.78). Moreover, the Kolmogorov-Smirnov value for flow mean was in the range of the accepted value ($p > .05$). Additionally, the histogram for the item illustrated that the data were distributed normally. After completing the reliability and normality tests for EFL learners' FSS, the frequency tests were conducted. The details for the learners' Flow Short Scale can be seen in the following table (Table 12).

Table 12

The Percentages of Flow Items in EFL Learners' FSS

Flow Items	Percentages							Mean	Standard Deviation
	SD	D	PD	N	PA	A	SA		
"I feel just the right amount of challenge."	5,0	7,9	17,1	22,1	22,9	12,9	12,1	4,4	1,6
"My thoughts/activities run fluidly and smoothly."	7,1	9,3	23,6	18,6	21,4	12,9	7,1	4,0	1,6
"I do not notice the time passing."	10,0	10,0	20,7	16,4	15,7	12,1	15,0	4,1	1,9
"I have no difficulty concentrating."	8,6	7,1	17,9	17,9	12,9	17,1	18,6	4,5	1,9
"My mind is completely clear."	10,0	10,7	22,9	14,3	15,7	13,6	12,9	4,1	1,9
"I am totally absorbed in what I am doing."	10,0	15,7	21,4	17,9	19,3	12,1	3,6	3,7	1,6
"The right thoughts/movements occur of their own accord."	5,0	13,6	16,4	22,9	23,6	12,1	6,4	4,1	1,6
"I know what I have to do each step of the way."	8,6	20,0	16,4	15,7	17,1	15,0	7,1	3,9	1,8
"I feel that I have everything under control."	7,9	13,6	20,0	19,3	18,6	9,3	11,4	4,0	1,7
"I am completely lost in thought."	15,0	16,4	19,3	28,6	13,6	5,7	1,4	3,3	1,5

(SD: Strongly Disagree; D: Disagree; PD: Partially Disagree; N: Neutral; PA: Partially Agree; A: Agree; SA: Strongly Agree)

The data revealed that there was not a clear distinction between the flow experience of EFL learners in this study. For each item, at least 13.6% of the participants were neutral toward the statement, which may have affected the results. However, the data may be interpreted as that the EFL learners in this study may have experienced flow in the Web 2.0-based EFL classrooms with the mean score of 4.0 and the standard deviation was 1.24. This result can be interpreted as the participants partially agreeing with the scale's flow statements. This supports the idea that language learners may have a flow experience in the classrooms (Schmidt & Savage, 1992). The highest mean score was 4.5 for the item 'I have no difficulty concentrating,' 48.6% of the participants agreed, and 17.9% stayed neutral. On the other

hand, the lowest mean score was 3.3 for the item "I am completely lost in thought." For this item, 20.7% of the participants agreed, whereas 50.7% disagreed. For the amount of challenge in the task, 35.8% of the participants agreed that they felt it was appropriate for their skills, while 30% disagreed (m=4.4). The rest of the flow items in the scale can be categorized as items related to 'focus' and 'sense of control' as mentioned in the previous chapter.

As the first focus-related item in the scale, the item on the task and thinking smoothly during the activity, 41.4% of the learners agreed that their thoughts run smoothly (m=4.0). For losing the sense of time, 42.9 % of them agreed, while 16.4% stated neutral for the statement (m=4.1). For the "my mind is completely clear" item, the participants were divided into almost equal groups. Furthermore, 45.2% of them agreed with the statement, while 43.6% disagreed (m=3.7). Another item for the concentration on the task was being absorbed in what they were doing, for which the participants partially disagreed by 47.1%, and 45% of them agreed (m=3.7).

For the sense of control, the participants agreed by 42.1% that the right thoughts occur of their own accord (m=4.1). However, 45% of them disagreed with the statement about knowing what to do for each step (m=3.9). Similarly, 41.5% of the learners disagreed that they felt everything was under control, while 39.3% agreed (m=4.0). As can be seen in these results, unlike the instructors, the EFL learners who participated in this study did not show a clear difference in flow experience in Web 2.0-based EFL classrooms. It is possible to state that they felt flow in terms of focus-related items; however, by a slight majority, they disagreed on the items related to the sense of control.

To have a better understanding of the relationship between learners' flow experiences and Web 2.0 tool-based language lessons, the interviews were also analyzed. With the analysis of the learners' interviews in line with this research question, following theme and codes emerged (Figure 9)

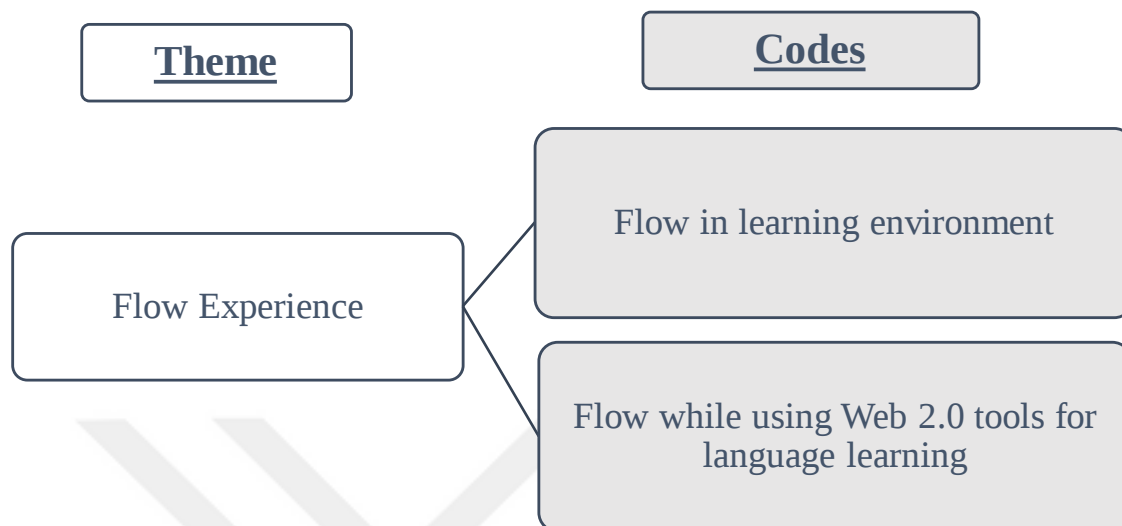


Figure 9. Theme and codes on flow experience

The first theme that emerged from the analysis of the interviews was related to the flow experiences of the participants. In relation to this, the answer to the interview questions was coded into two categories. The first code (Flow in classrooms) was related to the general flow experiences of the instructors and learners in the learning environment. With this code, it was aimed to explore whether the participants had flow-like experiences while they were in the classroom. The second code (Flow with Web 2.0 Tools), on the other hand, was used to explain the connection between flow experiences and using Web 2.0 Tools in the language classrooms. The following quotes from the interviews may give further details on the flow experiences of the participants.

EFL learners pointed out that they experienced flow in the classrooms for different reasons. It may be said that the most common reason for this experience is related to learning new and 'useful' subjects. L1 stated that he felt highly motivated and lost track of time while he was searching and learning about new subjects in which he was interested. Similarly, L5 said, "I have the experience when I learn new things. I feel excited and motivated. I see that I am learning and I am able to do what I learn". Moreover, for the flow experience, L4 stated that he experienced flow while learning 'useful' information:

"I have the experience when I learn new things. This year I am taking an academic writing course in English rather than grammar. I think this can be useful for our future education. So, I enjoy the lessons and feel motivated."

Regarding using Web 2.0 tools and flow experience in language classrooms, the learners seemed more hesitant to present a direct relationship between these two factors. Most of them stated that they experienced flow when they were watching videos online via different platforms. While watching a movie or TV series in the target language, the learners seem highly motivated and lose themselves in the activity. In entertaining language activities, the learners feel a sense of control and tend to interact with them (Amini, Ayari & Amini, 2016).

"While watching TV series, sometimes, I hear a word in the scene, delve into it, and forget about watching the rest of the episode." L2

"Watching TV series or movies can be an example of this experience. I sometimes cannot stop watching the series after one episode, so I keep watching it. It increases my motivation, and I forget everything else." L3

"When I watch Netflix, I 'lose myself in it and cannot understand how I spent hours. Watching something I enjoy is motivating for me." L4

Another factor for the experience in relation to Web 2.0 tools was related to the instructors' aptitude for technology. L1 believes that if the instructors are good at using technology and adapting it into the lesson, he can enjoy the lesson and feel motivated. This may be interpreted as the importance of the design of the lesson on learners' motivation. The enjoyment and intrinsic motivation would lead to flow experience and high performance (Csikszentmihalyi, 1990, 1997).

"I think it depends on the instructor. If she knows how to use technology and the Internet, she can pass the information to us. I experience flow in these lessons, especially with 'quizizz.' It is informative and grabs my attention. My motivation increases in these lessons." L1

Similar to L1, another participant also mentioned the effect of implementing competitive Web 2.0 tools in language classrooms.

"I have flow experience when we do 'quizizz' activities. I learn better when I am in a competition, and I challenge myself to do better." L5

4.3. RQ3. Are there any differences among EFL learners in terms of the flow experience of students in EFL classrooms related to EFL learners' English grades (a), learners' daily use of the Internet (b), the types of Web 2.0 tools that the learners use (c), and anxiety levels (d)?

The questionnaires for both the learners and the instructors include open-ended questions. For the learners' questionnaires, it is aimed to find out whether there is a statistical difference

between their flow experiences and their English grades from the previous academic year (a); their daily use of the Internet per day (b); the types of Web 2.0 tools they use (c). The data were transferred into the SPSS program and analyzed. The analysis of homogeneity of variance (Levene test, $p > .05$) displays that variances in all data sets are equal in terms of homogeneity.

4.3.1. EFL learners' English grades and flow experience relation

Initially, the results were categorized according to the success of the learners in the target lesson. This was decided by taking the grading system of the university in which the data was collected into account. Concerning this, the participants were categorized under three headings as 70 and less (1), between 71 and 79 (2), and 80 and above (3). As 70 is the lowest score for an academically accepted grade to be successful in the lesson, it was chosen to determine one of the groups. Likewise, the same strategy was used to decide the third group as the successful learners in the lesson whose English scores were 80 or above. Group 1 consists of 33 EFL learners, and the flow mean score of them was 3.6 with a 1.22 standard deviation. The second group includes 40 participants, and their flow mean score was 3.8 with a standard deviation of 1.05. Lastly, the third group involved 67 learners who had 4.3 flow mean score with a 1.29 standard deviation. The number of participants in each group and their flow mean scores were presented in the Table 13 below.

Table 13

The Flow Mean Scores According to the Academic Success of the EFL Learners

English Scores	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
70 and less	33	3,6091	1,22203	,21273	1,30	5,70
71-79	40	3,8225	1,05332	,16654	1,70	6,20
80 and above	67	4,3149	1,29149	,15778	1,70	6,80
Total	140	4,0079	1,24103	,10489	1,30	6,80

In order to see whether this difference between these three groups is statistically meaningful or not, one-way analysis of variance (ANOVA) was conducted (Table 14).

Table 14

Anova Test For Academic Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12,939	2	6,470	4,407	,014
Within Groups	201,142	137	1,468		
Total	214,081	139			

The results of ANOVA stated that there was a statistically meaningful difference between the groups ($F=4.41$, $df=2.147$, $p=0.01$). Therefore, Tukey's post hoc test analysis was applied to understand which groups had the difference (Table 15).

Table 15

*Multiple Comparisons**Tukey HSD*

(I) INGNOTKTG3	(J) INGNOTKTG3	Mean Difference (I- J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
70 and less	71-79	-,21341	,28495	,735	-,8886	,4618
	80 and above	-,70583*	,25769	,019	-1,3164	-,0952
71-79	70 and less	,21341	,28495	,735	-,4618	,8886
	80 and above	-,49243	,24211	,108	-1,0661	,0812
80 and above	70 and less	,70583*	,25769	,019	,0952	1,3164
	71-79	,49243	,24211	,108	-,0812	1,0661

*. The mean difference is significant at the 0.05 level.

As Tukey's test revealed that a significant difference was between group 1 (70 and less) and group 3 (80 and above) with respectively flow mean scores of 3.6 and 4.3. It is clear that the learners who have higher academic scores experienced more flow than the ones with low grades in English. This can be linked to the students' levels in English and the demands of the language task they were assigned. As Egbert (2003) explained that for the flow experience in language classrooms, the tasks should have clear goals, and the level of challenge should be appropriate for the learners' language skills. Thus, it can be said that the balance between the challenge and the skills was provided for the high achievers in the classroom.

4.3.2. Learners' daily use of the Internet and flow experience relation

As it may be guessed, no participants claimed not to use the Internet. The shortest time for the Internet was .5 hours a day, and the longest was 13 hours a day for the learners who participated in this study. These data were grouped under three categories as the frequency of the answers. The groups were '1: 2 hours or less, '2: between 2.1 and 4.4', and '3: 4.5 hours or more. The descriptive information for the groups can be seen in Table 16 below.

Table 16

The Flow Mean Scores According To Daily Internet Use of the EFL Learners

Daily Internet use (hour)	N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
2 or less	64	4,0219	1,18556	,14819	1,70	6,20
Between 2,1-4,4	61	4,1066	1,23530	,15816	1,30	6,80
4,5 or more	15	3,5467	1,46817	,37908	1,50	6,20
Total	140	4,0079	1,24103	,10489	1,30	6,80

To understand the differences in flow experience among these groups were statistically meaningful or not, one-way ANOVA tests were run on the data. Consequently, the test revealed no statistical difference among the participants in relation to their daily Internet use and flow experiences in EFL classrooms ($F=1.23$, $df=2.147$, $p=0.29$). The following table summarizes the results of the ANOVA test (Table 17).

Table 17

Anova Test for Daily Internet Use

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3,797	2	1,899	1,237	,293
Within Groups	210,284	137	1,535		
Total	214,081	139			

4.3.3. The types of the Web 2.0 tools that the learners use

The EFL learners in this research study stated that they were using various Web 2.0 tools for language learning as they found the tools beneficial for their progress in English. Similar to

Aşıksoy's (2018) study, this finding shows that EFL learners are familiar with Web 2.0 tools in language learning. They have positive ideas about their benefits in the language learning process. After coding the answers for the types of Web 2.0 tools, namely "educational web tools, social media, online dictionaries, and others", the relation between flow experience and the types of the tools were analyzed with one-way ANOVA test. The number of learners and the mean scores according to the Web 2.0 tools were illustrated in the table (Table 18).

Table 18

Frequencies of the Types of Web 2.0 Tools

Types of Web 2.0 Tools	Responses		
	N	Percent	Percent of Cases
Educational Web Tools	33	21,2%	27,5%
Social Media	79	50,6%	65,8%
Online Dictionary	15	9,6%	12,5%
Others	29	18,6%	24,2%
Total	156	100,0%	130,0%

a. Group

For this question, 14.3% (n=20) of the participants left it unanswered; therefore, they were not taken into account for the further analysis, and some of the participants wrote more than one answer, so each answer was considered as an individual response which raises the total number of responses to 156. Among the participants (n=120), 21.2% of the answers included educational web tools such as Quizizz or Kahoot; 50.6% claimed that they were using social media, including Instagram or Facebook; 9.6% used online dictionary websites, and the 18.6% of the answers were related to different Web 2.0 tools which were categorized as 'others'.

One-way ANOVA test was applied to see whether there is a statistical difference between the types of Web 2.0 tools and the flow experience of the participants. The results showed that there is no significant difference between the Web 2.0 tools types and flow experiences ($F=.546$, $df=3$, $p=.652$). These results were summarized in the following table (Table 19).

Table 19

Anova Test for Web 2.0 Tools Types

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,467	3	,822	,546	,652
Within Groups	174,753	116	1,506		
Total	177,220	119			

4.3.4. Anxiety levels of EFL learners

The last three items of the Flow Short Scale were used to measure the anxiety levels of the participants. To understand whether there is a statistically meaningful difference between these two factors, one-sample T-test was run on the 140 EFL learners' data. The flow mean score for the EFL learners was 4.0, and the anxiety mean score was 3.64. Moreover, the test showed that there was a meaningful statistical difference in this aspect ($p < .05$). The following table shows the detailed results (Table 20).

Table 20

One-Sample Test

Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
ANXMEAN	25,881	139	,000	3,64524	3,3668	3,9237
FLOWMEAN	38,212	139	,000	4,00786	3,8005	4,2152

In order to elaborate the details on this difference between the factors, the results were compared in relation to EFL learners' English grades as it revealed a statistical difference in terms of flow experiences. As the difference was between the groups whose English scores from the previous year were 70 and below (group 1) and 80 and above (group 3), the test was run in accordance with them. Consequently, independent samples T-test was conducted. The test showed that the data were equal in terms of homogeneity (Levene test, $p > .05$). Moreover, from the T-test, it can be understood that there was a statistically meaningful difference between anxiety levels and flow experiences of the EFL learners in correlation to

their English scores ($F=.535$, $df=98$, $p=.01$). This can be interpreted as EFL learners who had higher English scores may feel less anxious about the lessons, while the less successful learners felt more anxious. Furthermore, it is the same for their flow experiences. More successful learners in English had more flow experience while the less successful ones had less. As Allison and Duncan (1988) revealed, flow experience and anxiety are inversely related, and to increase the performance of learners, anxiety should be reduced (Dörner, Göbel, Effelsberg & Wiemeyer, 2016). Therefore, it is essential for teachers to balance the demand of the task and learners' language skills to provide a flow experience in their classrooms (Shernoff et al., 2016). The following table (Table 21) illustrates the results of the independent samples T-test for the relation between flow mean and anxiety mean scores concerning the English scores of the participants.

Table 21

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference
FLOWMEAN	,535	,466	-2,615	98	,010	-,70583	,26993
ANXMEAN	,002	,966	2,994	98	,003	1,05367	,35192

4.4. RQ4. To what extent do the instructors experience flow in their Web 2.0-based EFL lessons?

In order to understand the flow experiences of the EFL instructors, the items in the flow short scale (FSS) were analyzed via SPSS. The reliability test was run as the first step, and it revealed that the flow items and anxiety items had a negative correlation. Therefore, the items were categorized under these two factors. Cronbach's Alpha value of the flow items in the instructors' questionnaire was .864. The instructors' flow experiences data is slightly skewed and kurtotic; however, there is no significant distance from normality. Thus, it can be said that the data were distributed normally. After completing these tests, mean values for the items were computed, and frequency tests were applied to the flow mean value. The summary of the FSS flow items is presented in the following table (Table 22).

Table 22

Percentages of flow Items in Instructors' FSS

Flow Items	Percentages							Mean
	SD	D	PD	N	PA	A	SA	
"I feel just the right amount of challenge."	,0	11,1	11,1	,0	55,6	22,2	,0	4,7
"My thoughts/activities run fluidly and smoothly."	,0	,0	,0	,0	33,3	66,7	,0	5,7
"I do not notice time passing."	,0	,0	,0	,0	22,2	22,2	55,6	6,3
"I have no difficulty concentrating."	,0	11,1	,0	,0	22,2	55,6	11,1	5,4
"My mind is completely clear."	,0	,0	11,1	11,1	44,4	33,3	,0	5,0
"I am totally absorbed in what I am doing."	,0	,0	11,1	11,1	33,3	44,4	,0	5,1
"The right thoughts/movements occur of their own accord."	,0	,0	22,2	,0	11,1	66,7	,0	5,2
"I know what I have to do each step of the way."	,0	,0	11,1	,0	11,1	66,7	11,1	5,7
"I feel that I have everything under control."	,0	,0	22,2	11,1	33,3	22,2	11,1	4,9
"I am completely lost in thought."	,0	44,4	44,4	,0	11,1	,0	,0	2,8

(SD: Strongly Disagree; D: Disagree; PD: Partially Disagree; N: Neutral; PA: Partially Agree; A: Agree; SA: Strongly Agree)

The mean value for the flow items in the scale was 5.0. This can be interpreted as the EFL instructors feeling flow while implementing Web 2.0 tools in EFL classrooms. This finding supports the previous studies regarding flow experience in language classrooms (Egbert, 2003; Tardy & Synder, 2004). In addition, this result also supports the idea that flow and Web 2.0 tools have a positive correlation. Similar to the marketing studies proving the relation between Web use and flow experience (Chen, Wigand & Nilan, 1999), the amusing

features of the tools may lead to flow in language classrooms. A closer analysis of the scale revealed that the highest score was 6.3 for the item "I do not notice the time passing, " which can be interpreted as the instructors concentrating on the activity and feel they lost the sense of time. This high concentration was one of the main conditions of the flow experience (Csikszentmihalyi, 1975). Moreover, with the entertainment elements of Web 2.0 tools, the time may seem to pass quickly for the users (Chen et al., 2000). The lowest was 2.8 for "I am completely lost in thought." which was related to the control over the classroom and the activity. For the other items on the scale, the mean scores were highly close to each other. For the scale items related to challenge and skill balance of the activity, it can be said that while 77.8% of the instructors felt the right amount of challenge while integrating Web 2.0 tools into EFL classrooms, the rest (22.2%) found it challenging for them (m= 4,7). The rest of the scale items can be grouped as the items related to 'focus' and 'sense of control.'

For the items of focusing on the task and thinking smoothly during the activity, all instructors agreed that their thoughts ran smoothly (m=5.7). Similarly, the instructors agreed that (89.9%) they managed to concentrate on the lesson quickly (m=5.4). Another item related to focusing on the activity showed that they thought their minds were apparent during the lesson (m=5). In terms of being absorbed in the activity, 77.7% of the instructors agreed, while 11.1% stayed neutral, and the last 11.1% disagreed (m=5.1). Finally, 77.8% of the instructors agreed that the right thoughts or movements happen on their own accord, whereas 22.2% disagreed (m=5.2).

For the scale items related to the sense of control, 89.9% of the instructors agreed that they were aware of what they were doing on each step during the lesson (m=5.7). Similarly, 67,7% of them agreed that they felt a sense of control over everything during the integration of Web 2.0 tools in the EFL classroom (m=4.9).

The interviews of the instructors gave a deeper understanding of the flow experiences of them. For the flow experience in classrooms, all instructors stated that they experienced it. The conditions for flow experience vary individually, but it can be seen as the most common stimulant for flow experience was interaction in the classroom.

"I definitely have similar experiences to this. Sometimes my students warn me about the time. I also heard them saying they did not understand how the lesson finished. So, I can say that my students and I sometimes experience flow.

Generally, I experience it when there is an interaction in the classroom between my students and me." Ins1

"When I prepare materials and activities before the lesson, I feel highly motivated and eager to do them in the class." Ins3

"When I teach grammar, I have this experience because it is just giving the content, asking some questions, and showing the structure. I do not understand how time passes in these lessons. I also have the experience when I grade the students' papers. However, it is important that the learners' language skills should be above a certain level." Ins4

These excerpts show that the instructors experience flow in the classroom with teacher-students interactions, material preparation, and teaching subjects that they have complete control such as grammar.

For the flow experience in relation to using Web 2.0 tools in language classrooms, four instructors stated that they were experiencing it. In contrast, one of them said there was not a direct relation. For the instructors experiencing flow with Web 2.0 tools, the most common factor was about changing the role of the teacher into a facilitator or observer and making the lesson more student-centered.

"I cannot specifically say that there is a relation between my flow experience and Web 2.0 tools. If the students enjoy them and participate in the activity, I also feel motivated. However, if they do not like it, I also lose interest. So, for me, interaction is a bigger reason for flow than the Web 2.0 tool." Ins1

"For example, when I am doing an online jeopardy activity in the class, I feel that I am a participant. When we use the tools, I think teachers become facilitators. I want my students to understand every detail of the activity, so I lose myself in it. Also, I use Moodle platform to grade papers which feels different than traditional ways. This difference also motivates me and makes me experience flow." Ins2

"When I use the tools, I can relax in the classroom and observe the students' performances closely. In this situation, I feel I am in flow. The students also find these tools entertaining, and they are eager to participate in. However, when I try to do a revision on the questions in the activity, they lose this interest." Ins3

"Of course, I experience flow with Web 2.0 tools because the students and I enjoy them, especially the interactive ones. Yet, the students should have the necessary equipment with them. I think this is the only condition." Ins4

"I experienced flow when I used Web 2.0 tools, and I lost the sense of time. Sometimes, my students warn me about the break time" Ins5

From these quotes, it may be understood that the instructors had flow experiences but for different reasons. Most of them stated that they and their students enjoy using Web 2.0 tools in language classrooms. They feel motivated and participate in the activity. Moreover, the tools create them a chance to observe the students closely and have the role of facilitator. For the opposite idea, one instructor stated that the flow experience is mainly related to the interaction in the class and the reaction of the students instead of Web 2.0 tools. However, it is clear that these tools create more chances to foster students' interaction and lead to highly motivated learners. As the previous studies stated, a high level of motivation help learners participates in the language activities more (Deci & Ryan, 1985; Sternberg, 2002).

For the instructors, this experience mainly depends on the interaction in the classroom. They explained that they feel more encouraged and motivated when the students participate in the activity. Furthermore, the subject of the lesson is also another factor for the flow experiences. When they have the knowledge about it, the instructors feel in control of the class more. With Web 2.0 tools, they feel motivated and in flow as the tools promote the students' interaction and give the instructors the chance to be the observer in the classroom.

These results show that language instructors in this study experienced flow in their Web 2.0-based classes. It can be understood that they felt motivated and concentrated with the integration of the tools. As Jones (1998) stated that computer-based learning environment may lead to higher motivation and participation in the classroom and flow experience.

CHAPTER V

CONCLUSION

In this chapter, a summary of the study's significant findings is presented. They are discussed for the implications for the relation between flow experiences and Web 2.0 tools used in EFL classrooms. Lastly, the limitations of this study and suggestions for further studies are given.

5.1. Summary of the findings

The main objective of this study was to find out the relation between flow experience and using Web 2.0 tools in university EFL language classrooms. To find out this, (1) the extent of flow experiences of both the instructors and language learners in Web 2.0 based EFL classrooms, (2) the factors that may affect the flow experience such as English grades and daily use of Internet, types of Web 2.0 tools, and the relation between flow levels and anxiety of language learners, and finally (3) the extent of use of Web 2.0 tools in language learning by both the instructors and learners were examined. To find the answers for them, Flow Short Scale (FSS) and semi-structured interview questions were applied. The significant findings for these questions can be summarized as follows:

5.1.1. The extent of flow experiences of both the instructors and language learners in Web 2.0 based EFL classrooms:

The instructors and language learners in this study stated that they have flow experiences in language classrooms. For the instructors, it can be understood that the most common factor of flow experience is losing track of time. The interviews show that the instructors feel more concentrated and motivated when they are teaching a subject that they are highly familiar with. This causes another flow factor, the sense of control, leading to better classroom management and monitoring of the learners' performances. Moreover, flow is experienced primarily when there is a teacher-student interaction in the classroom. It can be said that in

these moments, the instructors' motivation highly increases. The instructors also stated that with the Web 2.0 tools in the classrooms, this interaction increases, and they may have the role of a facilitator instead of a lecturer. Therefore, in a Web 2.0-based language lesson, they experience flow. Similar to the instructors, language learners in this study also stated that they have a flow experience in the classroom. When learning a new subject or a topic that has a practical use for them, the learners experience flow. They claimed that the most common Web 2.0 tool for them is video streaming platforms, as they are watching online videos in the target language, which raises their motivation for language learning. In a Web 2.0-based language lesson, the learners feel a sense of control over the activity and their own performances.

5.1.2. The factors that may affect the flow experience such as English grades, daily use of Internet, types of Web 2.0 tools, and anxiety levels:

To have a better understanding of the flow experiences of the language learners, the scale data were tested for different factors. The results show that there is a statistically significant difference in flow experiences of the learners in relation to their English grades. The ones with 70 midterm points or below in English lessons have less flow experience than those with 80 or above. Therefore, it may be argued that the more successful learners in the lesson experience flow more. This can also be related to the learners' anxiety levels. Higher scores in English seem to cause less anxiety, which can lead to more flow experiences. For the other factors, daily use of the Internet and types of Web 2.0 tools, there is not a statistically meaningful difference in the flow experience. Thus, it can be stated that there is no clear relation between different Web 2.0 tools or how many hours the learners spend on the Internet and the flow experience they feel.

The data showed that the flow experience and anxiety have a negative correlation. The learners with a high flow experience tend to have less anxiety and vice versa. Similar to the flow experience, the English grades of the learners have effects on their anxiety levels as well. Higher scores in English lead to less anxiety. This can be one of the results of flow experiences of the learners as less anxiety would lead to more motivation and flow experience in the language classroom.

5.1.3. The extent of using Web 2.0 tools in language learning by instructors and learners:

This study revealed that the language instructors and language learners in this study use at least one Web 2.0 tool in their language teaching or learning process. For the instructors, the

most common tools used are blogs, assessment tools (i.e., Quizizz or Kahoot), video sharing tools (i.e., YouTube), and interactive tools (Moodle or Mentimeter). The primary purposes of using them are increasing the interaction in the classroom and raising the motivation of learners; assessing their knowledge of the subject; visualizing the language topic; managing the classroom and for entertainment. Moreover, the instructors also believe that while the learners complete a task on a Web 2.0 tool, they create a time for monitoring the students' performances.

For the language learners, it can be said that they tend to use Web 2.0 tools while learning English. They are using different tools for this process. Among the learners in this study, 21.2% of them are using educational tools such as Quizizz or Kahoot; 50.6% use Social Media tools (i.e., Instagram); 9.6% use online dictionaries, and 18.6% of them use different tools such as Netflix, YouTube, and Grammarly. The learners stated that these tools increase their motivations in language learning and raise their attention levels. They think the tools are convenient to use as they provide a large number of resources that can be accessed fast and efficiently and help them evaluate their own performances in the language subject.

5.2. Implications for language teaching

Web 2.0 tools have been widely implemented in language courses, especially last decade. The effects of using these tools have been examined in various aspects. This study reveals that there is a positive correlation between using Web 2.0 tools in language classrooms and the flow experiences of both EFL language learners and instructors in a university. It is clear that university EFL learners are aware of these Web 2.0 tools, and they use them for different purposes in language learning. This study reveals that these tools increase the intrinsic motivation of the learners toward practicing the language. As Egbert (2003) suggests, designing the language tasks in a way to promote a flow experience in the classroom would increase the participation of the learners and their language performances. Therefore, it may be helpful for educators to adapt these tools into their language lessons to increase the flow experience of the learners and the interaction in the classroom. These flow experiences of learners seem not to be affected by time spent on daily internet use or the type of Web 2.0 tools; however, the academic success of learners may affect their flow experiences. This may relate to the anxiety level of the students. More successful students tend to experience more flow, while others feel anxiety and less flow in the classroom.

Language instructors seem to be familiar with the tools used for language teaching, and they tend to implement them in their language classrooms. They believe that these tools help motivate the students and increase the interaction in the classroom. Nevertheless, it may be essential to train educators on how to use Web 2.0 tools effectively in the classroom. It can be inferred from this study that training on designing a Web 2.0-based language lesson for EFL instructors would be beneficial for increasing both instructors' and learners' performances in the classroom.

5.3. Further Research

This study aims to understand the relationship between Web 2.0 tools and the flow experiences of university EFL learners and instructors. It is limited to a particular context, including participants with similar demographic backgrounds. Therefore, further research can be designed to discover the difference among more diversified learner groups.

Moreover, this relation can be researched with younger learners in high school or middle school language classrooms. The language teachers' perspectives in this institution can also be the subject of further research studies.

The last suggestion for further studies is about the instructor's flow experiences. In this study, the number of EFL instructors was limited. Thus, it would be possible to investigate the relation between EFL instructors' Web 2.0 use and their flow experiences with a more significant number of participants. In addition, this flow experience can be linked to other language skills and components for further investigations.

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APPENDICES



Appendix 1. Permissions from Ethics Committees

Evrak Tarih ve Sayısı: 27.12.2021-E.246502



**T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu**

Sayı : E-77082166-302.08.01-246502
Konu : Bilimsel ve Eğitim Amaçlı

27.12.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Ana Bilim Dalı Yüksek Lisans Öğrencisi Halil Rifat ÇELİK'in, Doç.Dr.Asuman AŞIK'ın danışmanlığında yürüttüğü "*Experiencing Flow With Web 2.0 Tools In Eli Classrooms*" adlı tez çalışması ile ilgili konu Komisyonumuzun 21.12.2021 tarih ve 20 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2021 -1164

Komisyon Başkanı

Ek:1 Liste

DAĞITIM

Gereği:

Sayın Doç. Dr. Asuman AŞIK

Bilgi:

Eğitim Bilimleri Enstitüsü Müdürlüğüne

~~Evrak Tarih ve Sayısı: 27.12.2021-E.246502~~

GAZİ ÜNİVERSİTESİ
ETİK KOMİSYONU KATILIM LİSTESİ

[illegible]

Bu belge,güvenli elektronik imza ile imzalanmıştır.

SOSYAL VE BEŞERİ BİLİMLER

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T.C.

MİLLÎ SAVUNMA BAKANLIĞI

MİLLÎ SAVUNMA ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

İNCELEME RAPORU

Tarih	:	15.12.2021
Makale Sahibi	:	Öğr.Gör. Halil Rıfat ÇELİK
Görev Yeri	:	Millî Savunma Üniversitesi Kara Harp Okulu Dekanlığı Yabancı Diller Bölümü
Çalışma Adı	:	"Experiencing Flow with Web 2.0 Tools in ELT Classrooms" başlıklı çalışma üniversite öğrencilerine ve öğretim elemanlarına İngilizce derslerinde uygulanacaktır.
İncelenen Dosya Hakkındaki		
Tespitler	:	"Experiencing Flow with Web 2.0 Tools in ELT Classrooms" adlı çalışmanın üniversite öğrencilerinin ve öğretim görevlilerin İngilizce derslerinde Web 2.0 araçları kullanmaları ve Akış deneyimleri arasındaki ilişkiyi ölçmek için "Flow Kısa Ölçeği ve Flow Görüşme Soruları" uygulanacağı belirtilmiştir. MSÜ Bilimsel Araştırma ve Yayın Etiği Yönergesi kapsamında incelenmiş ve araştırma ve yayın etiğine aykırı herhangi bir husus saptanmamıştır.
Gerekçeler	:	"Experiencing Flow with Web 2.0 Tools in ELT Classrooms" adlı çalışma ile ilgili ölçeklerin uygulanması esnasında ve örnekleme yer alan çalışanlara, çevreye ve insan sağlığına biyolojik, psikolojik ve sosyolojik zarar verme durumu yoktur.
Sonuç	:	"Experiencing Flow with Web 2.0 Tools in ELT Classrooms" adlı çalışmada bilimsel araştırma ve yayın etiğine aykırı bir husus bulunmamaktadır.

Appendix 2. Flow Short Scale in Turkish

Değerli Katılımcı,

Aşağıdaki görüşme soruları, Gazi Üniversitesi İngilizce Öğretmenliği Programında yürütülmekte olan ve *Üniversite İngilizce Derslerindeki Akış Deneyimi ile Web 2.0 araçları arasındaki* ilişkiyi araştıran bir yüksek lisans tezi çalışması kapsamında hazırlanmıştır. Görüşme soruları 3 bölümden oluşmaktadır ve Web 2.0 araçları (Blog, Youtube, Sosyal Medya, Quizizz vb.) temelli tasarlanan İngilizce derslerini göz önüne alarak cevaplayacağınız sorular içermektedir. Vereceğiniz yanıtların içtenliği ve doğruluğu çalışmanın gerçekleşmesi ve İngilizce öğretiminde Web 2.0 araçlarının etkin bir şekilde geliştirilebilmesi için son derece önemlidir. Gönüllü katılımın esas olduğu bu çalışmadan elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacak, üçüncü şahıslarla kesinlikle paylaşılmayacak ve tüm kişisel bilgileriniz gizli tutulacaktır. Bu ankete vereceğiniz yanıtlar ders notlarınızı ya da akademik başarınızı etkilemeyecektir. Herhangi sorunuz olursa aşağıdaki iletişim adreslerinden ulaşabilirsiniz. Katılımınız ve değerli katkınız için şimdiden teşekkür ederiz.

Tez Danışmanı

Halil Rifat ÇELİK

Gazi Üniversitesi

Doç. Dr. Asuman AŞIK

İngiliz Dili Eğitimi Ana Bilim Dalı

Bölüm 1. Demografik Bilgiler

Cinsiyet:

Yaş:

Günlük ortalama internet kullanımı (saat):

Bir önceki yıl İngilizce not ortalaması (100 üzerinden): _____

Bölüm 2: Flow Kısa Ölçeği

Lütfen aşağıdaki soruları az önce tamamladığınız etkinliği göz önünde bulundurarak cevaplayınız.

	Hiç Katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Kararsızım	Kısmen Katılıyorum	Çoğunlukla Katılıyorum	Tamamen Katılıyorum
1. Derste yapılan etkinliğin zorluk derecesinin benim seviyeme uygun olduğunu düşünüyorum.							
2. Ders esnasında konular hakkındaki düşüncelerim sorunsuz ve akıcı.							
3. Derste zamanın nasıl geçtiğini anlamıyorum.							
4. Derste konsantre olmakta zorluk çekmiyorum.							
5. Dersin içeriğiyle ilgili kafamda soru işareti yok.							
6. Şu anda derse tamamen yoğunlaşmış durumdayım.							
7. Derse ilişkin konular hakkındaki düşüncelerim kendiliğinden oluşmaktadır.							
8. Dersin her adımında ne yapmam gerektiğini biliyorum.							
9. Derste öğrenme sürecimi kontrol altında tuttuğumu hissediyorum.							
10. Kendimi derse tamamen kaptırmış durumdayım.							
11. Benim için çok önemli olan ders başarımın tehlikede olduğunu düşünüyorum.							
12. Şu anda derste hata yapmamalıyım.							
13. Derste başarısız olmaktan korkuyorum.							

Bölüm 3. Dil öğreniminde Web 2.0 araçları kullanımı hakkındaki algılar

1. İngilizce öğrenirken Web 2.0 araçları (Youtube, Quizizz, Blog, Wiki, Sosyal Medya vb.) kullanıyor musunuz? Cevabınız evet ise a ve b sorularını cevaplayınız.
 - a. Dil öğrenmek için en çok kullandığınız Web 2.0 araçları hangisidir?
 - b. Bu araçları dil öğrenmek için nasıl kullanıyorsunuz?
2. İngilizce derslerinde Web 2.0 araçlarının kullanılması gerektiğini düşünüyor musunuz? Lütfen açıklayınız.



Appendix 2. Learners' Interview Questions

Bölüm 1. Web 2.0 Araçları (Youtube, blog siteleri, sosyal medya vb.) ve Akış Deneyimi Görüşme Soruları

1. İngilizce öğrenirken Web 2.0 araçlarını kullanıyor musunuz? Kullanıyorsanız, hangi araçları nasıl kullanıyorsunuz?
2. İnternetin dil öğrenme performansınızı geliştirdiğini düşünüyor musunuz? Açıklayınız.
3. İngilizce derslerinde daha sık Web 2.0 araçları kullanılması gerektiğini düşünüyor musunuz?

Bölüm 2. Akış Deneyimi

Akış Deneyimi (Flow) bir etkinliği gerçekleştiren kişinin yoğun bir şekilde odaklandığı, etkinlik süresince keyif aldığını hissederek zaman algısını yitirdiği durumlar için kullanılan psikolojik bir terimdir.

“ Tam olarak yaptığın işe odaklanmış oluyorsun, zamanın nasıl geçtiğini anlamıyor ve sadece yaptığın işe odaklanıyorsun”.

- Akış deneyimini anlatan bir şair

“ Tırmanış yaparken, günlük sorunlardan uzaklaşmış oluyorsun. Tırmanış başlı başına ve kendi önemi olan bir dünyaya dönüşüyor. Odaklanmakla ilgili. Tırmanışa tamamen odaklandığın zaman tüm kontrol sende gibi hissediyorsun ve o an senin tüm dünyanın oluyor”.

- Akış deneyimini anlatan bir dağcı

Bölüm 3. Görüşme soruları

1. İnternette gezinirken veya bir Web 2.0 aracı kullanırken böyle bir deneyim yaşadınız mı?
2. İngilizce derslerinizde hiç buna benzer bir deneyim yaşadınız mı? Lütfen açıklayınız.
3. Farklı derslerde buna benzer bir deneyiminiz oldu mu? Lütfen açıklayınız.

Appendix 3. Web 2.0 Tools Perceptions of Instructors – Interview

Part I. Do you use Web 2.0 tools while you teach English? If so, how?

1. Do you think the Internet increases your performance in teaching? If it does, how?
2. For which purposes do you use the Internet while teaching English?
3. Do you think EFL teachers should be trained to use the Internet in teaching?

Part II. Interview prompt

Please read the quotations below. The later quotations are examples of people describing their own flow experiences:

“The metaphor of ‘flow’ is one that many people have used to describe the sense of effortless action they feel in moments that stand out as the best in their lives. Athletes refer to it as ‘being in the zone’, religious mystics as ‘being in ecstasy’, artists and musicians as ‘aesthetic rapture’. Athletes, mystics, and artists do very different things when they reach flow, yet their descriptions of the experience are remarkably similar”.

– psychologist Mihalyi Csikszentmihalyi on *flow*

“You’re right in the work, you lose your sense of time, you’re completely enraptured, you’re completely caught up in what you are doing ... when you are working on something and you are working well, you have the feeling that there’s no other way of saying what you’re saying”.

– a poet describing a flow experience

“When you’re climbing, you’re not aware of other problematic life situations. It becomes a world unto its own, significant only to itself. It’s a concentration thing. Once you’re in the situation, it’s incredibly real, and you’re very much in charge of it. It becomes your total world”.

– a climber describing a flow experience

Part 3. Interview questions

1. Have you ever had an experience like this when you teach? Please describe it.
2. Have you ever had a flow experience when you use Web 2.0 tools in your classes?
3. How about in other areas of your work? Please describe it.



GAZİLİ OLMAK AYRICALIKTIR.