
GAZİ ÜNİVERSİTESİ
Gazi
1926

PREFERENCES AND PERCEPTIONS OF LEARNERS IN ENGLISH PREPARATORY PROGRAMS ON THE USE OF WEB 2.0 TOOLS

Ayşe Asena Demirağ

MASTER'S THESIS

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

GAZI UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DECEMBER, 2021

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren 1 (bir) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı : Ayşe Asena
Soyadı : Demirağ
Bölümü : Yabancı Diller Eğitimi
İmza :
Teslim tarihi :

TEZİN

Türkçe Adı : İNGİLİZCE HAZIRLIK PROGRAMLARINDAKİ ÖĞRENCİLERİN WEB 2.0 ARAÇLARININ KULLANIMINA İLİŞKİN TERCİH VE ALGILARI

İngilizce Adı : PREFERENCES AND PERCEPTIONS OF LEARNERS IN ENGLISH PREPARATORY PROGRAMS ON THE USE OF WEB 2.0 TOOLS

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde 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.

Yazar Adı Soyadı: Ayşe Asena DEMİRAĞ
İmza:

JÜRİ ONAY SAYFASI

Ayşe Asena DEMİRAĞ tarafından hazırlanan "İngilizce Hazırlık Programlarındaki Öğrencilerin Web 2.0 Araçlarının Kullanımına İlişkin Tercih ve Algıları" adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

Danışman: Prof. Dr. Kemal Sinan ÖZMEN
İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi ……

Başkan: Prof. Dr. Abdulvahit ÇAKIR
İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi ……

Üye: Prof. Dr. Cem BALÇIKANLI
İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi ……

Tez Savunma Tarihi: 01/12/2021

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Yücel GELİŞLİ

Eğitim Bilimleri Enstitüsü Müdürü ……

Dedicated to my loving family….

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my thesis advisor Prof. Dr. Kemal Sinan ÖZMEN for his guidance and supervision, without whom this thesis would not have been possible. I consider myself lucky to have him as my teacher and mentor.

I am also grateful and indebted to research assistant Fatıma Nur FİŞNE who graciously spared her time to help me with the piloting and analysis stages of this thesis.

Last but not least, I wish to thank my loving and supportive family whose words of encourgement kept me inspired and enthusiastic throughout my academic career.

İNGİLİZCE HAZIRLIK PROGRAMLARINDAKİ ÖĞRENCİLERİN WEB 2.0 ARAÇLARININ KULLANIMINA İLİŞKİN TERCİH VE ALGILARI

Yüksek Lisans Tezi

Ayşe Asena Demirağ
GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Aralık 2021

ÖZ

Yaşam kalitesini iyileştirme ve yeni zirvelere ulaşma çabası her geçen gün artmaktadır. Sonuç olarak, çağdaş yaşamın hemen her yönü, teknolojide yapılan ilerlemelerle büyük ölçüde değişti. Toplumsal gelişim ve kalkınmanın temelini eğitim oluşturduğu için, bu teknolojilerin eğitimle ivedilikle entegre olması şaşırtıcı olmamakla beraber, gereklidir. Web 2.0 araçları, internet bağlantısı olan herkesin öğrencileri motive eden ve öğrenmeyi kolaylaştıran eğitim araçlarına erişmesini mümkün kılar. Bu araçlar eğitimde kullanılmak için büyük bir potansiyele sahip olsa da, hala büyük ölçüde sadece boş zaman etkinlikleri için kullanılan platformlar olarak görülmektedir. Bu nedenle, bu çalışmanın amacı, yükseköğretim İngilizce hazırlık programlarındaki yetişkin öğrencilerin aldıkları dersleri desteklemek için kullandıkları Web 2.0 araçlarına dair tercihleri ve algıları araştırmak ve eğitime en çok katkısı olduğu düşünülen çeşitli platformları tartışmaktır. Ayrıca kadın ve erkek öğrenciler arasında farklılıklar oluşabileceğinden, cevaplarının karşılaştırmalı olarak da değerlendirilmesi uygun görülmüştür.

Bu çalışma, betimleyici tarama deseninde yürütülmüştür ve toplanan veriler tümüyle niceldir. Örneklem grubunu çeşitli üniversitelerin hazırlık programlarında öğrenim gören 209 İngilizce öğrencisi oluşturmuştur. İki bölümden oluşan bir anket ile katılımcılara genel Web 2.0 kullanımları, Web 2.0 araçlarının İngilizce öğrenme süreci üzerindeki etkilerine ilişkin algıları ve Web 2.0 kullanım sıklıkları hakkında sorular yönlendirilmiştir.

Veriler öğrencilerin çoğunun (%66) internete bağlı olarak en az beş saat, neredeyse tamamının (%93.3) ise en az üç saat geçirdiğini göstermektedir. Büyük bir çoğunluk, Web

2.0 platformlarına erişmek için akıllı telefonları (%94,7) ve dizüstü bilgisayarları (%85,2) kullanmayı tercih etmektedir. Karşılaştırmalı analiz bulgularına göre, oyun konsolları erkek öğrenciler tarafından kadın öğrencilere göre önemli ölçüde daha sık kullanılmakta. Kadın öğrenciler ise tabletleri erkek öğrencilerden anlamlı ölçüde daha sık kullanmakta. İnternette geçirilen zaman açısından cinsiyetler arasında anlamlı bir fark bulunmamıştır.

Ayrıca, katılımcılar en çok sosyal ağlara ($\bar{x}$=3,87), video paylaşım platformlarına ($\bar{x}$=3,74) ve çevrimiçi sözlüklere ($\bar{x}$=3,54) aşina olduklarını belirtmişlerdir. Bununla birlikte, sosyal ağlar ($\bar{x}$=3.9), e-postalar ($\bar{x}$=3.78) ve çevrimiçi sözlükler ($\bar{x}$=3.74), akademik olmayan faaliyetler için en sık kullanılan platformların ilk üçünü oluşturmaktadır. Aşinalık düzeyine paralel olarak, çevrimiçi sözlükler ($\bar{x}$=3,83), sosyal ağlar ($\bar{x}$=3,67) ve video paylaşım platformları ($\bar{x}$=3,53) İngilizce öğrenmek için en çok kullanılan platformlar listesinin başında gelmektedir. Ayrıca kadın öğrencilerin İngilizce öğrenmek için podcast'lerden ($\bar{x}$=2,58) önemli ölçüde daha fazla yararlandıkları, erkek öğrencilerin ise eğitim amaçlı çevrimiçi oyun alanlarını ($\bar{x}$=3,32) kadınlara göre daha fazla tercih ettikleri saptanmıştır.

Ek olarak, kullanıcı tarafından oluşturulan içerik, öğrencilerin Web 2.0 platformlarıyla hangi sıklıkta etkileşim kurduğu ölçülerek değerlendirilmiştir. Sohbet etmek ($\bar{x}$=3,71), katılımcılar tarafından Web 2.0 katılımının açık ara en yaygın biçimi gibi görünmektedir. Bunun yanı sıra, e-posta yazma ve gönderme ($\bar{x}$=3,37), sosyal ağlarda medya paylaşma ($\bar{x}$=2,89) ve yorum yazma ($\bar{x}$=2,82) diğer etkileşim biçimlerine göre daha sıklıkla yapılmaktadır. Veriler ayrıca kadınların erkeklere göre anlamlı düzeyde daha sık e-posta yazıp gönderdiğini ($\bar{x}$=3,53), erkeklerin ise çevrimiçi ansiklopedi düzenleme ($\bar{x}$=1,69) ve yorum yazma ($\bar{x}$=3,01) etkileşimlerini anlamlı derecede daha sık yaptığını göstermektedir.

İngilizce öğrenmek için Web 2.0 platformlarını kullanma konusunda katılımcıların genel olarak olumlu bir görüşe sahip oldukları ortadadır. Ankete katılanların %70,8'i bu platformların İngilizce derslerinde kendilerine yardımcı olduğuna katılmaktadır. %62,2'si İngilizce bilgilerini ilerletmek için bu platformları kullanmaya hevesli olduklarını belirtmişlerdir. Katılımcıların %70,4'ü bu platformların İngilizce öğrenmek için iyi kaynaklar olduğuna katılmakta ve %60,9'u İngilizce öğrenmek için Web 2.0'ı kullanmanın eğlenceli olduğunu düşünmektedir. Ayrıca, erkek öğrencilere ($\bar{x}$=3,53) göre anlamlı oranda daha fazla kadın öğrencilerin ($\bar{x}$=3,82) Web 2.0 platformlarının akademik kullanımını eğlenceli olarak algıladıkları saptanmıştır.

Web 2.0 platformlarının dil becerilerine etkisi sorulduğunda, %78,4'ü Web 2.0 platformlarını kullanmanın kelime dağarcıklarını genişlettiğine, %73,2'si okuma becerilerinin geliştiğine, %72,7'si dinleme becerilerinin güçlendiğine katıldığını belirtmiştir. Öte yandan, sadece %58,5'si konuşma becerilerinin, %59,8'si dilbilgisi hakimiyetinin, %62,7'si ise yazma becerilerinin geliştiğine inanmaktadır. Buna ek olarak, öğrencilerin %69,9'u Web 2.0 kullanımı sayesinde telaffuz becerilerinin ilerlediğini belirtmekte. Son olarak, erkek ve kadın öğrencilerin Web 2.0'ın dil becerileri üzerindeki etkisine ilişkin algıları arasında önemli bir fark saptanmamıştır.

Anahtar Kelimeler : İngiliz Dili Eğitimi, Bilgisayar Destekli Dil Öğrenimi, Web 2.0

Sayfa Adedi : 106

Danışman : Prof. Dr. Kemal Sinan ÖZMEN

PREFERENCES AND PERCEPTIONS OF LEARNERS IN ENGLISH PREPARATORY PROGRAMS ON THE USE OF WEB 2.0 TOOLS
M.A. THESIS

Ayşe Asena Demirağ
GAZI UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
December 2021

ABSTRACT

The strive to improve quality of life and achieve new highs has been ever increasing. As a result, almost every aspect of contemporary life has been greatly altered by the advancements made in technology. The integration of these technologies into education has not been surprising, as it forms the very basis of progress. Web 2.0 tools make it possible for everyone with an internet connection to have access to the educational tools that motivate learners and streamline learning. Although these tools have a great potential to be used in education, they are still largely seen as platforms used only for leisurely activities. Thus, the aim of this study was to explore the preferences and perceptions of learners in English preparatory programs on the use of Web 2.0 tools to supplement the courses that they are taking and to discuss the various platforms that are perceived to be the most useful in education. Further, as differences between male and female learners might possibly arise, it was deemed appropriate to also evaluate their responses comparatively.

The present study was carried out with a descriptive survey design and the collected data has been quantitative in nature. The sample group consisted of 209 learners of English studying in the preparatory programs of various universities. A two-part questionnaire has been administered in which the participants were asked about their overall Web 2.0 usage, their perceptions regarding the effects of Web 2.0 platforms on the English learning process, as well as the frequency of their Web 2.0 usage for the purpose of learning English.

The data revealed that most of the learners (66%) spend at least five hours connected to the internet, while nearly all of them (93.3%) spend at least three hours online. An overwhelming majority prefer using smart phones (94.7%) and laptops (85.2%) to gain access to Web 2.0

platforms. Comparative analyses show that gaming consoles were utilized significantly more often by male learners than female learners, whereas female learners made use of tablets significantly more often than males. In terms of time spent online, no significant difference between genders was found.

Moreover, the respondents are the most familiar with social networks ($\bar{x}$=3.87), video sharing platforms ($\bar{x}$=3.74), and online dictionaries ($\bar{x}$ =3.54). However, social networks ($\bar{x}$=3.9), e-mails ($\bar{x}$=3.78), and online dictionaries ($\bar{x}$=3.74) form the top three of the platforms that are employed the most often for non-academic activities. In parallel with the level of learner familiarity, online dictionaries ($\bar{x}$ =3.83), social networks ($\bar{x}$ =3.67), and video sharing platforms ($\bar{x}$ =3.53) make the top of the list with regards to the frequency of which they utilize Web 2.0 platforms to learn English. It was also found that female learners take advantage of podcasts ($\bar{x}$=2.58) significantly more often to learn English, while male learners prefer online gaming zones ($\bar{x}$=3.32) for educational purposes more than females.

Additionally, user generated content was assessed by way of measuring the frequency of which learners engaged with Web 2.0 platforms. Chatting ($\bar{x}$=3.71) by seems to be by far the most common form of Web 2.0 engagement by the participants. Among others, writing and sending e-mails ($\bar{x}$=3.37), sharing media on social networks ($\bar{x}$ =2.89), and writing comments ($\bar{x}$ =2.82) are also done more frequently compared to posting on a blog, editing online encyclopedias, adding content to online dictionaries, making podcasts, and uploading videos. The data also show that females write and send e-mails ($\bar{x}$=3.53) significantly more often than males, whereas editing online encyclopedias ($\bar{x}$=1.69) and writing comments ($\bar{x}$=3.01) were performed by males significantly more often.

Furthermore, the participants made it clear that they have a generally positive view of using Web 2.0 platforms to learn English. 70.8% of the respondents agreed that these platforms help them with their English courses. 62.2% agreed that they are motivated to use these platforms to further their knowledge in the English language. 70.4% of the participants agree that these platforms are good sources to learn English and 60.9% perceive that utilizing Web 2.0 to learn English is entertaining. It was also found that significantly more females ($\bar{x}$=3.82) perceive the academic use of Web 2.0 platforms to be entertaining than males ($\bar{x}$=3.53).

When asked about the effect of Web 2.0 platforms on individual language skills, 78.4% replied that utilizing Web 2.0 platforms increases their vocabulary repertoire, 73.2% agree that their reading skills improve, while 72.7% agree that their listening skills are strengthened. On the other hand, only 58.5%, 59.8%, 62.7% agree that their speaking skills, grammatical knowledge, and writing skills are enhanced, respectively. To add, 69.9% of the learners responded positively with regards to their pronunciation skills. Finally, there were no significant differences between male and female learners' perceptions regarding Web 2.0 effect on individual language skills.

Key Words : English Language Teaching, Computer Assisted Language Learning, Web 2.0

Page Number : 106

Supervisor : Prof. Dr. Kemal Sinan ÖZMEN

CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU i
ETİK İLKELERE UYGUNLUK BEYANI ii
JÜRİ ONAY SAYFASI iii
ACKNOWLEDGEMENTS v
ÖZ vi
ABSTRACT viii
CONTENTS x
LIST OF TABLES xiii
LIST OF FIGURES xiv
SYMBOLS AND ABBREVIATIONS xv
PART I 1
INTRODUCTION 1
Statement of the Problem 3
Significance of the Study 4
Research Questions 5
PART II 6
LITERATURE REVIEW 6
Introduction 6
Theoretical Background 6
Normalization Process Theory 6
Sociocultural Theory 13
Maslow's Hierarchy of Needs 14
The History and Evolution of the Web 15

Web 2.0 in English Language Teaching 19
PART III 23
METHODOLOGY 23
Introduction 23
Research Design 23
Participants and Context 24
Data Collection 28
The Piloting Stage 38
Data Analysis 39
Analyses Conducted on the Questionnaire 39
Analyses Conducted on Gathered Data 40
PART IV 41
FINDINGS 41
Introduction 41
Pilot Study 41
Demography, Familiarity with Web 2.0, and the Frequency of Usage 42
Differences Between the Responses of Male and Female Learners 52
Discussion 60
General Involvement with the Web 60
Utilization of Web 2.0 for Academic Purposes 64
Perceptions on the Usefulness of Web 2.0 65
PART V 67
CONCLUSION 67
Introduction 67
Summary 67
Implications for Teaching 71
Limitations of the Study 72
Suggestions for Further Research 73
REFERENCES 75
APPENDICES 84
APPENDIX 1. Adapted Questionnaire 85

APPENDIX 2. Questionnaire Before Adaptation 89

LIST OF TABLES

Table 1. *Universities and the Number of Participants* 26

Table 2. *Reliability Analysis* 42

Table 3. *Demographic Information of the Participants* 43

Table 4. *Duration of Internet Access* 43

Table 5. *Devices Used to Access Web 2.0 Platforms* 44

Table 6. *Learner Familiarity of Web 2.0 Platforms* 45

Table 7. *Web 2.0 Platform Usage - General* 47

Table 8. *Frequency of Content Generation* 48

Table 9. *Web 2.0 Platform Usage – Academic* 50

Table 10. *Perceptions on Web 2.0 Usage to Learn English* 51

Table 11. *Comparative Analysis of Internet Usage Frequency* 53

Table 12. *Comparative Analysis of Device Usage* 53

Table 13. *Comparative Analysis of Web 2.0 Platform Familiarity* 54

Table 14. *Comparative Analysis of Frequency of Web 2.0 Usage - General* 55

Table 15. *Comparative Analysis of Frequency of Content Generation* 56

Table 16. *Comparative Analysis of Frequency of Web 2.0 Usage - Academic* 57

Table 17. *Comparative Analysis of Section B – Total Means* 58

Table 18. *Comparative Analysis of Section B – Item by Item* 59

LIST OF FIGURES

Figure 1. The components of Normalization Process Theory 9

Figure 2. Maslow's Hierarchy of Needs 15

Figure 3. Items removed from the original questionnaire – Section A 29

Figure 4. Items removed from the original questionnaire – Section B 30

Figure 5. Items adapted from the original questionnaire – Section A 32

Figure 6. Items adapted from the original questionnaire – Section B 36

Figure 7. Devices used to access web 2.0 platforms 45

Figure 8. Learner familiarity of web 2.0 platforms 46

Figure 9. Web 2.0 platform usage - general 47

Figure 10. Frequency of content generation 49

Figure 11. Web 2.0 platform usage - academic 50

Figure 12. Perceptions on web 2.0 usage to learn English 52

SYMBOLS AND ABBREVIATIONS

aCMC	Asynchronous Computer Mediated Communication
AHBV	Ankara Hacı Bayram Veli University
CALL	Computer Assisted Language Learning
CERN	European Council for Nuclear Research
CMC	Computer Mediated Communication
ELT	English Language Teaching
ESUZEM	Eskişehir Osmangazi University Distance Learning and Research Center
GUZEM	Gazi University Distance Learning and Research Center
HTML	HyperText Markup Language
HTTP	HyperText Transfer Protocol
IDT	Innovation Diffusion Theory
NPT	Normalization Process Theory
RQ	Research Question
RSS	Really Simple Syndication
sCMC	Synchronous Computer Mediated Communication
SPSS	Statistical Package for the Social Sciences
TCP/IP	Transmission Control Protocol/Internet Protocol
URL	Uniform Resource Locator
UZEMOYS	Distance Learning and Research Center Learning Management System
WWW	World Wide Web
ZPD	Zone of Proximal Development

PART I

INTRODUCTION

Technology has been advancing exponentially for the past century and has become inseparable with contemporary life. “Although work-centered use of information technology is critical, technology has infiltrated far deeper into everyday life than just formal professions.” (Straub, 2009, p. 642). We can now see more phones, computers, tablets, and many more communicative tools used by individuals with each passing day. As the world is altered with the advent of technology, a change in education has become unavoidable. To eschew change in any area of knowledge leads to the calcification of societies as a whole. Thus, it is crucial to study and adjust to the challenges of the age of information.

Especially with the recent events in our world, more specifically the present threat of a rampant pandemic, the importance of communication technologies has skyrocketed. With 218 million cases of infection so far and counting, many countries around the globe have shut down schools, among other establishments, as a preventative measure. As a result, online education has taken the front row, at least for the time being.

Online education as the name suggests, requires a connection to the internet or a wide area network. The fundamental tools needed to establish this connection include a network infrastructure, usually laid down by internet service provider companies, and a digital node, typically a computer, a tablet, or a phone. This sort of connection enables us to communicate and interact with each other over varying amounts of distances. Widely known in relevant circles as ‘computer mediated communication’, CMC refers to all types of communication done via the use of computers as well as other types of technological devices that allow a person to connect to others via the world wide web.

There are two general types of computer-mediated communication: synchronous and asynchronous. In synchronous CMC (sCMC), all the participants of the communication are online at the same time and message delivery from one node to the other is almost instantaneous no matter the distance. Ajabshir (2018) states that because synchronous CMC is real-time in nature, communicators are concurrently available, whereas in asynchronous CMC, there may exist a long delay between the messages. Some examples of synchronous CMC applications that are in use today are Skype, FaceTime, and Whatsapp, all of which have the ability to deliver messages in real-time. They are mainly used for their synchronous communication features, while also enabling the user to send asynchronous information as well. As for asynchronous CMC (aCMC), all the participant parties do not have to be online at the same time and the message one node delivers to another node can be delayed and accessed whenever the receiver wishes to access the message. Some examples of this are blogs, YouTube or podcasts. These platforms are mainly used for their asynchronous features such that the information uploaded, whether it be a video, an article, or a sound file, can be accessed even decades from now.

These listed platforms fall under the category of Web 2.0. At this point, it is crucial to understand what Web 2.0 is and how it came about. Simply, Web 2.0 is made up of websites and applications that provide user generated content. One of the biggest ways that Web 2.0 differs from Web 1.0 is that Web 2.0 platforms are interactive and present a two-way communication. In other words, Web 2.0 facilitates communication, access to information, content generation and sharing the generated content (Aşıksoy, 2018). Moreover, all of the content and information are easily presented in a visually aesthetic way, and more often than not, accompanied by audio or video.

The use of Web 2.0 is related to the field of English Language Teaching in various ways. While it is true that Web 2.0 platforms can be taken advantage of by learners of other subjects, it is more beneficial to the individuals learning the language of English. The first reason is that most of the users of these platforms communicate with each other using the English language, as it is the lingua franca of our time. Thus, the need to use and the exposure of the English language in real life increases. English becomes something more than what the learner perceives to be only present in textbooks. Not only will they be able to use the language in a real-life context, but they will also be required to do so if the lesson plans include the use of these platforms and tools.

Furthermore, as emphasized in the field of Computer Assisted Language Learning, more specifically communicative and explorative CALL, learners are able to experience and practice the language, both in real time and delayed time whenever they wish. Learners of other fields like physics or geology, for example, cannot put what they learn into practice through the use of Web 2.0 platforms, whereas the learners of English can do so by communicating with others in English. Since communication is the goal of ELT, interaction opportunities provided by Web 2.0 platforms facilitate the practice that is needed by English learners.

Considering the potential educational benefits of Web 2.0, it is important to explore the preferences and perceptions that learners hold regarding these platforms in order to be able to incorporate Web 2.0 into our lesson plans in such a way so as to be effective and motivating.

Statement of the Problem

The world is currently facing one of the biggest bouts of pandemic. With hundreds of millions of cases worldwide, people have largely been staying in their homes and governments have been closing public areas and establishments. Many countries deemed it fit to close down schools and continue education over the internet. With this event, we were made aware of just how pressing it is to gain an in-depth understanding of online education. While online education in general goes beyond the limits of Web 2.0 use for educational purposes, they are nevertheless not mutually exclusive. Additionally, because of the traffic load of the EBA (Education Information Network) servers being used by Turkey's Education Ministry, lesson times had to be limited. Because of this time limit, learners are in need of supplementary educational materials more than ever before. Web 2.0 platforms are easy to access and can in fact be used to find educational materials to supplement these online courses.

To add, for the teachers in preparatory programs at Turkish universities, it is often a challenge to keep the learners motivated and engaged because of the fact that preparatory programs are considered by learners as a hurdle to get over, in order to start their *real* university lives. In Turkey, English is the language used for instruction for many departments in universities. As such, learners are required to have completed the courses in the preparatory school to

learn English before moving onto courses in their selected departments. Because of this, it can be said that more often than not, the learners' motivation on learning English are lacking. "Adult students who spend long hours in classrooms learning English experience boredom and disinterest" (Sanaz & Azizeh, 2016, p. 85). Thus, it is imperative that educators find ways to keep them engaged and interested. One way to grab the attention of learners would be to use the tools that they are already voluntarily using on such a massive scale. "Schools now have to deal with students using cell phones in the classroom, bringing to the forefront more personal technologies that in turn influence classroom environment" (Straub, 2009, p. 643). Since these technologies already have an impact on educational settings one way or another, it is reasonable to find ways to benefit from them.

Lastly, it is important to remember that new environments may be a cause of stress in many people, especially those who are just starting their university lives. Therefore, an element of familiarity in their lessons such as the platforms that they already use may help learners feel more relaxed in this novel setting. This will be explained below by establishing a link with Maslow's Hierarchy of Needs.

Significance of the Study

When it comes to the use of Web 2.0 platforms, entertainment and casual interaction come to mind. They are often overlooked in the field of education because of their widespread use for leisure related activities. It is crucial that educators have an understanding of the effects of these platforms in the field of education. Equipped with this knowledge, educators can present more motivating and effective lessons and provide supplementary activities which help learners to achieve their educational goals. More importantly, in an era where people are discouraged to leave their homes due to a pandemic, the significance of online education has certainly made its way to the foreground. Therefore, it is pertinent to examine this mode of education and thus gain a better understanding of its benefits and implementation.

Furthermore, this study will touch upon the implementation process for Web 2.0 integration with the guidelines set forth by Normalization Process Theory, thus providing an observable and a discernible path to successfully embed Web 2.0 use in the field of ELT.

Research Questions

1. What are the preferences of English learners towards using Web 2.0 platforms to supplement their basic English courses?

    1a. Which types of Web 2.0 platforms do English learners prefer using the most to supplement their English courses?

    1b. How often do learners make use of these platforms to supplement their English course?

    1c. Which category of communication do the platforms most preferred by learners fall under: synchronistic or asynchronistic?

    1d. Which devices do learners use the most to access these platforms?

    1e. How actively do learners generate content for Web 2.0 platforms?

2. What are the perceptions of English learners towards using Web 2.0 platforms to supplement their basic English courses?

    2a. Is Web 2.0 platform usage for learning English perceived positively or negatively?

    2b. How positive are English learners' perceptions regarding the effects of Web 2.0 platforms on individual language skills?

3. Do preferences and perceptions regarding Web 2.0 use in learning English show a difference between genders?

PART II

LITERATURE REVIEW

Introduction

This section aims to present and review the literature related to this study. It is divided into three parts, the first of which describes the underlying theories that inspired this study. The second section gives details on Web 2.0, its history and how it evolved into its form today. The final section goes into the details of various studies that have been carried out regarding the use of web-based technology in the field of ELT. Web-based technology is a broader term that encapsulates Web 2.0 platforms and thus has been selected for review as they provide the contextual borders in which the present study operates.

Theoretical Background

Normalization Process Theory

Understanding the underlying reasons of learner perceptions and preferences, be they positive or negative, is key to unlocking effective Web 2.0 incorporation strategies. Furthermore, it is appropriate to examine how these perceptions and preferences diffuse over time within a social context so as to facilitate the integration of these new technologies en masse. Straub (2009) states “Individuals construct beliefs about technology based on a variety of personal factors including prior experience, beliefs about specific and general abilities, stable personality traits, and mandated versus voluntary use of technology” (p. 641). These factors and beyond are presented in a structured and verifiable manner in the Normalization Process Theory, which lays the sociological foundation for explicating the complex social processes that take place when individuals are confronted with novel practices and technologies.

Before discussing Normalization Process Theory, it is pertinent to touch upon Rogers's Innovation Diffusion Theory (IDT) as it paved the way for many other novel theories on adoption and diffusion of innovation. IDT proposes that individual adoption of innovation are the links on the diffusion chain. To be clear, adoption is the process that individuals go through to make an innovation a part of their lives. When adoption occurs on a wider scale over time across the entire population, diffusion is achieved. As such, theories that focus on adoption are microperspective in nature, whereas those that focus on diffusion can be said to have a macroperspective nature. "The strength of Rogers's theory is in the broad foundation it provides to understand the factors that influence the choices an individual makes about an innovation" (Straub, 2009, p. 630). Focusing on the individual processes, Rogers provides five stages a person goes through to finalize adoption. These stages consist of becoming aware, persuasion, decision, implementation, and confirmation. In the first stage, an individual becomes aware of the innovation. Many factors like socioeconomic status, personality traits and availability of the innovation have an effect upon the awareness stage. Second stage involves individuals persuading themselves through sufficient information about the innovation whether or not it is favorable or unfavorable. The second stage leads to the third stage in which the person either accepts or rejects getting involved with the innovation. Next in this chain, individuals, as an outcome of their decision, either implement or eschew the innovation. Lastly, the individual evaluates whether or not to continue the implementation of the innovation. After these stages are complete, full adoption (or the lack thereof) is finalized. Rogers further explains that these stages and their outcomes are influenced by time, the innovation itself, the available communication channels and the social system in which the innovation appears.

The adoption and diffusion of innovation is impacted by time, as the statistics show that there is a small percentage of early and late adopters while most of the populace adopt the innovation after it has been around for some time. This enables us to place the users of this innovation into groups, thereby making it feasible to understand their backgrounds and answer questions regarding who adopts and who does not. "By grouping these individuals, commonalities in personality, socioeconomic situations, and communication behaviors emerged. Early adopters tend to have higher socioeconomic status, have broad access to communication methods, [...], are more likely to be literate, tend to be more intelligent" (Straub, 2009, p. 631). The innovation itself contributes to the level of adoption and diffusion

by creating the perception of how advantageous it is to potential participants, whether or not it is similar to the participants' existing schemata regarding the practice, whether or not it is difficult to engage with, the level of exposure the innovation gets, and whether or not potential participants can try the innovation without fully committing to it. Communication channels such as communication with peers or those provided by mass media also affect adoption, influencing the perceptions of individuals by constant exposure of subjective evaluation. "The social system in IDT refers to the context, culture, and environment that an individual is involved in" (Straub, 2009, p. 631). The social system that individuals belong to such as work environments, schools or other organizations, may accelerate or hinder adoption depending on the structure of the system.

Although IDT laid the foundations for further adoption and diffusion theories, it is descriptive in nature. It does not give clear-cut guidelines to help achieve adoption. "...as it is primarily descriptive rather than prescriptive, it does not tell how to facilitate adoption but rather why adoption occurs" (Straub, 2009, p. 632). Since the utilization of Web 2.0 technologies in educational contexts is the focus of this paper, it is of utmost importance to examine and discuss Normalization Process Theory (NPT), a theory that provides a clear framework for the adoption of technological innovation and practice.

Developed by Carl R. May, Normalization Process Theory is a sociological theory in relation to the field of Science and Technology Studies. It is broadly concerned with the integration process of innovative technologies and practices. "NPT is a sociological toolkit that we can use to understand the dynamics of implementing, embedding, and integrating some new technology or complex intervention" (May et al., 2015, para. 1). In other words, the theory enables us to understand the cognitive and social processes that are initiated when a novel element needs to be dealt with. Originally developed with the field of medicine in mind, NPT emerged as a response to the problem of inability to sustain the implementation and achieve the normalization of innovative technologies and practices. "The theory focuses on the work of embedding and of sustaining practices within interaction chains, and helps in understanding why some processes seem to lead to a practice becoming normalized while others do not" (May & Finch, 2009, p. 535).

NPT examines three main processes. These are implementation, embedding, and integration. Implementation is concerned with the social organization of "the investment of personal and

group resources to achieve goals" (May & Finch, 2009, p. 539). It is critical to note here that NPT deals with the systematic and calculated adoption and integration of innovative practices in formal environments. "The scope of the theory includes only the products of deliberate social action in formal organizational settings" (May & Finch, 2009, p. 540). Thus, it can be said that this theory focuses on purposive collective action carried out by the members of a particular community to implement change.

As the second process of the theory, embedding involves turning novel practices into the norm. Lastly, integration involves the continuation of embedded practices within a social context. May and Finch (2009) explain that NPT "focuses on general processes by which material practices come to be embedded in their social contexts" (p. 539) then go on to outline the key components of their work. There are four main components of NPT, which further branch out to four subcomponents each.

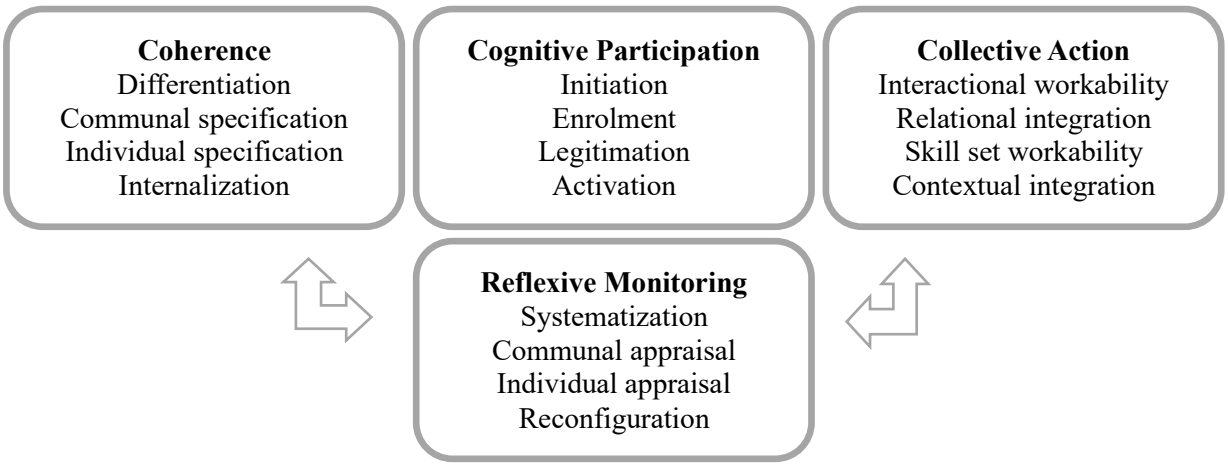


Figure 1. The components of Normalization Process Theory.

Coherence, aptly named as 'sense-making work' largely deals with assigning meaning to the novel practice. "Coherence means that a practice – an ensemble of beliefs, behaviours, and acts that manipulate or organize objects and others – is made possible by a set of ideas about its meaning, uses, and utility" (May & Finch, 2009, p. 542). Furthermore, coherence branches into four tightly intertwined concepts. Those involved in the integration process need to have an understanding of why and how the novel practice is *different* from that of the practice that is being replaced. An example of this in an educational setting is the concept of homework being done with pen and paper being replaced by online homework. If learners and teachers alike cannot *differentiate* the two, the importance, i.e., the *meaning* of the

innovation will be lost. This leads to communal specification, in which individuals belonging to the same community express similar ideas of differentiation. Going with the homework example, most learners might express that online homework is different because it is more interactive. Individual specification ties into this concept by individuals expressing beliefs that contradict communal specification, which leads to the exposition of why or how some aspects of the innovation might fail. When this happens, participants have to put in a conscious effort by revisiting some ideas about the novel practice so that *internalization* is achieved. "They [the practices] have a meaning that is learned, shared, and experienced by actors in specific social contexts, as they work the practice through" (May & Finch, 2009, p. 543).

Cognitive participation is what May calls relational work, in which individuals actively try to preserve, organize and bolster the community that is built around the practice of utilizing the innovative technology. "Embedding is dependent on work that defines and organizes the actors implicated in a practice" (May & Finch, 2009, p. 543). To put it simply, it answers the question "how do people get involved and stay committed?". Cognitive participation starts with the *initiation* phase which is usually instigated by those who are in higher positions with the desire to integrate the novel technology or practice within the community. Once initiation happens, the participants in the process need to go through the *enrolment* phase, where they organize and get involved with the innovation. Furthermore, enrolment can happen at any point, as having more participants facilitates integration. Another subcomponent of cognitive participation is *legitimation*. May et al. define it as "the work of ensuring that other participants believe it is right for them to be involved, and that they can make a valid contribution to it" (2015). It is crucial for each participant to feel that they have an impact and that their efforts have a positive effect. Otherwise, the individual may become demotivated which might hinder or slow down effective integration of innovative technologies. Moreover, legitimation is a steppingstone for *activation*. "Legitimation is essential for a practice to be generally activated in contexts where actors work together to decide the procedures by which it is to be enacted, and how engagement with it is defined" (May & Finch, 2009, p. 544). In other words, individuals need to work collaboratively to delineate the exact steps needed to keep the metaphorical wheel turning.

Collective Action can be defined as the deliberate, cognitive, and physical effort that participants put forth to make the integration process successful. This component deals with

the questions “how do people make it work in practice?” and “what do they need to do to make embedding happen?”. To answer these questions, May and Finch state “This work may be to reshape behaviours or actions, to employ objects or artefacts, or it may be to reorganize relationships and contexts – but it involves collective purposive action aimed at some goal” (2009, p. 544). In simpler terms, organization and the planned structuring of the integration process are keys to achieving a healthy collective action process. One subcomponent of collective action is *interactional workability*. It refers to the interaction between one participant and another, or between a participant and an element of the novel practice or technology. This is tied to the concept of *relational integration*, which is defined as “the knowledge work that people do to build accountability and maintain confidence in a set of practices and in each other as they use them” (May et al., 2015). For instance, teachers might lose confidence in an online homework system if it has shortcomings with regards to the amount of practice learners get. As a result, teachers might be forced to assign traditional homework alongside online homework. This situation might lead to an aversion of technological integration within the community. As such, relational integration is a component not to be overlooked. Furthermore, *skill set workability* refers to the division of labor within the community. The work that needs to be carried out for the integration process should be allocated in accordance with the skills each participant possesses. Doing so would facilitate *contextual integration* which May calls resource work that manages the process through distribution of resources and protocols that need to be carried out.

Last but not least, Reflexive Monitoring is the fourth core component of NPT. It deals with the assessment of the work and effort that has been put into the integration process. Reflexive monitoring answers the questions “how do people assess whether it is worth the effort?” and “can improvements be made?”. Additionally, monitoring reveals the state of cognitive participation as well as collective action, as these are continuously evaluated both formally and informally by the participants. “Reflexive monitoring may involve judgements about the utility and effectiveness of a new practice, and these are made with reference to socially patterned and institutionally shared beliefs” (May & Finch, 2009, p. 545). The core element and subcomponent of reflexive monitoring is *systematization.* It can be summed up as systematically collecting information through both informal and formal means for the purposes of appraisal. This information may consist of feedback from participants, more specifically their anecdotes, be it positive or negative, or from controlled evaluations

designed for the purpose of distinguishing what works and what does not. These assessments can be divided into two categories: *communal appraisal* and *individual appraisal*. Communal appraisal involves participants working collaboratively to decide on the worthiness of the innovative practice. There is an element of negotiation when communal appraisal is being carried out, since not all minds think alike. This leads to a better understanding as a community, of the underpinnings of the problems faced by individuals. "Of course, communal appraisal co-exists with individual appraisal that relies on experiential and unsystematic practices of judging the value and outcomes of a practice" (May & Finch, 2009, p. 546). This it can be said that individual appraisal and communal appraisal have a two-way relationship, as each affect the other. Furthermore, this continual assessment might lead to *reconfiguration* in which participants modify parts of the innovation process to eliminate problems and hindrances, which in turn facilitates the integration of innovation.

Thus, Normalization Processes Theory provides an explanatory framework for investigating the routine integration of practices in their social contexts (May & Finch, 2009). While NPT was designed as a response to the problem of integration of innovative technologies in the field of healthcare, it has evolved and therefore can also be applied to the field of education. "Normalization processes are found everywhere that people work to implement specific practices and to integrate them in their social worlds" (May & Finch, 2009, p. 547). Further, it is important to remember that social contexts can be volatile and arbitrary. Random encounters and the element of chance can drastically change the outcome of the integration process. As such, it is difficult for any one theory to have absolute prediction abilities regarding the outcome of the process. However, May and Finch state "although we make no claim of absolute predictive power for the theory, we do argue that the trajectory of a practice can be anticipated within certain limits" (May & Finch, 2009, p. 547). To be able to predict the outcome of what gets normalized and what doesn't, and by way of implication, how preferences and perceptions influence embedding, the four core components mentioned above need to be considered. Moreover, NPT can be used as a basis for testing hypotheses in quantitative and quasi-experimental studies as well as qualitative investigations by translating these components into a feasible real-world model. "These form a basis for the conceptual work of describing, explaining, making, and testing claims about observed phenomena" (May & Finch, 2009, p. 549). In this respect, NPT is a verifiable theory that

presents a sociological foundation to explain the seemingly simply social processes that are in actuality dynamic, complex and erratic.

Sociocultural Theory

Developed by Russian psychologist L. S. Vygotsky, Sociocultural Theory contends that cognitive development is a mediated process. “Sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society” (McLeod, 2020, para. 2). Assigning a meaning to anything relies heavily upon the community the learner is surrounded by. Vygotsky states “the true development of thinking is not from the individual to the social, but from the social to the individual” (Vygotsky, 1986, p. 36). Thus, it can be said that the foundations of cognitive development cannot be fully grasped without social and cultural context.

The most crucial element of Vygotsky’s Sociocultural Theory and in fact the main constituent that has kindled vast interest in this theory is the Zone of Proximal Development (ZPD). ZPD has significantly affected many fields, including psychology, applied linguistics as well as education. ZPD is what Vygotsky calls "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

The two salient claims Vygotsky makes when expounding upon the ZPD are about the cognitive development process. The first is that cognitive development takes place as a consequence of social and interpersonal activity. The second is that this process includes internalization. “Any function in the child’s cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an inter-psychological category, and then within the child as an intra-psychological category” (Vygotsky, 1978, p. 57). Furthermore, as it is a core concept of Sociocultural Theory, it is pertinent to discuss internalization. Internalization can be defined as the process in which cultural elements like language take on a psychological function (Lantolf & Thorne, 2007). It is a process of negotiation, in which the link between a person's cognitive state and his or her social environment is reconfigured.

Another feature of the ZPD is that contrary to traditional assessment where only the individual's already achieved gains are measured, it is future oriented as it claims that a learner's future independent performance can be predicted through his or her assisted performance now. As such, the ZPD helps assess both the learner's concurrent gains as well as potential gains in the future.

Additionally, it is critical to understand the current culture that envelops younger generations, i.e. the internet culture. Internet culture is a type of culture that has only recently emerged, as technological advancement allowed nearly everybody to have access to computers, mobile devices, and online networks. It comprises of habits, values and other practices that have come about from the users of the internet. As a continuation, internet language, or also known as internet speak also started to materialize as it became increasingly easy to communicate with others. The world wide web, aptly named, became a world of its own. It is not farfetched to claim that a link can be established between Vygotsky's sociocultural theory and the prevalent use of Web 2.0. The prevalent communication and interaction that happen on Web 2.0 platforms may play a role in learning the English language. Examining how learners -who are so steeped in the sociocultural environment of the internet- perceive platforms of Web 2.0 and discerning their preferences regarding these platforms may in fact give us vital clues into how to improve learner gains in and out of our lessons.

Maslow's Hierarchy of Needs

"The survival value of an avoidance reflex to a novel stimulus is obvious" (Zajonc, 1968, p. 19). As an evolved species who still harbor the characteristics needed for survival, humans tend to turn to familiar objects, places and people in order to feel safe. This need is especially obvious in children. "Our safety needs are apparent even early in childhood, as children have a need for safe and *predictable* environments and typically react with fear or anxiety when these are not met" (Hopper, 2020, para. 5). As the child grows, this need continues to be present. "Maslow pointed out that in adults living in developed nations, safety needs are more apparent in emergency situations (e.g., war and disasters), but this need can also explain why we tend to prefer the *familiar*" (Hopper, 2020, para. 5).

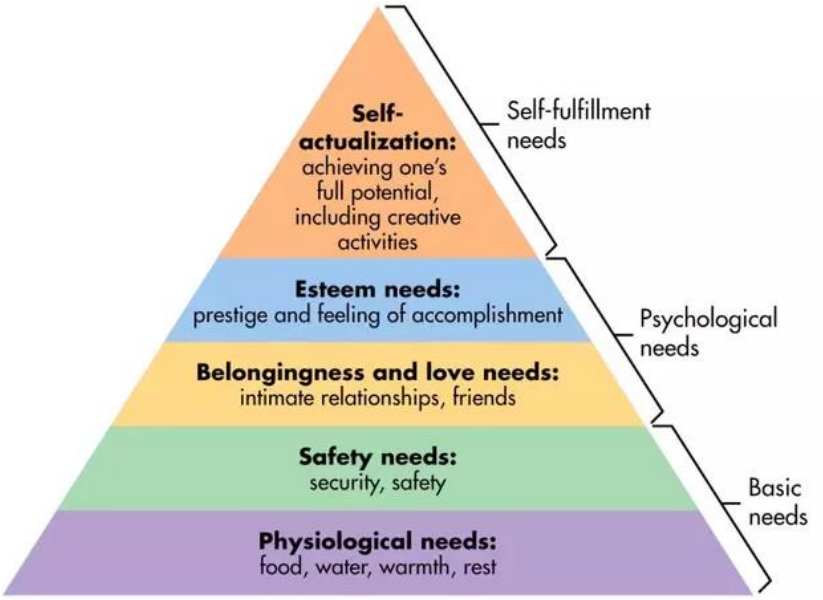


Figure 2. Maslow's Hierarchy of Needs. *"Maslow's Hierarchy of Needs", McLeod, S., 2020,* retrieved from *https://www.simplypsychology.org/maslow.html.*

According to Maslow's hierarchy of needs, safety is the second step to be established in order for the mind to be able to fully focus on the needs higher up the pyramid.

Web 2.0, as will be explained in detail later on, is a collection of platforms on which a person can generate and share content publicly. Furthermore, users are nearly effortlessly able to communicate and interact with each other. Thus, it can be said that not only is using these tools familiar and predictable for the learners, but they can also make friends on many Web 2.0 platforms (which is an element of Maslow's hierarchy in the third step). Generating their own content or sharing information with their friends using these platforms, learners might also establish a level of prestige or boost their self-esteem as well as become creative which can all be found in the higher levels of the needs pyramid.

The History and Evolution of the Web

Web 2.0 technology has been occupying a salient arc of the history of the internet. Consequently, it is appropriate to briefly touch upon the chain of events that led to the conception of Web 2.0.

There are a few claims made with regards to how the internet was developed. One of these popular claims contends that the internet was developed by the Advanced Research Projects

Agency of the US Department of Defense, which launched the ARPANET project in the Cold War era as a response to fears of enemy nations striking the existing communication infrastructure (Lukasik, 2011). These communication lines were centralized and a single attack would be enough for a large-scale failure of connectivity. “In addition, the DoD was concerned with how the national command authority could survive a first strike and still have sufficient connectivity to order a retaliatory second strike” (p. 9).

However, according to one of the founders of the ARPANET, the initial purpose was not about communication but rather about time-sharing processors, since at that point in time computers — then called mainframes — were very expensive and difficult to construct, which increased the need of using them more efficiently and productively (Hauben, 2007). As Corbató, Daggett, and Daley (2001) describe, time-sharing would enable scientists to share processing power and have the mainframes process multiple tasks simultaneously. While time-sharing became the norm across the world, these networks started to suffer from data congestion and long wait times for data transfer. The reason for this was not only because usage of the network had increased, but also because central switch networks would preallocate a set amount of bandwidth for the transfer of data, regardless of how small the data was in size, which led to 90 percent of the bandwidth to be wasted (Roberts, 1978). As a response to this, the National Physical Laboratory located in Britain began experimenting on a system called packet-switching, with which large quantities of data would be divided into smaller ‘packets’ and thusly transmitted before being assembled back together at the receiving node (1978).

Another project undertaken in the 1970s was the construction of a network called CYCLADES. French scientists began working on their own solution regarding the problems being faced with concurrent networks, in which CYCLADES was implemented. This network didn't require gateway computers (Pouzin, 1973). Gateway computers were considered central hubs with which other computers could be accessed. However, CYCLADES sought to connect to the other computers directly and eliminate centralized connection systems. This would reduce network congestion dramatically, as the transferred data from many computers didn't have to first go through a singular node (1973).

Furthermore, around the latter years of the 1970s, there existed many localized networks of computers across the globe. However, these networks were not connected to each other and

computers only operated within their own networks. In other words, a network of networks was needed for increased efficiency and productivity. During this time, Bob Kahn and Vinton Cerf had been working on the idea of an open-architecture networking. Leiner et al. (1997) state that this type of networking is the embodiment of the underlying system of the internet that we have today. It is a system which connects networks together. By 1975, Transmission Control Protocol/Internet Protocol (TCP/IP) was invented. With TCP/IP, not only could computers connect to each other within their own networks, but also to computers in other networks (1997). It could be argued that this point in time was the beginning of the internet.

Moreover, it is important to distinguish the differences between the internet and the World Wide Web, or 'the Web' as commonly used today. The internet is made up of computer networks that are connected to each other across the globe (Cohen-Almagor, 2011). On the other hand, the Web is the system with which information that is shared between these computer networks is presented (Jacksi & Abass, 2019). To put it in a clearer perspective, one can draw upon the analogy that roads between cities represent the internet, and the cities in which individuals live and thrive represent the Web. The Web is the interface with which users interact through the use of browsers and applications. Working at the European Council for Nuclear Research (CERN), Timothy Berners-Lee laid the foundations of the Web with his conceptualization of building a system whereby all the existing computer and network technology would be integrated together. To frame it more simply, the internet after being established with TCP/IP and hypertext technology, would work in tandem (McPherson, 2009). Hypertext is a system with which digital text is made more functional, including hyperlinks which are snippets of text that have the ability to connect to other nodes on a network, as well as graphical data such as images and tables. However, hypertext only allowed these features on closed networks and could not function across the global internet. To incorporate the internet and hypertext, Timothy Berners-Lee invented the HyperText Markup Language (HTML), HyperText Transfer Protocol (HTTP) as well as Uniform Resource Locators (URLs). "Instead of following links to other documents stored only on their own computers, users would be able to follow links to documents stored all over the world" (McPherson, 2009, p. 45). Thus, the earliest version of the Web, later named Web 1.0 was born.

Web 1.0, although only known as the World Wide Web for the first fifteen years of its conception, featured 'read-only' static pages where individuals could only access and

consume the information presented. One-way communication was the norm at this time and only the owners and administrators of the servers that hosted these pages could make any changes on them. This meant that only a very small percentage of the population were able to generate and present information. Over the years, innovative ideas to enable more individuals to express themselves and provide content on the Web started emerging. Blogs, podcasts, video sharing platforms, social networking and a multitude of other technologies allowed any person with or without a technical background to interact with and generate content on the Web. Although certainly not as pervasive as these platforms are today, they did exist in the latter years of the 1990s. Darcy DiNucci coined the term Web 2.0 in 1999 that delineates the evolution of these technologies (Aced, 2013). Kaplan and Haenlein (2010) define Web 2.0 as "a platform whereby content and applications are no longer created and published by individuals, but instead are continuously modified by all users in a participatory and collaborative fashion" (p. 61). Likewise, O'Reilly (2007) states that Web 2.0 platforms are those that deliver a continually updated service which improve in quality as more individuals use them, since the underlying architecture of Web 2.0 is that of user participation.

Notwithstanding, this nomenclature only gained popularity when Tim O'Reilly and Dale Dougherty drew attention to it during MediaLive International Conference, held in 2004 in response to the 'Dot-com burst', an event in the stock market in which the value of web-based technological companies declined dramatically (O'Reilly, 2007). As a result of the collapse, investors and the general population alike started viewing technologies related to the Web in a negative light, and thus the advocates for the Web needed new terminology to instil in the public a renewed trust for these technologies. "In alluding to the version numbers that commonly designate software upgrades, the phrase 'Web 2.0' hints at an improved form of the WWW" (Naik, 2008, p. 500). This strategy proved useful as the term Web 2.0 is still being used today. It goes without saying that the emergence of the term Web 2.0 lead to the term Web 1.0 to refer to websites and services that only presented unidirectional data.

As can be inferred, there was a continual and incremental change in the way that individuals interacted with the Web. Although the terms Web 1.0 and Web 2.0 might lead one to surmise that a clear-cut event changed the features of the Web, the reasons of the terms' emergence are actually related to public relations. Over the years, these terms have been given definitions which led to an exposition of the history and evolution of the Web.

Web 2.0 in English Language Teaching

As Aşıksoy (2018) describes Web 2.0 platforms "give the participants at every level opportunity, such as communication, interaction, sharing information and easy access to information, creating collaborative content, evaluation and visualization, in a way that they can easily use" (p. 241). Therefore, it is appropriate to examine previous studies that have incorporated into education the elements that define Web 2.0 as stated above.

First and foremost, Keleş (2013) conducted a study which examined the perceptions of senior learners in the field of ELT on the use of Web 2.0 tools in their future lessons once they become certified teachers. The researcher particularly focused on the use of 'wikis' which are online deposits of information that provide unrestricted access to the public without any paywalls. Keleş (2013) further clarifies "Wikis are asynchronous Web 2.0 tools for communication and collaboration through writing as well as storage of the created data" (p. 27). Since these wikis are open to modification and content generation by the users, they fall under the Web 2.0 category. This study was conducted at a state university called Yıldız Teknik University with 12 ELT learners attending the university in their 4th year. The reasons given for choosing 4th year students are that they had already fulfilled most of the course requirements, as well as gained first-hand experience with teaching as a part of the internship program that is needed for graduation. Out of the participants, 2 were male and 10 were female. For the procedure, a workshop was administered in which they learned how to use wikis following a pre-test to assess participants' perceptions. After the workshop, a post-test was given which was then analyzed in comparison to the pre-test. Furthermore, four participants were selected for interviews to gain an in-depth understanding of their perceptions. It was noted that the respondents were digitally literate and used these platforms in their day-to-day lives. However, the participants thought that formal training fell short in terms of Web 2.0 and wiki integration in their future classrooms (2013). Moreover, the interviews revealed that while the participants thought of wikis to be complex and tricky to navigate and make use of, the workshop helped them realize that they were in fact simpler to employ in order to strengthen their English teaching abilities.

Another study that is worth mentioning was carried out by Romaña-Correa (2015). The researcher examined the educational effects of the application Skype. This Web 2.0 application enables interaction over the internet via live video and audio as well as text. This

study had a qualitative design in which 12 people participated. The participants were all adult A1 learners from Universidad Distrital Francisco José de Caldas. The researcher collected data with surveys, interviews, and reflection journals. The data was then analyzed with open, axial and selective coding. The findings showed that learners had an easier time communicating in the target language on Skype. It was also noted that the learners realized the effectiveness of using Skype as a tool for communication, especially for social encounters. Furthermore, Skype increased the motivation of the learners which boosted the use of the target language. "The learners' need to socially interact with others was one of the most recurrent patterns identified throughout the data collection and analysis stages of this study." (Romaña-Correa, 2015, p.151). Another noteworthy conclusion was that learners realized that they were able to make connections with the real world. "...students acknowledged that Skype™ conference calls helped them practice their language skills and at the same time expand their social relationships; not only with their classmates but also with other people they knew from diverse contexts" (p. 151).

Granena (2016) in his research talks about the need for studies done on online voice-based interaction in the field of education since only text-based interaction had been examined in the past. He aimed to uncover the effects of online voice-based platforms with regards to individual and interactive task performance. More specifically he wanted to find out if any language gains were made in modals, past tense verbs, and connectors. Form-focusing information gap tasks were employed for this study. This research was a quantitative experimental one and was carried out with 126 participants. The participants were the English learners of a Spanish university in an intermediate course. 32% of the participants were male and 68% are female. Furthermore, their ages varied between 19 and 38. In order to collect the required data, a pre-test and a post test was carried out in which Quia Web, Qualtrics, Tandem and Speakapps were used between these tests. The data was then analyzed by using ANOVA and a T-test. The research concluded that using the above-mentioned apps in which voice-chat is heavily used improved the learners' scores dramatically regardless of carrying out the task individually or in an interactive environment. However, those who participated in the interactive tasks had higher scores than those who participated individually. The one exception was that if the subject happened to be modal verbs, the learners who participated individually had gained an equal amount of improvement.

Hadeyati and Foomani (2015) conducted a study to investigate the language produced by learners in a synchronous online environment in terms of lexical density and diversity, and syntactic complexity and accuracy in relation to learners' individual learning styles. They employed a mixed-method research design where they used an online chat tool in order to supplement the learning process. The participants in the study consisted of 40 advanced-level English learners. They first categorized the learners into reflective, sensing, intuitive, visual, verbal, sequential, global learners using a questionnaire. An online chat tool along with their regular learning was administered. "The results reveal that the Reflective learners and Visual Learners produced grammatically more complex and lexically denser sentences than the other groups" (Hadeyati & Foomani, 2015, p. 344). They also concluded that there was a significant increase in gains in terms of lexical density and diversity, and syntactic complexity and accuracy after using the tool.

Gutiérrez-Santiuste, Gallego-Arrufat, and Simone (2016) conducted research to explore the barriers in synchronous learning in a university collaborative learning community. The study also analyzes the learners' perceptions of the obstacles in their online communication, and the evolution of the obstacles over time. The participants consisted of 98 university students in their second year. The researchers employed the use of online chat rooms to observe whether or not there were any barriers and if so, what types of barriers there were. Technical barriers, cognitive barriers, psychological barriers and sociological barriers were observed. Additionally, it was found that most of the barriers consisted of technical barriers such as not being able to connect (Gutierrez-Santiuste et al., 2016). This study is interesting, because one can conclude that if preventative measures are taken to alleviate technological barriers, most of the problems in online interaction may be removed.

Alharbi (2018) carried out a study with the aim to examine peer interactions and the instructor's facilitation of online group discussions on free writing. In his qualitative research, he opted to do a case study in which 20 full-time, third year learners of English participated. He used online discussion forums to observe learner behavior and interaction. "The learners exchanged an overall 1799 comments in terms of its language functions. The highest category of peer interactions was the evaluation category with 309 comments, thus rating the highest percentage of 17%" (Alharbi, 2018, p. 515). The evaluation category mentioned here means that learners used the discussion forum to ask about whether or not the sentences and paragraphs they wrote had any mistakes, which they then corrected upon feedback from

their peers or teacher. Alharbi also adds “One interesting theme generated from the thematic analysis of the students’ interviews is the perceived active interaction in the group discussions” (p. 519). This fact gives the insight that learners believed the discussion board was an active and interactive tool, which has a striking familiarity with Web 2.0 platforms.

Schamroth and Walsh (2014) conducted their study using a section called The Challenge from the word learning website vocabulary.com. “We found that the game-like features of the site, coupled with its integrated dictionary, offered an effective hybrid teaching tool that honored independent and flexible learning opportunities” (Schamroth & Walsh, 2014, p. 50). They point out the fact that The Challenge incorporates a gamified approach to rote learning because it involves factors such as points-and-rewards, problem solving, critical thinking, feeling of accomplishment and immediate feedback. They further explain that The Challenge requires the learners to find correct synonyms and definitions for a word that is given in the context of a sentence or a paragraph. After the learner answers, the definition and pronunciation of this word appear and (s)he is awarded points if the answer is correct. “Further, the status bar to the right of the question provides real-time feedback on progress - from one’s degree of word mastery, to the number of points achieved, to one’s status within the game (the leaf icon is the game’s symbol for ‘novice’)” (p. 52). The findings showed that their scores improved from a ‘low B’ (indicating a score from 80-85) to a ‘robust 92’.

These studies are important to education in many aspects and show evidence for the positive effects of the educational use of Web 2.0 platforms.

PART III

METHODOLOGY

Introduction

This section gives a detailed account of the methodology employed for the study. More specifically, the research design, the participants of the study and the method with which they were selected, the data collection process along with its piloting stage, as well as data analysis processes are discussed.

Research Design

At the preliminary stage of a study, researchers deal with questions pertaining to the subject of the research, why the research should be carried out and so on (Holden & Lynch, 2004). Another important step to take at this stage is to tackle the 'How?' question. The research methods and designs have to be considered before diving headlong into the study in order to avoid systematic and ethical difficulties further down the proverbial road.

Creswell (2012) states that the research questions and the nature of the research subject should steer a researcher towards a research method and design. While there are three commonly employed methods to conduct research, namely quantitative, qualitative, and mixed methods, the present study has been carried out via the quantitative method for several reasons.

Firstly, one of the characteristics of quantitative research constitutes the analysis of trends and comparison of groups and revolves around numbers (Dörnyei, 2007). This goes hand in hand with the purpose of this research and the nature of the data needed for the questions it raises, such as frequencies and comparison data. The quantitative method provides immense

feasibility for the researcher to gather data on the overall tendency of individuals and to compare this tendency among groups and subgroups (Creswell, 2012).

Second, the quantitative method was employed to streamline the data collection and analysis processes. This method gathers superficial data from a larger sample group rather than collecting in-depth information from a smaller group of participants, as is the norm in the research done via the qualitative method (Dörnyei, 2007). As the research questions for this study do not demand in-depth information, it was deemed sufficient, feasible and timesaving to gather quantitative data. Connolly (2007) states that analysis software such as SPSS decreases the time that it takes to analyze quantitative data as well.

Further, Lowhorn (2007) states that quantitative research is usually either experimental or descriptive. Since the aim of the study is to determine the preferences and perceptions of English learners regarding the use of Web 2.0 platforms, and also because of the fact that an experimental study would be extremely difficult if not impossible to carry out given the fact that universities were closed down due to the pandemic, it was considered appropriate to conduct this study with a descriptive survey design. This type of research design was selected as it provides the ability to gather and analyze data from a sample of the target population to reveal similarities, differences, behaviors, preferences and more (Dulock, 1993). This design was also employed because it is feasible to gather large amounts of data and is suitable for the population in question.

Participants and Context

Preparatory schools for universities, with their missions and timeframes vary country by country. While in North America, the term ‘preparatory school’ commonly refers to private secondary schools to help prepare learners for universities, much of Europe consider this term to mean the schools which cater to learners who wish to attend academic secondary schools (Britannica, n.d.). To avoid confusion, it is pertinent to clarify the purpose of preparatory schools in Turkey.

Many of the universities located in Turkey provide their courses in the language relevant to their departments. While the most common foreign language being used in universities is English, there exists departments that conduct their courses in other languages such as French, German or Arabic. Thus, it becomes mandatory for learners to be proficient in the

language with which their courses will be conducted so as to understand their subject material. Further, Altıner (2018) states that one of the most important goals for the National Education System is providing a good language education. Consequently, most of the universities in Turkey require that incoming learners take the exemption exam provided. Those that do not pass this exam are then placed into a year-long language learning program. During this timeframe, learners spend all of their time only learning the foreign language of their departments and do not take any classes pertaining to their selected major (2018). Further, this year-long program, with its completely delineated curriculum, is usually carried out by separate administrative branches and instructors. Hence, they are referred to as 'preparatory schools.'

This study consisted of 209 learners of English attending the preparatory departments of Gazi University, Hacı Bayram Veli University and TED University in Ankara, as well as Osmangazi University in Eskisehir in the spring semester of 2021. Gazi University, Hacı Bayram Veli University, and Osmangazi University are public universities while TED University is a private one. Gazi University, known for being one of the oldest universities in Turkey, is listed among the top ten universities in Turkey in terms of academic ranking (URAP, 2021). The preparatory school of Gazi University, namely 'College of Foreign Languages' has stated that their main goal and vision constitutes providing learners with "the necessary foreign language skills required in a global level, in accordance with the respectable national and international status of Gazi University, which assists their future studies in their academic life in the most effective way" (Gazi University College of Foreign Languages, n.d., para. 3). The researcher was able to reach 71 learners of English from this establishment but the outlier analysis results showed that four of the participants' responses had to be taken out of the study. Consequently, the responses of the 67 participants were taken into consideration.

Having been a part of Gazi University until recently, Hacı Bayram Veli University is a new entity whose departments previously belonged to Gazi University. Consequently, its preparatory school has adopted a vision similar to that of Gazi University. Furthermore, these establishments carry out several operations such as examination and assessment jointly. Subsequently, 39 of the participants of this study consisted of learners enrolled in this university.

Moreover, Eskişehir Osmangazi University is one of the larger universities, boasting twelve different faculties and thirty-five research centers. Educating between 750 to 950 individuals each term, this preparatory school provided the largest sample with 78 learners of English.

Lastly, established in 2009, TED University was founded by the Higher Education Foundation of Turkish Education Association. Turkish Education Association (TED) was created in 1928 with the goal of modernizing Turkey, which could only be done with a modern and capable education system. Being a private university, it understandably has the smallest preparatory school population as approximately 270 learners take place in their program. The researcher was able to reach 25 individuals attending the preparatory school of this university for data collection purposes.

Furthermore, the sample group was built using convenience sampling. This method of sampling produces a group that includes members of the target population that meet at least one of the practical criteria, such as ease of access, availability, or their willingness to participate in the study (Etikan et al., 2015). In view of the fact that educational institutions have been closed for the purposes of preventing the spread of Covid-19 infection, access to willing participants were diminished greatly. As such, convenience sampling was deemed to be the most reasonable method of participant selection. Additionally, it is crucial to weed out the abnormalities that negatively impact the data collection process (Aggarwal, 2017). Thus, while the study originally had 213 participants, the responses of four participants were removed as a result of outlier analysis. Table 1 was adjusted accordingly.

Table 1

Universities and the Number of Participants

University Name	N
Gazi University	67
Hacı Bayram Veli University	39
TED University	25
Osmangazi University	78
Total	209

Another point to emphasize is the context in which learners have been having their lessons while this study was being carried out. Having started in the latter months of 2019 abroad,

the Covid-19 pandemic started showing its effects in the month of March of 2020 in Turkey. “On March 11, 2020, the first case was found in Turkey and, in response to the possibility of further spread of the virus, on March 13, 2020; schools were cancelled for a week” (Beltekin & Kuyulu, 2020, p. 2). Ten days later, it was announced by the Ministry of Education that learning would take place via television broadcasts as well as on the internet. Universities that already had the infrastructure for interactive online learning started preparing their schedules accordingly and with a few months’ delay, lessons resumed on their digital facilities. For the universities that did not possess the capability to provide online learning applications, a collection of open course materials was provided by the government (2020). Furthermore, universities also commonly utilized web conferencing tools such as Zoom™, Google Meet™, or Microsoft Teams™ with which instructors and learners convened and carried out their lessons using their web cameras and microphones.

Gazi University’s Distance Education Application and Research Center (GUZEM) was established in 2013 with the goal of providing undergraduate and graduate learners with the opportunity to receive lessons as a part of e-learning based education in addition to researching distance learning (GUZEM, n.d.). The participants of this study who are attending Gazi University have been taking their courses on a platform called ALMS, provided by a contract software company called Advancity. On this platform, learners are able to confer with each other as well as with the instructor in addition to gaining access to learning materials, uploading assignments and taking exams.

Further, Hacı Bayram Veli University makes use of two different distance learning platforms. One of these platforms (AHBV) was developed by ArgusTech, a software company. The second learning management system being utilized (MERGEN) was developed by Anadolu University. Both of these platforms provide the opportunity to have interactive lessons online, manage schedules and upload assignments and projects (Hacı Bayram Veli University, n.d.). In addition to this, learners are commonly encouraged to use Google Meet™. These platforms can be used interchangeably, depending on the demands of the course.

Eskişehir Osmangazi University’s distance learning and research center (ESUZEM) was established in 2012. After several years of research and development, online courses on English as a foreign language became available for their learners in 2015 (ESUZEM, n.d.). These courses are provided on the Distance Education Application Learning Management

System (UZEMÖYS). In addition to their lessons, learners are also able to access assignment upload tools and calendars.

Lastly, TED University overcame the problems that the pandemic caused by employing the web conferencing tool Zoom™ for their online lessons as well as the learning management system Moodle™ for course materials, quizzes and announcements along with assignment and project management (TED University, n.d.).

Data Collection

A two-part questionnaire was utilized in this study. This is due to the fact that questionnaires are often found to be sufficient and effective to carry out quantitative research that require the researcher to be able to determine the frequency of attitudes, opinions, and behaviors of the sample group as well as to profile them in terms of their numbers (Rowley, 2014).

The questionnaire includes items that provide coherent and complete data regarding the research questions. It is composed of two sections, namely Section A and Section B. The first section aims to collect descriptive data, with which the answers to RQ1 and its sub-components can be ascertained. This section included demographic items, multiple response items regarding the devices that the respondents have access to, along with items regarding participant behaviors such as the frequency of Web 2.0 platform use, the frequency of content generation carried out by the respondents as well as the frequency in which Web 2.0 platforms are used to learn and practice English. Section B involves items that gathered information related to RQ2 and its sub-component. This section utilized a Likert scale in which the participants could choose 1 for strongly disagree, 2 for disagree, 3 for neither agree nor disagree, 4 for agree, and 5 for strongly agree for items that collect information on their perceptions regarding Web 2.0 usage for the purposes of learning and practicing English. The answer to RQ3, on the other hand, can be determined with items that make up both sections.

The core of the questionnaire had been developed by Keleş (2013). With his permission, the questionnaire was adapted by the researcher and employed for this study. Some of the items on the original questionnaire were removed while the rest were slightly adjusted in accordance with the purpose of the present study. In this vein, the target population of the

questionnaire has been changed from teachers to EFL learners. The entirety of the original questionnaire can be found in APPENDIX 2.

The changes that were made are as follow:

1. How long have you been using a computer as a tool for communicate on?

less than a year		two years		three years		four years		more than four years	

3. Who taught you how to use a computer? (You can tick more than one box.)

my teachers		someone in my family		my friend(s)		myself		other (specify) ..... .

4. Do you have internet access? (You can tick more than one box.)

at home		at school		on your phone		other (specify) …….....

10. How well can you do these on the Internet?	I can do this very well	I can do this with a little help	I need some time to learn to do it	I do not think I can do it
design a website				
design a wiki				
receive and send e-mails				
look for information				
write on your own blog				
download software				
upload software				
share media				

11. Which of the following statements best describes you?

I am **the last** person I know to use new communication technologies.	
I am **one of the last** people I know to use new communication technologies.	
I am **neither the last nor the first** person I know to use new communication technologies.	
I am **one of the first** people I know to use communication technologies	
I am **the first** person I know to use new communication technologies.	

Figure 3. Items removed from the original questionnaire – Section A.

SECTION B

Please,comment on the statements (12-25) below on a scale from 1 to 5. Circle the best option that suits you most.

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree		**strongly disagree**	**disagree**	**neutral**	**agree**	**strongly agree**
12.	My formal training at university is enough to use Web 2.0 tools in my future classes.	**1**	**2**	**3**	**4**	**5**
13.	I would like to receive online learning courses at university to be prepared for using Web 2.0 tools in my future classes.	**1**	**2**	**3**	**4**	**5**
14.	Web 2.0 tools will play a more important role in teaching English language in the future.	**1**	**2**	**3**	**4**	**5**
15.	An English teacher must learn to use Web 2.0 tools to be good at his or her job.	**1**	**2**	**3**	**4**	**5**
16.	I can survive in my class without receiving any training on Web 2.0 tools.	**1**	**2**	**3**	**4**	**5**
27.	**Which of the following best describes your preference in teaching English courses in the future? Please put a tick (✓) in the box for the best option that suits you most.**					
I prefer teaching courses that use **no** Web technologies.						
I prefer teaching courses that use **limited** Web technologies.						
I prefer teaching courses that use **moderate** Web technologies.						
I prefer teaching courses that use Web technologies **extensively**.						
I prefer teaching courses that **only** use Web technologies.						

Figure 4. Items removed from the original questionnaire – Section B.

Figures 3 and 4 above display the items that were removed from the questionnaire. Items numbered 1, 3 and 4 were removed on the grounds that they did little to no service to any of the research questions of this study, as the scope of the study was kept within the confines of current behaviors and perceptions of learners regarding Web 2.0 platforms. To add, item 4 seems to be asking the location in which participants access the internet. The options offered for it included ‘on your phone’ which can be used both at home and at school. Thus, this item was removed in order to prevent confusion. Furthermore, item 10 asks that learners evaluate their own abilities regarding the general use of the internet. Downloading software or simply looking for information are activities that can be carried out without the use of Web 2.0 platforms. Consequently, this item was also removed. Similarly, item 11 was

deemed too broad in scope since ‘new communication technologies’ don’t necessarily always include Web 2.0 platforms.

Finally, all of the items in Figure 4 were removed because they involved the teaching of English and in-service training, as the target population for the original questionnaire was aimed at teachers. Further, they were removed rather than adapted for leaners of English because the remaining items on this questionnaire were sufficient in uncovering the answers to the research questions at hand. Making a questionnaire unnecessarily long may have negative effects on the data. Herzog and Bachman (2015) state:

> “Motivation to comply with a request to provide answers to survey questions is likely to decline if the survey process extends beyond an optimal point. Given their lowered motivation, respondents are then likely to look for easier ways of responding, short of prematurely terminating the process” (p. 558).

Thus, one can come to the conclusion that even if the respondents were to push through and answer all of the questions in a survey, the attained data will most likely be compromised.

Next, it is worth examining the adapted sections of the questionnaire.

Section A

Please tick the best option that suits you most.

2. Do you have any of the below? (You can tick more than one box.)

a desktop computer		a laptop computer		a tablet computer		a smart phone	

5. How often do you use the Internet on a daily basis?

less than an hour		one to two hours		two to three hours		three to four hours		more than four hours	

6. Do you actively use any of the below? (You can tick more than one box.)

personal website(s)		e-mail		wikis		online communities (specify)	
personal blog(s)		Twitter		Facebook		other (specify)	

7. How familiar are you with these Web 2.0 tools?	not at all	not too much	somewhat	very	extremely
blogs					
wikis					
social network sites					
podcasts					
video sharing					
virtual reality gaming zones					
RSS Feeds					
Web conferencing					

8. How often do you use or contribute content to the following?	every day	almost every day	a few times a week	a few times a month	never
blogs					
wikis					
social network sites					
podcasts					
knowledge sharing sites					
RSS Feeds					
Web conferencing					
social photo tools					

9. How often do you use these Web 2.0 tools for academic purposes?	once a day	a few times a week	once a week	once a month	never
blogs					
wikis					
social network sites					
podcasts					
knowledge sharing sites					
RSS Feeds					
Web conferencing					
social photo tools					

Figure 5. Items adapted from the original questionnaire – Section A.

Firstly, it is crucial to note that the original questionnaire included the following in several items: blogs, e-mail, wikis, social network sites, podcasts, video sharing, virtual reality gaming zones, RSS Feeds, web conferencing, and social photo tools. The revised questionnaire for this study, however, included a total of nine platforms that were altered slightly. These include blogs, e-mail, social networks, online encyclopedias, online dictionaries, podcasts, video sharing platforms, online gaming zones, and web conferencing tools. While 'blogs', 'e-mail' and 'podcasts' stayed the same in their wording, the term 'wikis' was changed to 'online encyclopedias', as there are more interactive online encyclopedias than just the ones on the Wikipedia platform. 'Video sharing' was changed to 'video sharing platforms' and 'web conferencing' to 'web conferencing tools' in order to present a clearer wording. 'Social network sites' was changed to 'social networks', as many social networking platforms do not only operate via websites, but also via mobile applications, thus making this choice more inclusive. Further, an RSS feed simply provides the titles, summaries and the links of selected blogs, news websites and podcasts in an easy to read, compact format (RSS, n.d.). It is a basic and mostly a text-based central hub for users to see update overviews of their favorite websites and platforms. Its primary purpose is to link to other Web 2.0 platforms, which have already been added to the study. For the sake of avoiding data overlap, RSS Feeds were not included in this study. Moreover, 'social photo tools' were removed because of the fact that these tools already come bundled with and are a central feature of social networking platforms. This overlap would have generated redundant data and thus, had to be eliminated as a means to eschew possible ramifications. Lastly, 'virtual reality gaming zones' was modified to 'online gaming zones' because the term 'virtual reality' refers to interactive 3D-based environment designed to draw an individual into a computer-generated world (Huang, Rauch & Liaw, 2010). Virtual reality systems typically require fragile and often expensive equipment not suitable for extended use, an example of which are heavy-set digital goggles (2010). Furthermore, a virtual reality gaming zone does not necessarily have to be online, and as such does not thoroughly fit the Web 2.0 category. In contrast, 'online gaming zone' has a broader definition which encapsulates all web-based interactive games, regardless of price, availability, and equipment.

Moving onto the questions, item 2 in Section A was changed to "Which devices do you use to access Web 2.0 platforms?" based on the fact that the original question is simply asking whether they own the devices listed with no mention of their utilization for Web 2.0 access.

Keeping this item as is would lead one to expect data regarding the general use of the devices. It is very much possible that the participant takes advantage of one device only for purposes unrelated to the subject matter of this study. Further, the options presented under this item were expanded. 'Smart TV', 'smart watch', and 'game console' choices were added for content validity. In their study, Alfredsson-Ågren, Kjellberg and Hemmingsson (2020) have uncovered that smart TVs and game consoles were among the devices commonly used to access the internet, alongside smartphones, laptops, desktops and tablets. Additionally, DeviceAtlas (2015), a device detection service which has compiled a large web-enabled device database has added smart watches to their list of commonly used devices that can access Web 2.0 platforms. Consequently, this item includes the abovementioned devices in this study, bringing up the total choices to seven.

Next, item 5 was changed because of the wording of the question. As it stood, it asked how often the participants used the internet daily, while the choices presented a duration rather than frequency. For the sake of clarity, this item was altered to "How long is your daily internet usage?". Furthermore, item 6 presents the question of whether or not the participants actively use the listed platforms and gives the option to add additional ones. This was changed to "How often do you use the following Web 2.0 platforms?" for a couple of reasons. Firstly, the word 'actively' might have led the respondents to forgo choosing a particular platform because they may think that they don't *actively* use it, even if they do once in a while. Secondly, changing the format of the question to represent the frequency of their Web 2.0 usage would provide more information than a simple yes or no question would bring. To add, the choices provided for this item were changed so that it included all the nine platforms that were repeatedly used throughout the present study.

Item 7 was not changed in meaning, but the levels of familiarity presented as choices were edited. Instead of the anchors 'not at all', 'not too much', 'somewhat', 'very', and 'extremely', the present study included the following: Not at all, slightly, moderately, considerably, and completely. Weijters, Geuens and Baumgartner (2013) state "A number of studies provide evidence that certain aspects of the labels attached to the response categories on rating scales can have systematic effects on people's responses to questionnaires" (p. 6). Their study on the intensity and the familiarity of adverbs used in Likert type response anchors revealed that "response category labels that are more familiar lead to higher endorsement frequencies of their associated response categories" (p. 23). Because of this

fact, this study presented ‘considerably’ as a choice rather than ‘very’, as ‘very’ is a familiar word and might have had an effect on how frequently it was chosen by the participants. Furthermore, they also claim that because high-intensity adverbs typify extreme positions and because these extreme psychological positions are generally uncommon, the respondents are likely to avoid selecting response anchors that include adverbs of high intensity (2013). The term ‘extremely’ can readily be understood to have an intense effect alongside the fact that it can also be used in negative contexts, such as to mean ‘severe’ or ‘excessive’. On these grounds, this study opted to use ‘completely’ (suggested in the abovementioned study) rather than ‘extremely’ as an end-point response anchor. Moreover, Vagias (2006) claims that the lower section of choices for familiarity should consist of ‘not at all’ and ‘slightly’, while the midpoint for 5-point Likert type response anchors is best represented by the ‘moderately’ adverb (2006).

Item 8 was changed such that ‘use’ and ‘contribute content’ were separated and presented as two different items. This was done due to the fact that the simple utilization of a platform does not necessitate contribution of content. For instance, a participant may only read through online encyclopedias and never edit an article on them, thereby not generating any content whatsoever. Separating the two actions into different items seemed appropriate, as doing so would provide a better picture and more thorough data. Response anchors for this item was also changed to the following: Once a year or less, a few times a year, a few times a month, a few times a week, and daily. Compared to the original choices of ‘every day’, ‘almost every day’, ‘a few times a week’, ‘a few times a month’, and ‘never’, the anchors used in this study present a more even interval as well as the opportunity for a respondent to reply accurately if a particular platform is used very rarely on a yearly basis. Finally, item 9 was not changed in its wording. However, the response anchors were edited such that they were the same anchors used in item 8. The same reasoning applies here besides the fact that keeping the selected intervals throughout the items that relate to frequency would contribute to presenting a straightforward and easy-to-answer questionnaire.

SECTION B

Please,comment on the statements (12-25) below on a scale from 1 to 5. Circle the best option that suits you most.

	1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree	strongly disagree	disagree	neutral	agree	strongly agree
17.	The Internet is a good source for me to facilitate my future teaching practice in the classroom.	1	2	3	4	5
18.	The use of Web 2.0 tools will make my teaching more **entertaining** than traditional ways of teaching.	1	2	3	4	5
19.	The use of Web 2.0 tools will make my teaching more **effective** than traditional ways of teaching.	1	2	3	4	5
20.	The use of Web 2.0 tools will make my future students improve their **reading** skills.	1	2	3	4	5
21.	The use of Web 2.0 tools will make my future students improve their **writing** skills.	1	2	3	4	5
22.	The use of Web 2.0 tools will make my future students improve their **listening** skills.	1	2	3	4	5
23.	The use of Web 2.0 tools will make my future students improve their **speaking** skills.	1	2	3	4	5
24.	The use of Web 2.0 tools will make my future students improve their **pronunciation** skills.	1	2	3	4	5
25.	The use of Web 2.0 tools will make my future students improve their **vocabulary** knowledge.	1	2	3	4	5
26.	The use of Web 2.0 tools will make my future students improve their **grammar** knowledge.	1	2	3	4	5

Figure 6. Items adapted from the original questionnaire – Section B.

For the items in Section B, the wording was changed to target the learner rather than the teacher as a respondent for these items so as to be in line with the subject of this study. First, item 17 was changed from "The Internet is a good source for me to facilitate my future teaching practice in the classroom" to "Web 2.0 platforms are good sources for me to practice English". In this particular case, however, the word "internet" was also edited to "Web 2.0 platforms" to keep the data about Web 2.0 platforms only. Furthermore, 'in the classroom' part was left out because the scope of this study includes the use of Web 2.0 platforms out of class as well.

Second, item 18 was changed to "It is entertaining to learn English on Web 2.0 platforms." Here, the comparison to traditional ways of teaching was not included due to the fact that this study is focused on the preferences and perceptions on supplemental Web 2.0 platform utilization wherein learners are exposed to both these platforms as well as traditional learning.

Similar to item 17, and in fact, the rest of Section B, this item was appropriated to learners as respondents rather than teachers. It is also important to point out that the future tense was switched to present tense in the wording of these items, since the data should be about learners' current perceptions.

Next, item 19 was altered on the grounds that "The use of Web 2.0 tools will make my teaching more effective than traditional ways of teaching" is purely targeted towards teachers. This item may have been edited to say "the use of Web 2.0 tools makes my learning more effective" for the present study. However, it is not expected that learners purposefully and consciously use and keep track of Web 2.0 to increase the effectiveness of their learning process as opposed to how teachers would be doing so to deliver efficient and productive lessons. To extract meaningful information from the learner's perspective, the item was changed to "Web 2.0 platforms help me with my English language courses".

Finally, items 20 through 26 have all been edited in a similar fashion. For instance, "The use of Web 2.0 tools will make my future students improve their reading skills" was changed to "Using Web 2.0 platforms improves my reading skills in English." Not only are these items targeting learners as respondents rather than teachers, but they are also simpler in verbiage.

Another crucial point to express is that since this research is about the preferences and perceptions of those who are still in the process of learning English, it was deemed prudent that the questionnaire was presented to them in their native tongue so as to avoid the language barrier that might have affected the data negatively. As such, it was translated by the researcher into Turkish. For reliability purposes, two different colleagues translated the questionnaire into Turkish as well, and with the collaboration of all three parties, a mutual agreement was made upon the questionnaire to be used for this study.

Lastly, as the current conditions of the world make it impossible to collect the data using traditional methods, the questionnaire was presented to the participants via Google Forms, an online data collection tool. Additionally, for the same reason stated above, the data collected for the piloting stage was included in the main study. Thabane et al. (2010) state that it is permissible to combine data from a pilot study with the main study "provided the sampling frame and methodologies are the same" (p. 6). In fact, they go on to say, "this can increase the efficiency of the main study" (p. 6).

The Piloting Stage

The questionnaire used in this study was taken from another study conducted Keleş (2013). His study was on the perceptions of prospective teachers about the use of Web 2.0 tools, focusing on the online encyclopedia wikis. His permission to use and adapt his questionnaire was sought and attained. Although the validity and reliability of this questionnaire was assumed, it was heavily adapted due to the shift in target population from prospective teachers to individuals who were in the process of learning English. Thus, it was deemed prudent that a piloting stage be carried out to determine the validity and reliability of the scale used in the present study.

Firstly, Section A of the questionnaire includes items that enable gathering descriptive information, such as the demography of the participants, the devices that the respondents have access to, as well as the Web 2.0 platforms they prefer using. Because of the variety of differing topics in this section, these items do not form a scale. Construct and content validity was established by referring to other studies and relevant literature. Furthermore, reliability was evaluated in two stages. The opinions of two colleagues regarding the clarity and the ease of comprehension of the items led the researcher to translate the questionnaire (with the collaboration of said colleagues) into Turkish, as a large portion of the participants would still be in the A1 through B1 stages of English fluency, as noted in Common European Framework of Reference for Languages. Answering the survey in their native language would lead to a more accurate snapshot of data as well as enable the participants to complete it in a shorter amount of time. Next, the opinions of six participants were gathered via web-conference calls after they had taken the survey (in Turkish) regarding the length of the survey, clarity and length of the items, whether or not there were items that seemed to ask the same thing as well as any other problems that they may have faced. All six gave favorable opinions of the survey and remarked that they had no problems.

Further, Section B includes a scale in which the items show a close correlation. Factor analysis carried out for construct validity showed that all of the items in this section make up a solitary factor which shows high correlation among the items. Afterwards, Cronbach's Alpha was employed to determine the reliability of the scale.

Data Analysis

This section discusses the analysis methods that were employed in this study. First, the procedures regarding the validity and reliability of the questionnaire are addressed. Then, the methods of analysis carried out on the core data are mentioned. The statistics software IBM SPSS Statistics v22 was used throughout these stages.

Analyses Conducted on the Questionnaire

In order to ensure the validity and reliability of the questionnaire, several steps needed to be taken. At the beginning, outlier analyses must be made to expose the select respondents whose answers may have been given without any consideration of the posed questions, which in turn may damage the gathered data set. Worden, Manson and Fieller (2000) state "[a] discordant outlier in a data set is an observation that appears inconsistent with the rest of the data and therefore is believed to be generated by an alternate mechanism to the other data" (p. 648). If the generated data is observed to behave in an extraordinary manner, it is best to identify the anomalies that lead to data corruption (Aggarwal, 2017). Consequently, the researcher began by uncovering the frequencies of anomalous data as detected by the statistics software. At the end of this process, the responses of four participants out of 120 were removed.

Once the data was rid of the anomalies, factor analyses were carried out using the data gathered from 116 participants. Factor analysis, as Goddard and Kirby (1976) define, is a statistical method with which data are simplified and consolidated into groups, namely factors, according to how closely they are related with each other. In this vein, Knekta, Runyon and Eddy (2019) state “[w]hen using several related items to measure an underlying construct, one important validity aspect to consider is whether a set of items can confidently be combined to represent that construct” (p. 16). Factor analysis is one such statistical method that can be used to provide evidence of validity. It helps to identify the number of dimensions present in the survey as well as verify the relationship between items (2019).

The factor analyses carried out on the items in Section B showed that all of the 11 items that belong to this section are closely related under one factor, which the researcher dubbed ‘perceived usefulness’ with regards to Web 2.0 platforms in learning English.

After factor analyses were successfully concluded, the Cronbach's Alpha test was applied upon the items in Section B for the purpose of collecting statistical evidence of sound reliability. Cronbach's Alpha is the most commonly used test to establish reliability in social and organizational sciences. Bonett and Wright (2014) describe Cronbach's Alpha reliability as "the reliability of a sum (or average) of *q* measurements where the *q* measurements may represent *q* raters, occasions, alternative forms, or questionnaire/test items" (p. 1). It is generally accepted that a Cronbach's Alpha coefficient of 0.7 between the values of 0 – 1 is sufficient evidence of internal consistency. The strength of the evidence is heightened the closer it is to the score of 1. Reliability analysis results show that a Cronbach's Alpha score of 0.921 was attained for this section.

Analyses Conducted on Gathered Data

Once the responses from 209 participants were gathered, the data were subjected to descriptive analyses. Dörnyei (2007) states "descriptive statistics help us summarize findings by describing general tendencies in the data and the overall spread of the scores" (p. 213). Further, he goes on to explain that one of the more commonly used procedures in descriptive statistics are frequency analyses which include the mean, the standard deviation, and the number of participant responses (2011). In this vein, the number of responses, percentages, mean scores, as well as standard deviation values were compiled during this step.

Finally, comparative analyses were done to determine whether there were significant differences between the responses of male and female learners as a part of RQ3. More specifically, independent samples t-test was applied to the data where the gender variable was taken into consideration. Independent samples t-tests are "for research designs where we are comparing the results of groups that are independent of each other" (Dörnyei, 2007, p. 215). Consequently, this test was utilized as a route to compare the responses of male and female respondents and uncover any significant statistic variances between the two groups.

PART IV

FINDINGS

Introduction

This section reports on the results of the piloting process of the study in which the validity and reliability of the instrument used to collect the data were established. Further, it reveals the complete data at hand, along with the results of descriptive and comparative analyses obtained from IBM SPSS Statistics v22. Frequencies, percentages, and means are shown.

Pilot Study

The piloting stage was carried out with 116 participants to assess the validity and reliability of the instrument used in this research. While the initial group of participants for this stage included 120 individuals, outlier analyses showed that the responses for 4 of them were considered to be discordant, and thus removed from the data pool.

It should be mentioned here that Section A of the questionnaire includes items that enable gathering descriptive information, such as the demography of the participants, the devices that the respondents take advantage of to access Web 2.0 platforms, as well as the platforms they prefer using. These items do not form a scale and are included for descriptive purposes.

Validity for Section A was established by referring to other studies and relevant literature. The reasoning for each of the steps taken in the questionnaire adaptation process can be found under the Methodology section, Data Collection sub-section. Moreover, the reliability of the items was taken into consideration by first referring to two colleagues whose suggestions led to the translation of the questionnaire into Turkish, the native language of the participants, on the grounds that the respondents were still in the former stages of learning English and thus might have had trouble understanding the items. Presenting the

questionnaire in Turkish would further facilitate the answering process, thereby shortening the amount of time it took to complete it.

Another step taken for the reliability of Section A was conferring with six of the participants regarding the length of the survey and the individual items, the clarity of the items, and whether or not they could clearly distinguish the difference between the items in addition to any other problems that might have arisen. It was concluded that none of them had any difficulty nor any trouble with the questionnaire, and in fact stated that they were happy to be able to give their opinions on the topic of Web 2.0.

Furthermore, factor analyses done for the items in Section B showed that they were highly interrelated and all fell under one component, dubbed 'perceived usefulness' with regards to Web 2.0 platforms for learning English. Thus, the validity was evidenced. To add, as these items formed a scale, Cronbach's Alpha test could be applied in this section to collect evidence for reliability. The result included a Cronbach's Alpha coefficient of .921 which demonstrates high internal consistency. Further, it is worth noting that the analyses were done by the researcher along with the help of a research assistant working at Gazi University so as to avoid possible missteps in the analysis process. The questionnaire used in this study can be found in APPENDIX 1.

Table 2

Reliability Analysis

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items	N of Participants (Valid)	N of Participants (Excluded)	% (Total)
.921	.923	11	116	0	100

Demography, Familiarity with Web 2.0, and the Frequency of Usage

Table 3 displays the demographic information of the participants. The data were analyzed using the Descriptive Analysis feature of SPSS.

Table 3

Demographic Information of the Participants

		N	(%)
Gender	Male	104	49.8
	Female	105	50.2
Age	18 – 20	179	85.6
	21 – 23	21	10.0
	24 – 26	3	1.4
	27 – 29	2	1.1
	30 or older	4	1.9
Total		209	100

As Table 3 clearly shows, the difference between the genders of the respondents is infinitesimally small, with only one more female participant than its male counterpart.

Furthermore, an overwhelming majority of the participants were aged from 18 up to and including 20. On the other hand, those aged from 27 up to and including 29 made up the smallest percentage of the sample.

Next, the participants were asked about the duration of time which they spend online per day, so as to assess how involved they are with the digital world. Considering that the youth currently attending schools or universities are called ‘digital natives’ or the ‘net generation’ (Helsper & Eynon, 2010), it was reasonable to assume that the data would reflect a high number of hours. Table 4 confirms this assumption.

Table 4

Duration of Internet Access

		N	(%)
How long is your daily internet usage?	Less than an hour	0	0
	1 – 2 hours	14	6.7
	3 – 4 hours	57	27.3
	5 – 6 hours	59	28.2
	More than 6 hours	79	37.8
Total		209	100

In Table 4, it is worthy to note that not a single participant spends less than an hour a day on the internet. While 6.7% of the respondents are online anywhere from 1 hour to 2 hours, the vast majority (93.3%) spend at least 3 hours connected to the internet. The fact that over a third of the overall respondents use the internet for more than 6 hours a day undoubtedly reveals the extent of integration with the online world. In addition, it is crucial to ask about the means with which the learners access the internet. Thus, they were asked about the devices that they use to reach online platforms.

The frequency analysis done on the devices used by the participants reveal that smart phones and laptops are the preferred devices to gain access to Web 2.0 platforms. As can be seen in Table 5, smart phones (N=198) take the lead as the device that is the most popular among the learners. Laptops (N=178) trail as a close second. The least employed devices are smart watches (N=3) and game consoles (N=8). The reasons for this might be because smart watches are a relatively new technology which include only some of the features of smart phones, and game consoles are mainly used for games which can also be played on a laptop or a desktop. As such, these devices may be playing a redundant role in the lives of the respondents.

Table 5

Devices Used to Access Web 2.0 Platforms

		Responses		Percent of Cases
		N	(%)	(%)
Which devices do you use to access Web 2.0 platforms?	Desktop	38	8.0	18.2
	Laptop	178	37.3	85.2
	Tablet	23	4.8	11.0
	Smart phone	198	41.5	94.7
	Smart TV	29	6.1	13.9
	Game console	8	1.7	3.8
	Smart watch	3	0.6	1.4
Total		477	100	228.2

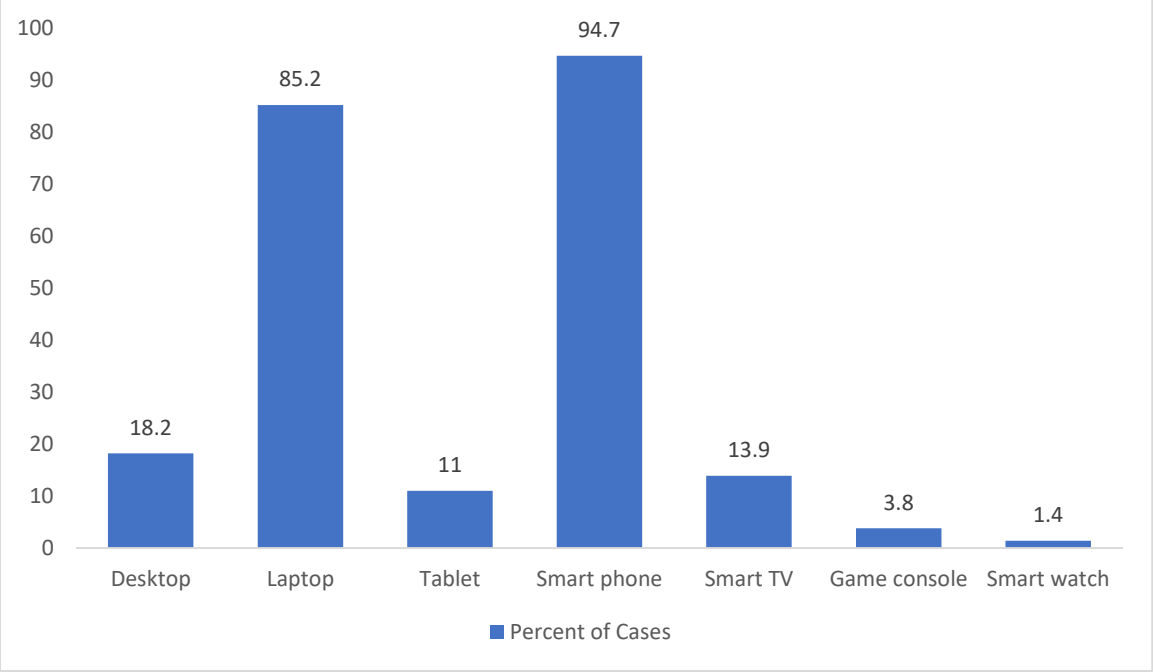


Figure 7. Devices used to access web 2.0 platforms.

Moreover, Table 6 below indicates the level of familiarity the respondents have for Web 2.0 platforms.

Table 6

Learner Familiarity of Web 2.0 Platforms

How familiar are you with the Web 2.0 platforms below?	NAA (%)	SL (%)	MO (%)	CN (%)	CM (%)	Mean ($\bar{x}$)	Std. Deviation
Blogs	23.4	33.5	31.1	9.1	2.9	2.34	1.027
E-mail	1.9	19.6	29.7	31.6	17.2	3.43	1.049
Social networks	1.4	8.6	19.6	42.2	28.2	3.87	.970
Online encyclopedias	22.5	27.8	34.4	12.4	2.9	2.45	1.060
Online dictionaries	1.4	10.1	36.4	37.3	14.8	3.54	.914
Podcasts	21.5	29.7	31.1	12.4	5.3	2.50	1.119
Video sharing platforms	4.8	10.0	18.2	40.2	26.8	3.74	1.105
Online gaming zones	28.2	18.3	14.8	19.1	19.6	2.84	1.507
Web conferencing tools	21.1	23.9	33.0	17.7	4.3	2.60	1.131

Note: NAA - Not at all, SL - Slightly, MO - Moderately, CN - Considerably, CM - Completely

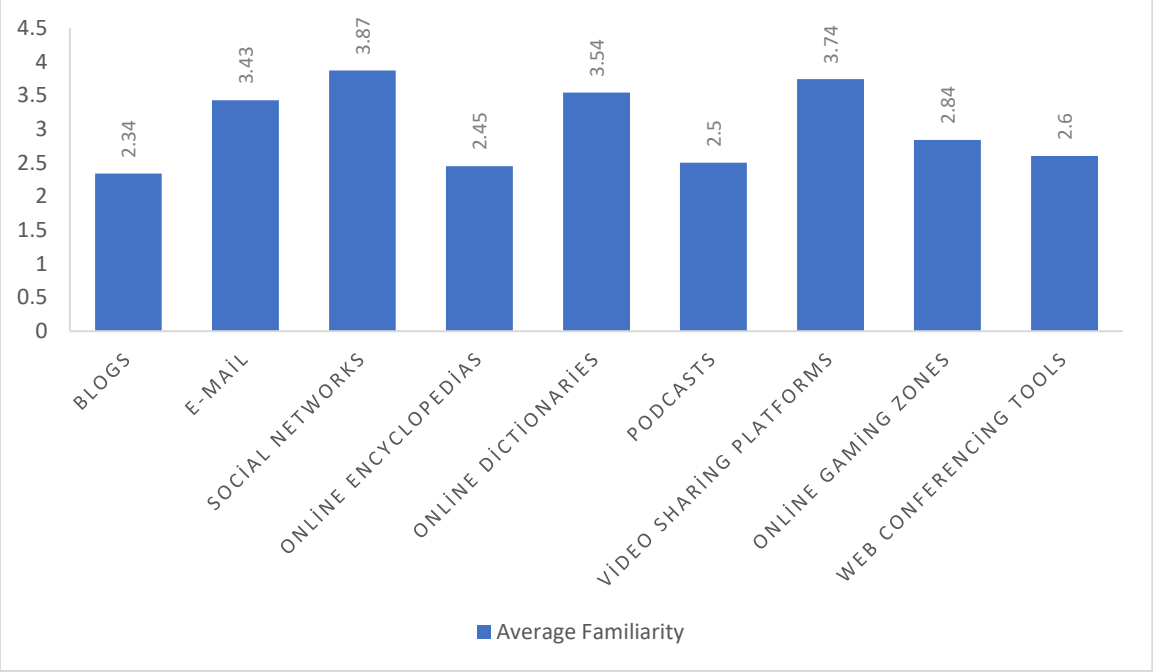


Figure 8. Learner familiarity of web 2.0 platforms.

It is easy to see that the respondents are the most familiar with social networks ($\bar{x}$=3.87), video sharing platforms ($\bar{x}$=3.74), and online dictionaries ($\bar{x}$ =3.54). Trailing these platforms closely, learners seem to be quite familiar with e-mail services ($\bar{x}$=3.43) as well. On the other hand, blogs ($\bar{x}$=2.34), online encyclopedias ($\bar{x}$=2.45), and podcasts ($\bar{x}$=2.50) appear as the platforms that they are the least familiar with.

Aside from familiarity, it is also important to assess how often the participants engage with these platforms due to the fact that while an individual may be familiar with a particular platform, they may no longer use it. Table 7 displays the frequency of Web 2.0 platform usage.

Table 7

Web 2.0 Platform Usage - General

How often do you use the following Web 2.0 platforms?	OYL (%)	AFY (%)	AFM (%)	AFW (%)	D (%)	Mean ($\bar{x}$)	Std. Deviation
Blogs	32.5	22.0	27.3	15.8	2.4	2.33	1.157
E-mail	1.4	3.8	21.5	62.2	11.1	3.78	.748
Social networks	2.9	5.3	9.6	63.2	19.0	3.9	.866
Online encyclopedias	26.3	15.8	30.2	25.8	1.9	2.61	1.184
Online dictionaries	3.8	5.7	14.8	63.6	12.1	3.74	.883
Podcasts	22.0	19.5	32.1	25.4	1.0	2.64	1.115
Video sharing platforms	5.7	7.2	15.3	59.8	12.0	3.65	.979
Online gaming zones	27.2	12.0	16.3	35.9	8.6	2.87	1.38
Web conferencing tools	20.6	21.5	29.2	24.9	3.8	2.7	1.164

Note: OYL - Once a year or less, AFY - A few times a year, AFM - A few times a month, AFW - A few times a week, D - Daily

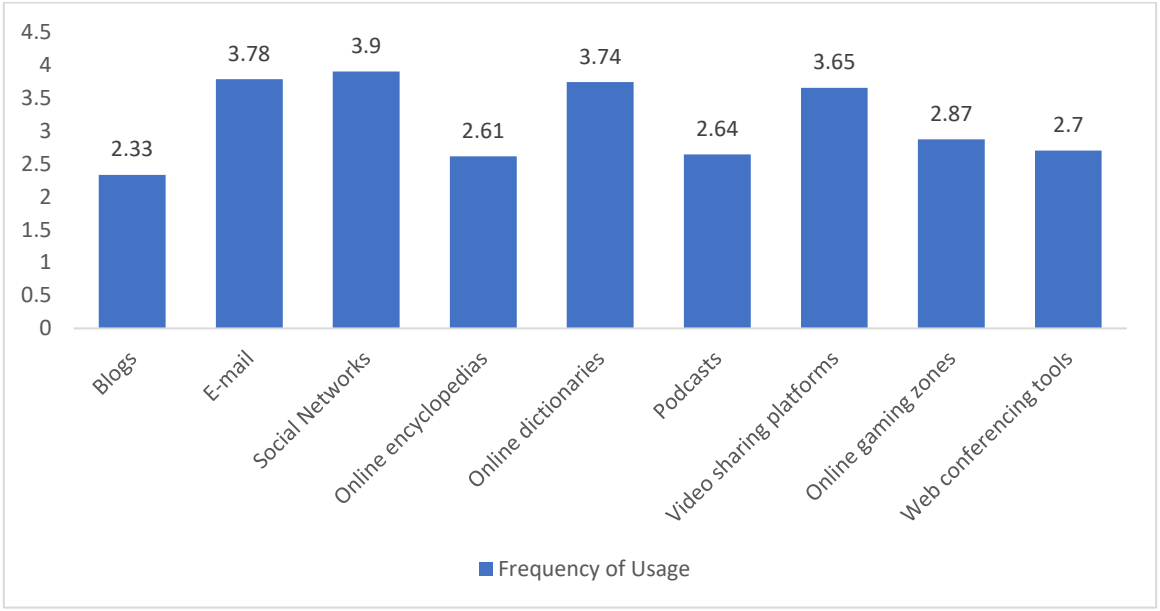


Figure 9. Web 2.0 platform usage – general.

For this item, the data was entered into SPSS such that 'Once a year or less' equated to 1, 'A few times a year' equated to 2, 'A few times a month' equated to 3, 'A few times a week' equated to 4, 'Daily' equated to 5. The averages have been calculated using these values. While the usage frequency levels have striking similarities with levels of familiarity, there is a difference in the top three averages of the two tables. In Table 7, it is clear that social

networks ($\bar{x}$=3.9), e-mails ($\bar{x}$=3.78), and online dictionaries ($\bar{x}$=3.74) are the platforms that are employed more often, whereas Table 6 shows familiarity of social networks, video sharing platforms, and online dictionaries to be in the top three. This might demonstrate a certain level of obligation tied to academic or otherwise external responsibilities, as participants use e-mail more often despite the fact that they are more familiar with video sharing platforms. However, familiarity does not by itself indicate internal motivation to use these platforms. Thus, it was prudent to collect more data such as those displayed in the following tables.

Table 8 exhibits how often the respondents contribute to Web 2.0 platforms. As user generated content is a staple feature of Web 2.0, it is logical to assess their level of participation on these platforms. This item attempts to do so by collecting data on the frequency of content generation that is central to the respective platforms.

Table 8

Frequency of Content Generation

How often do you do the following on Web 2.0 platforms?	OYL (%)	AFY (%)	AFM (%)	AFW (%)	D (%)	Mean ($\bar{x}$)	Std. Deviation
Post on a blog	82.3	9.1	5.7	1.9	1.0	1.3	.747
Write and send e-mails	4.3	11.0	32.1	48.3	4.3	3.37	.896
Share media on social networks	14.4	20.1	31.6	30.1	3.8	2.89	1.106
Edit online encyclopedias	69.9	13.4	11.0	5.7	0	1.53	.904
Add definitions to online dictionaries	66.0	12.0	10.0	9.6	2.4	1.7	1.130
Make podcasts	77.0	12.4	5.8	4.3	0.5	1.39	.819
Upload videos	59.8	20.6	12.4	6.2	1.0	1.68	.979
Write comments	16.7	22.0	27.3	30.2	3.8	2.82	1.149
Chat with people	6.2	6.2	14.4	56.9	16.3	3.71	1.017

Note: OYL - Once a year or less, AFY - A few times a year, AFM - A few times a month, AFW - A few times a week, D - Daily

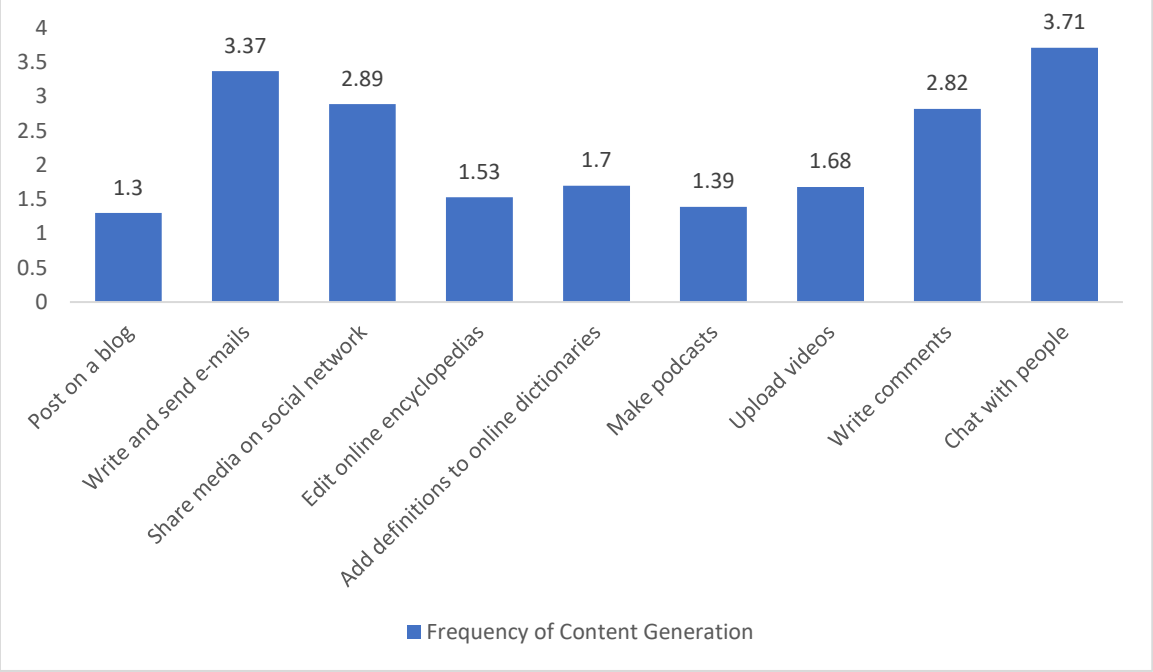


Figure 10. Frequency of content generation.

Chatting ($\bar{x}$ =3.71) seems to be the most common form of Web 2.0 engagement by the participants. Social networks such as Instagram™ or Facebook™ also include synchronistic chatting features. As such, it might be that while the respondents use social media platforms to share media, they also take advantage of their chat elements. Lumped with Web 2.0 platforms mainly designed for chatting such as Discord™, it is not surprising that 'Chatting with people' option was elected as the form of engagement with the highest mean. Furthermore, writing and sending e-mails ($\bar{x}$=3.37) follows as a close second, being an asynchronistic communication tool. This goes hand in hand with the previous item which revealed that e-mail platforms were the second most often used platform by the participants.

Additionally, as it is the focus of this study, the frequency of how much Web 2.0 platforms are used by the participants for the purposes of learning and furthering their skills in the English language is a crucial element to explore. Table 9 below displays the percentages and means of the data attained from the respondents.

Table 9

Web 2.0 Platform Usage – Academic

How often do you use the following Web 2.0 platforms to learn English?	OYL (%)	AFY (%)	AFM (%)	AFW (%)	D (%)	Mean ($\bar{x}$)	Std. Deviation
Blogs	46.9	18.2	16.7	17.2	1.0	2.07	1.189
E-mail	32.1	10.5	20.1	33.0	4.3	2.67	1.338
Social networks	7.2	5.3	12.9	62.2	12.4	3.67	1.004
Online encyclopedias	31.6	11.5	28.7	24.9	3.3	2.57	1.258
Online dictionaries	4.3	2.9	13.4	64.6	14.8	3.83	.871
Podcasts	35.9	16.3	24.9	20.1	2.8	2.38	1.239
Video sharing platforms	9.1	6.7	16.7	57.5	10.0	3.53	1.065
Online gaming zones	34.9	12.5	11.5	32.5	8.6	2.67	1.448
Web conferencing tools	32.5	20.6	18.2	22.5	6.2	2.49	1.316

Note: OYL - Once a year or less, AFY - A few times a year, AFM - A few times a month, AFW - A few times a week, D – Daily

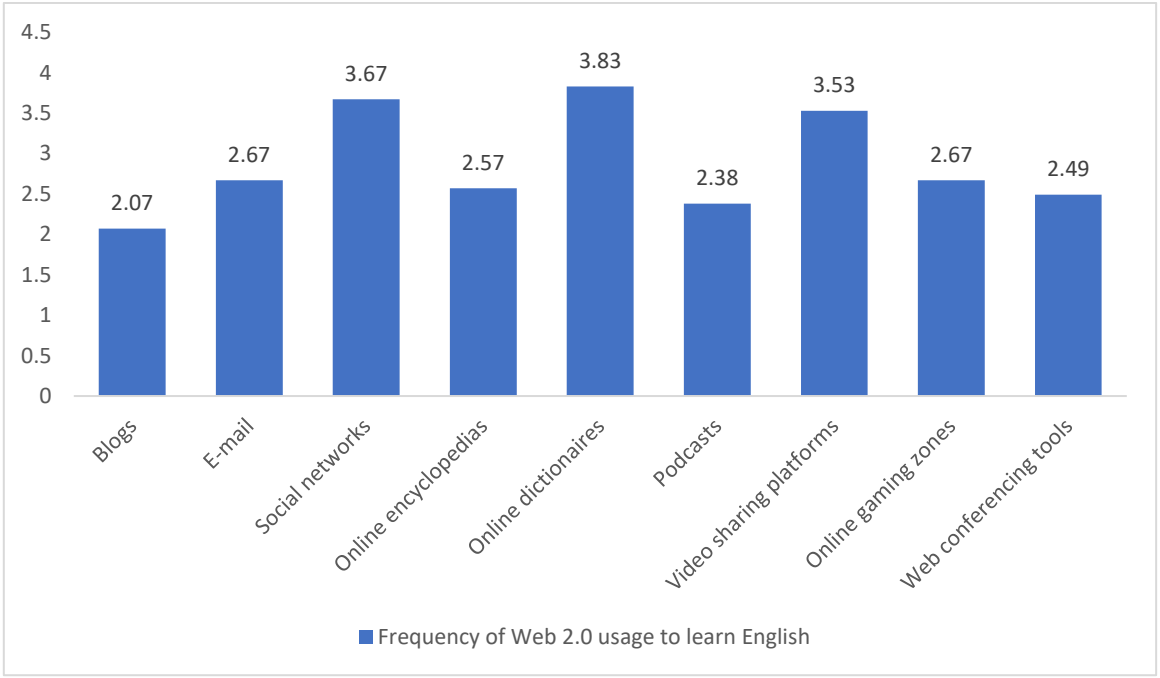


Figure 11. Web 2.0 platform usage – academic.

Table 9 indicates that online dictionaries ($\bar{x}$ =3.83) are utilized the most by the participants for educational purposes. Social networks and video sharing platforms are trailing closely with $\bar{x}$=3.67 and $\bar{x}$=3.53, respectively. Once again, blogs ($\bar{x}$=2.07) and podcasts ($\bar{x}$=2.38) are the platforms that are used the least. Another noteworthy point here is that although web

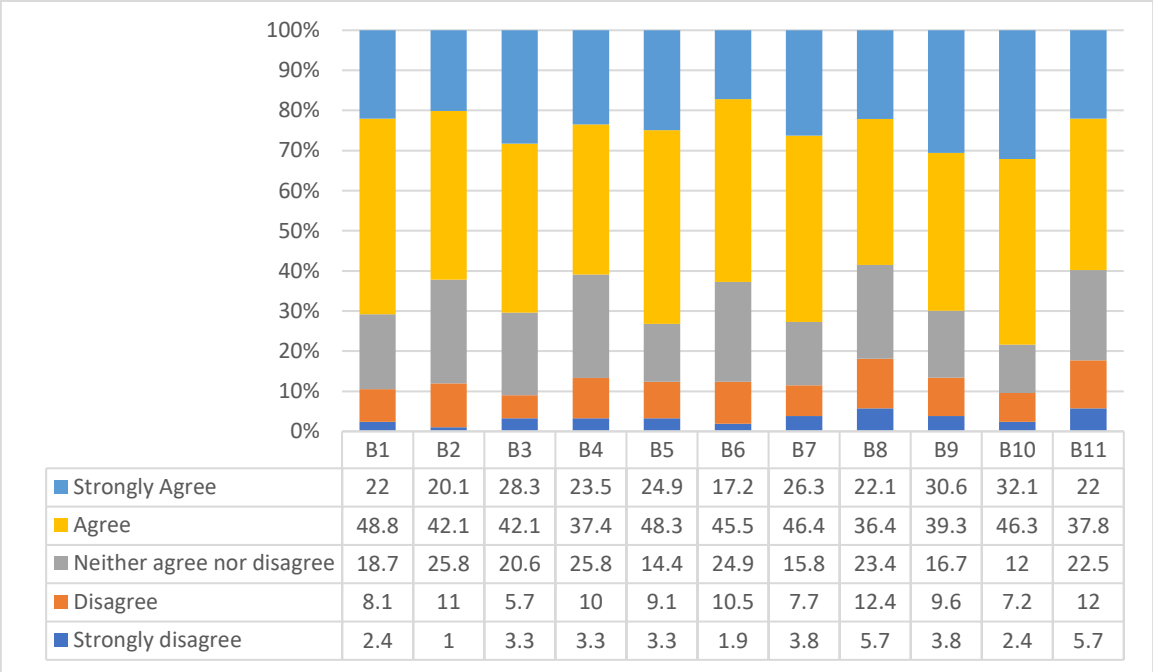
conferencing tools are being used widely by educational institutions right now, it seems that the participants employ other Web 2.0 platforms —save for blogs and podcasts— more often to learn and further their skills in English.

Table 10

Perceptions on Web 2.0 Usage to Learn English

	Please choose the best option that suits you the most.	SD (%)	D (%)	NAND (%)	A (%)	SA (%)	Mean ($\bar{x}$)	Std. Deviation
B1.	Web 2.0 platforms help me with my English language courses.	2.4	8.1	18.7	48.8	22.0	3.8	.955
B2.	I am motivated to use Web 2.0 platforms to learn English.	1.0	11.0	25.8	42.1	20.1	3.69	.947
B3.	Web 2.0 platforms are good sources for me to practice English.	3.3	5.7	20.6	42.1	28.3	3.86	1.002
B4.	It is entertaining to learn English on Web 2.0 platforms.	3.3	10.0	25.8	37.4	23.5	3.67	1.047
B5.	Using Web 2.0 platforms improves my reading skills in English.	3.3	9.1	14.4	48.3	24.9	3.82	1.015
B6.	Using Web 2.0 platforms improves my writing skills in English.	1.9	10.5	24.9	45.5	17.2	3.66	.949
B7.	Using Web 2.0 platforms improves my listening skills in English.	3.8	7.7	15.8	46.4	26.3	3.84	1.025
B8.	Using Web 2.0 platforms improves my speaking skills in English.	5.7	12.4	23.4	36.4	22.1	3.56	1.134
B9.	Using Web 2.0 platforms improves my pronunciation skills in English.	3.8	9.6	16.7	39.3	30.6	3.83	1.086
B10.	Using Web 2.0 platforms increases my English vocabulary knowledge.	2.4	7.2	12.0	46.3	32.1	3.99	.973
B11.	Using Web 2.0 platforms increases my English grammar knowledge.	5.7	12.0	22.5	37.8	22.0	3.58	1.128

Note: SD - Strongly disagree, D - Disagree, NAND - Neither agree nor disagree, A - Agree, SA - Strongly agree



	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Strongly Agree	22	20.1	28.3	23.5	24.9	17.2	26.3	22.1	30.6	32.1	22
Agree	48.8	42.1	42.1	37.4	48.3	45.5	46.4	36.4	39.3	46.3	37.8
Neither agree nor disagree	18.7	25.8	20.6	25.8	14.4	24.9	15.8	23.4	16.7	12	22.5
Disagree	8.1	11	5.7	10	9.1	10.5	7.7	12.4	9.6	7.2	12
Strongly disagree	2.4	1	3.3	3.3	3.3	1.9	3.8	5.7	3.8	2.4	5.7

Figure 12. Perceptions on web 2.0 usage to learn English.

Items in the Section B part of the questionnaire and the collected data are exhibited in Table 10. This is where the preferences and perceptions of the participants become extra clear regarding the usage of Web 2.0 platforms as a supplement for English language courses. While the highest mean score in this data table is 3.99 for question B10 "Using Web 2.0 platforms increases my English vocabulary knowledge", it is interesting to note that not a single item had less than a mean score of 3.56.

Differences Between the Responses of Male and Female Learners

Comparative analyses have been carried out regarding the difference between the responses of both genders. Out of the 209 respondents, 105 of them were female and 104 were male.

Table 11 shows the results of an independent samples t-test. It can be seen that the p-value is .061 (<0.05) which can be interpreted as there being no significant difference between both genders in terms of how much time is spent online daily.

Table 11

Comparative Analysis of Internet Usage Frequency

	Gender	N	Mean	p-value
How often do you use the internet?	Male	104	4.10	.061
	Female	105	3.85	

Additionally, an independent samples t-test was conducted on device usage between the genders. Table 12 displays the relevant information.

Table 12

Comparative Analysis of Device Usage

Which devices do you use to access these platforms?	Gender	N	Mean	p-value
Desktop	Male	104	.23	.068
	Female	105	.13	
Laptop	Male	104	.85	.824
	Female	105	.86	
Tablet	Male	104	.05	.004
	Female	105	.17	
Smart phone	Male	104	.96	.364
	Female	105	.93	
Smart TV	Male	104	.13	.864
	Female	105	.14	
Game console	Male	104	.07	.030
	Female	105	.01	
Smart watch	Male	104	.00	.083
	Female	105	.03	

It is clear that there is no significant difference between genders when it comes to the usage of desktops, laptops, smart phones, smart TVs, and smart watches. However, the table shows that there is a disparity in the usage of tablets and game consoles among the participants. With a p-value of .004 (< 0.05), it seems that females use tablets significantly more than males. Further, with a p-value of .030 (< 0.05), males use game consoles significantly more than females.

It should be noted that the means are all under the value of 1 because of the fact that this item was a multiple response type, in which the respondents could pick more than one answer. When the data was entered into SPSS, either a 0 or a 1 was entered according to which devices the participants picked. As such, the highest mean value for each device could only be 1.

Next, participant familiarity of Web 2.0 platforms was analyzed comparatively according to gender. Table 13 details the data for these items.

Table 13

Comparative Analysis of Web 2.0 Platform Familiarity

How familiar are you with platforms below?	Gender	N	Mean	p-value
Blogs	Male	104	2.28	.359
	Female	105	2.41	
E-mail	Male	104	3.39	.666
	Female	105	3.46	
Social networks	Male	104	3.80	.281
	Female	105	3.94	
Online encyclopedias	Male	104	2.46	.925
	Female	105	2.45	
Online dictionaries	Male	104	3.40	.031
	Female	105	3.68	
Podcasts	Male	104	2.30	.008
	Female	105	2.70	
Video sharing platforms	Male	104	3.88	.063
	Female	105	3.60	
Online gaming zones	Male	104	3.55	.000
	Female	105	2.13	
Web conferencing tools	Male	104	2.73	.104
	Female	105	2.48	

The data indicate that there is no significant difference when it comes to how familiar the respondents are with blogs, e-mails, social networks, online encyclopedias, video sharing platforms, and web conferencing tools as their p-value are all above .05. Surprisingly,

familiarity with online dictionaries significantly differ between genders with a p-value of .031 (< 0.05) where females are more acquainted with this Web 2.0 platform. Similarly, females are significantly more familiar with podcasts as the p-value for this item is .008 (<0.05). On the other hand, the data demonstrates that the largest difference of familiarity lies with online gaming zones with which males are much more acquainted. The p-value for this item is .000000000000659 which was truncated in the table above.

To add, since familiarity alone does not provide comprehensive data regarding the participants' involvement with these platforms, it was pertinent to analyze the frequency of their usage as well. With this data at hand, an independent samples t-test was conducted to determine whether or not there is a significant difference in the frequency of Web 2.0 platform usage between males and females.

Table 14

Comparative Analysis of Frequency of Web 2.0 Usage - General

How often do you use the following platforms?	Gender	N	Mean	p-value
Blogs	Male	104	2.35	.889
	Female	105	2.32	
E-mail	Male	104	3.77	.910
	Female	105	3.78	
Social Networks	Male	104	3.89	.868
	Female	105	3.91	
Online encyclopedias	Male	104	2.70	.278
	Female	105	2.52	
Online dictionaries	Male	104	3.73	.860
	Female	105	3.75	
Podcasts	Male	104	2.44	.012
	Female	105	2.83	
Video sharing platforms	Male	104	3.86	.002
	Female	105	3.45	
Online gaming zones	Male	104	3.47	.000
	Female	105	2.27	
Web conferencing tools	Male	104	2.76	.452
	Female	105	2.64	

As can be seen in Table 14, the usage frequency of blogs, e-mails, social networks, online encyclopedias, online dictionaries, and web conferencing tools are not significantly different between genders as the p-values for these Web 2.0 platforms are above the coefficient of 0.05. Be that as it may, the usage frequency of podcasts (p=.012), video sharing platforms (p=.002) as well as online gaming zones (p=0.0000000000355) are significantly different between the genders, where males use video sharing platforms and online gaming zones significantly more than females, while the opposite is true for podcasts.

Furthermore, it is worth mentioning that while familiarity for video sharing platforms is not significantly different between genders, Web 2.0 platform usage table reveals that females prefer to utilize them less than males do.

Table 15

Comparative Analysis of Frequency of Content Generation

How often do you do the following on Web 2.0 platforms?	Gender	N	Mean	p-value
Post on a blog	Male	104	1.34	.500
	Female	105	1.27	
Write e-mails	Male	104	3.21	.009
	Female	105	3.53	
Share media on social networks	Male	104	2.77	.117
	Female	105	3.01	
Edit online encyclopedias	Male	104	1.69	.008
	Female	105	1.36	
Add to online dictionaries	Male	104	1.70	.986
	Female	105	1.70	
Make podcasts	Male	104	1.38	.959
	Female	105	1.39	
Upload videos	Male	104	1.73	.452
	Female	105	1.63	
Write comments	Male	104	3.01	.019
	Female	105	2.64	
Chat with people	Male	104	3.66	.529
	Female	105	3.75	

Next, the participants' level of engagement and content creation with Web 2.0 platforms was compared in terms of gender. While there is no significant difference between the genders when it comes to posting on a blog, sharing media on social networks, adding content to online dictionaries, making podcasts, uploading videos, and chatting with people, it is clear that writing e-mails is more often done by females on a significant margin (p=0.009), whereas editing online encyclopedias (p=0.008) and writing comments (p=0.019) were done by males significantly more often.

Another salient matter to explore would be the gender difference in the frequency of Web 2.0 platform utilization with the purpose of furthering knowledge and skills in the English language.

Table 16

Comparative Analysis of Frequency of Web 2.0 Usage - Academic

How often do you use the following to learn English?	Gender	N	Mean	p-value
Blogs	Male	104	1.99	.326
	Female	105	2.15	
E-mail	Male	104	2.58	.319
	Female	105	2.76	
Social Networks	Male	104	3.58	.162
	Female	105	3.77	
Online encyclopedias	Male	104	2.52	.568
	Female	105	2.62	
Online dictionaries	Male	104	3.81	.741
	Female	105	3.85	
Podcasts	Male	104	2.17	.017
	Female	105	2.58	
Video sharing platforms	Male	104	3.63	.144
	Female	105	3.42	
Online gaming zones	Male	104	3.32	.000
	Female	105	2.04	
Web conferencing tools	Male	104	2.55	.547
	Female	105	2.44	

Table 16 indicates that there is no significant difference between male learners' and female learners' usage frequency for blogs, e-mails, social networks, online encyclopedias, online dictionaries, video sharing platforms, and web conferencing tools, as the p-value for these platforms are above the 0.05 coefficient. On the other hand, females take advantage of podcasts (p=0.017) to learn English significantly more often than males whereas males learn English through online gaming zones (p=0.0000000000188) significantly more often.

Additionally, independent samples t-tests were carried out for Section B. As the items in this section form a solitary factor, it was possible to compare the total means of both genders for the 'perceived usefulness' scale. Responses from each gender have also been comparatively analyzed item by item.

Table 17

Comparative Analysis of Section B – Total Means

	p-value	Gender	N	Mean
Section B (Perceived Usefulness Scale)	.476	Male	104	3.7150
		Female	105	3.7957

It can be seen in Table 17 that the p-value equates to 0.476, which denotes that there is no significant difference between the learners of both genders in terms of how useful they perceive Web 2.0 is for learning English. However, it is pertinent to evaluate each item and see how they compare between genders.

Table 18

Comparative Analysis of Section B – Item by Item

		Gender	N	Mean	p-value
B1.	Web 2.0 platforms help me with my English language courses.	Male	104	3.79	.874
		Female	105	3.81	
B2.	I am motivated to use Web 2.0 platforms to learn English.	Male	104	3.60	.138
		Female	105	3.79	
B3.	Web 2.0 platforms are good sources for me to practice English.	Male	104	3.82	.530
		Female	105	3.90	
B4.	It is entertaining to learn English on Web 2.0 platforms.	Male	104	3.53	.045
		Female	105	3.82	
B5.	Using Web 2.0 platforms improves my reading skills in English.	Male	104	3.76	.371
		Female	105	3.89	
B6.	Using Web 2.0 platforms improves my writing skills in English.	Male	104	3.69	.578
		Female	105	3.62	
B7.	Using Web 2.0 platforms improves my listening skills in English.	Male	104	3.78	.413
		Female	105	3.90	
B8.	Using Web 2.0 platforms improves my speaking skills in English.	Male	104	3.63	.445
		Female	105	3.50	
B9.	Using Web 2.0 platforms improves my pronunciation skills in English.	Male	104	3.78	.478
		Female	105	3.89	
B10.	Using Web 2.0 platforms increases my English vocabulary knowledge.	Male	104	3.96	.722
		Female	105	4.01	
B11.	Using Web 2.0 platforms increases my English grammar knowledge.	Male	104	3.54	.565
		Female	105	3.63	

Table 18 displays that aside from item B4, all of the items have a p-value greater than 0.05. The item “It is entertaining to learn English on Web 2.0 platforms”, however, has a p-value of 0.045, which denotes that there is a significant difference between males and females on this issue. With a mean score of 3.82, female learners agree with this item significantly more than males do.

Lessons can be drawn from the data presented above. They give important clues to educators which can be employed in order to create more effective lesson plans for learners of both genders.

Discussion

General Involvement with the Web

Descriptive frequency analyses show that more than a third (37.2%) of the participants spend more than 6 hours on the internet every day. Combined with the '5 – 6 hours' option for the item "How long is your daily internet usage?", it is clear that about two-thirds of the participants (66%) spend at least 5 hours online daily. Out of the 209, none chose the 'less than an hour' option, which signifies that 100% of the participants spend at least some time online every day. This suggests that there exists a high level of motivation for general internet usage among the individuals in this group. In parallel to the results gained in this study, there have been several studies that point to similar results. Scott et al. (2017), for instance, have arrived at the conclusion that about 90% of adults aged between 18 – 29 spend some time online every day. This age bracket leads one to ask questions regarding generational differences and whether or not the era of technological development one was born into influences usage times and involvement levels. Coined by Marc Prensky in 2001, the term 'digital natives' refers to those individuals who were born in or after the 1980s (Ng, 2012). The 1980s marked the beginnings of the Web, now commonly known as Web 1.0. To add, Naik (2008) states "[i]n Web 1.0, a small number of writers created web pages for a large number of readers." (p. 500). Further, Web 1.0 featured unidirectional static pages where visitors could only consume the information presented and could not generate or contribute content to websites that they did not own (2008). It was only in the last two decades that individuals started being able to socially interact on and generate content for the webpages that they visited (Aced, 2013; Kaplan & Haenlein, 2010). These types of platforms, now known as Web 2.0 platforms, only increased in availability over the years. Therefore, it is not inconceivable that 90% of the population of adults aged between 18 – 29 years engage with the Web because they are more accustomed to social interaction and content generation on the Web as opposed to 'digital immigrants', those who were born before the conception of the Web. Only 53% of those aged 65 or older use the Web and 70% of those 65+ year olds who use the Web do so on a daily basis (Zickuhr & Madden, 2012). Taking the whole of adult population into consideration, this number rises to 85% for daily Web use (2012). Furthermore, the exponential growth of the number and availability of these platforms may

have further increased Web usage in the last four years alone, as the study carried out by Scott et al. was in 2017.

Moreover, when asked about the devices used to access the internet, 94.7% of the participants claimed to use a smart phone and 85.2% said they use a laptop. It's worth mentioning that as this item was a multiple response one, a person who uses a smart phone may also use a laptop. These two devices were the most commonly utilized devices by far, with the third most used device being a desktop computer at 18.2%. It may be said that learners choose to use smart phones and laptops the most because of their mobility and ease of access to information and communication. For instance, Cha and Seo (2018) state "[s]martphones offer qualitatively different services in addition to the benefits that the Internet offers. The portability and accessibility of a smartphone make it possible to use it anywhere, for any duration" (p. 1). Likewise, Alomary (2017) in his thesis has repeatedly alluded to the mobility of these devices being one of the key factors for their widespread use. In addition to the mobility of these devices, ease-of-use and self-efficacy reinforcement have also been mentioned for the use of mobile devices (2017). Furthermore, laptops complement smart phones such that they are also mobile devices with an ability to access the Web where available, with increased computing power that provides fluid interaction. Martin et al. (2013) in their study came to the conclusion that the use of laptops has a positive impact on learner motivation because of mobility, the opportunity to study anytime, and the facilitation of access to learning resources.

As it stands, there is no significant difference between genders concerning the usage of desktops, laptops, smart phones, smart TVs, and smart watches. However, it was found that gaming consoles were utilized significantly more often by male learners than female learners, whereas female learners made use of tablets significantly more often than males. It comes as no surprise that males tend to make use of gaming consoles much more so than females because it is a popular notion that males tend to play video games more than females. This notion is supported by Cummings and Vandewater (2007) who found in their study that among those who played video games, 80% were male and a measly 20% were female. Regarding the difference in tablet use, parallels can be drawn from a thesis written by Rigoli (2012). Rigoli (2012) in her thesis on the perspectives on using multiple mobile devices found that women are more likely to use their tablets for reading e-books. Furthermore, men use their smartphones rather than tablets much more so than females when it comes to

listening to music, reading the news, and using the social media. The reasoning behind this may be due to socioeconomic and psychological reasons and should be subject to future studies.

Next, the participants were asked to evaluate how familiar they are with Web 2.0 platforms. The data show that they are the most familiar with social networks, video sharing platforms, and online dictionaries. However, compared to the frequency of actual Web 2.0 platform usage, it seems that learners use e-mail platforms more often than video sharing platforms despite being more familiar with the latter. This may be due to the fact that an e-mail address is needed to interact with many official organizations, ranging from government healthcare to student financial aid, if one were to do so online. Logically, interacting with e-mailing platforms more often than video sharing platforms would lead one to believe that the participant would be more familiar with the former. However, there may be underlying factors that bring about the results that were reached by this study. For instance, the duration of time one needs to spend reading or writing e-mails may drastically be shorter than watching or uploading videos. Thus, despite the fact that the frequency for e-mail platform access is higher, time spent on this platform would be lower than it would be on video sharing platforms. Majhi and Maharana (2011) in their study on the familiarity of Web 2.0 among university students, claim that social networking sites were by far in the lead with regards to how familiar the participants were. Blogs and podcasts were among those that they were the least familiar with (2011). These findings are identical to that of the present study. Likewise, another similarity can be found in the study conducted by Keleş, who found that while the participants were more familiar with social networks and video sharing platforms than other Web 2.0 platforms, the utilization of e-mailing platforms took the lead (2013).

It was also found that there are significant differences between the female to male ratio in how familiar the learners were with online dictionaries, podcasts, and online gaming zones where females were more acquainted with online dictionaries and podcasts and males were more acquainted with online gaming zones. As for actual usage, males utilized video sharing platforms, and online gaming zones significantly more often than females, whereas podcasts were used significantly more often by females.

As user generated content is one of the staple features of Web 2.0 platforms, collecting data on the frequency of various content generation and engagement methods utilized by the

learners was deemed salient. On the questionnaire, these methods comprised of posting on a blog, writing e-mails, sharing media on social networks, editing online encyclopedias, adding content to online dictionaries, making podcasts, uploading videos, writing comments, and chatting with people. Out of these listed, chatting with people, which is a synchronous form of communication, was found to be the most popular as the participants claimed to be engaging in this activity the most often. This is to be expected, since Web 2.0 is also known as 'the social web' (Breslin et al., 2009). Although the Web offers a vast variety of services, it has been primarily used for interpersonal communication (Debrand & Johnson, 2008). Further, there are a multitude of Web 2.0 platforms on which one can have a concurrent chat with another. For instance, chatting features usually come with social networking platforms such as Facebook and Twitter, instant messengers such as WhatsApp and Skype, and video streaming platforms such as YouTube and Twitch. With so many differing platforms providing ample access to chat environments, it is no surprise that the respondents engage in this activity the most.

Writing and sending e-mails came in as the second most popular activity that the learners engaged in. This is in line with the general usage of Web 2.0 platforms where e-mail platforms were found to be the second most utilized. Posting on a blog and making podcasts on the other hand, were found to be the two activities that were the least popular among all the engagement types presented in the questionnaire. Similarly, Boateng and Liu (2014) in their study examining the use of Web 2.0 platforms among the top 100 US academic libraries found that students participated in podcasts the least. Interestingly, they also found that blogs were the second most popular platform, with over 90% engagement levels. The puzzling difference between their study and this one may be due to several factors, including differences between curricula and the selected sample. Further, the data on learner engagement in user generated content suggest that online dictionaries and video sharing platforms are, more often than not, utilized passively by the participants since adding content to online dictionaries, and uploading videos present a lower frequency than their total usage frequency counterparts.

In addition to this, it was found that while there are no significant differences between genders in posting on a blog, sharing media on social networks, adding content to online dictionaries, making podcasts, uploading videos, and chatting with others, females write and send e-mails significantly more often than males, whereas editing online encyclopedias and

writing comments were performed by males significantly more often. A study conducted by Gefen and Straub (1997) posits that the perceived social presence of e-mails was higher in women then men. It may be that women engage with e-mailing platforms because of this perception. Furthermore, Debrand and Johnson (2008) report that e-mail engagement levels of women were higher than that of men especially when communicating with geographically distant individuals. Women tend to use the Web more for social interaction purposes, to keep in touch with friends and expand their social circles, while also being more wary of privacy issues than men (Debrand & Johnson, 2008; Gattiker et al., 2000). This may explain why more male respondents write comments and edit online encyclopedias, since comments and encyclopedia entries are open to everyone for viewing, and thus, comparatively less private than many of the other activities on Web 2.0 platforms.

Utilization of Web 2.0 for Academic Purposes

The participants were asked about the frequency of their Web 2.0 platform usage for English learning purposes and the data show that the top three responses for the familiarity item also appear in the top three here, albeit in a different order. While online dictionaries are utilized the most by the participants to learn English, social networks take the second place, and video sharing platforms take the third. This may, in fact, point to a gap in the learners' vocabulary knowledge that was taught in a traditional setting, as the data demonstrate that online dictionaries are utilized the most as a supplement. The parallel between the responses to the items regarding the general use of online dictionaries and their utilization for English points to the fact that the general use of online dictionaries are not those monolingual in nature. More specifically, these online dictionaries are not Turkish to Turkish but rather English to Turkish or vice versa. Knezevic et al. (2021) have also come to the conclusion that EFL learners make use of bilingual dictionaries much more often than monolingual ones. Further, the auxiliary role that online dictionaries play is strengthened considering that bilingual dictionaries are used much more often out of class rather than during lessons (Koca et al., 2014). Social networks and video sharing platforms also play an important role in learning English. This may be because these platforms provide ample opportunities to interact with more knowledgeable individuals whom learners may reach out with questions, as well as audiovisual explanations provided by infographics, videos and interactive pages. Khan et al. (2016) came to the conclusion that aside from general leisurely use, EFL learners

mostly use the social media to improve their vocabulary skills. Coupled with the high levels of online dictionary use, this may very well be hinting that learners need extra help with vocabulary.

Similar to the previous items, comparison analyses show that there are discrepancies between male and female learners when it comes to learning English on Web 2.0 platforms. Female learners take advantage of podcasts significantly more often to learn English, while male learners prefer online gaming zones for educational purposes more than females. These differences may be explained by the justifications given for the previous differences. There have been studies that came to the conclusion that males tend to play video games much more often than females. (Cummings & Vandewater, 2007). With such a high proportion of males participating in video games, opportunities for them to learn English while playing increases dramatically. Further, Williams et al. (2016) likewise arrived at the conclusion that female learners tend to make sure of podcasts significantly more than male learners for academic purposes.

Perceptions on the Usefulness of Web 2.0

In Section B, data on items B1 through B4 present an overall positive view of Web 2.0 platform usage to learn English. 70.8% of the respondents agree that these platforms help them with their English courses. 62.2% agreed that they are motivated to use these platforms to further their knowledge in the English language. Since Web 2.0 platform usage has not been integrated well, if at all, into the lesson plans or the curricula currently, it is strongly possible that this motivation is intrinsic. Furthermore, 70.4% of the participants agree that these platforms are good sources to learn English and 60.9% perceive that utilizing Web 2.0 to learn English is entertaining. Aşıksoy (2018) in a study that explores learners' awareness and attitudes of Web 2.0 technologies for language learning, found that they view Web 2.0 use for learning English to be highly entertaining and that it is a good strategy to do so.

Concerning the differences between the answers of the respondents of both genders, it was found that significantly more females perceive the academic use of Web 2.0 platforms to be entertaining than males. Revisiting the study conducted by Debrand and Johnson (2008), it was similarly reported that females are more likely to use the internet for education than males.

While it is clear that the majority perceive Web 2.0 to be useful to their studies, it is important to also assess participant perception regarding the effect of these platforms on individual language skills. 78.4% of the respondents are of the view that utilizing Web 2.0 platforms increases their vocabulary repertoire. To add, 73.2% agree that their reading skills improve, while 72.7% agree that their listening skills are strengthened. On the other hand, only 58.5%, 59.8%, 62.7% agree that their speaking skills, grammatical knowledge, and writing skills are enhanced, respectively. Also, 69.9% of the learners responded positively with regards to their pronunciation skills. It is interesting to note that reading and listening skills, which are considered to be receptive skills, rank as the second and third highest agreed-upon skills that benefit from Web 2.0 usage, whereas the productive skills speaking and writing were the least agreed-upon skills. Hence, it is logical to assume that these data indicate the level and form of input desired by the learners. Moreover, the percentage of those who agree that their vocabulary repertoire increases with Web 2.0 usage shows a parallel with item A34, in which it was discovered that online dictionaries were the most frequently used platforms to learn English. Lastly, there were no significant differences between male and female learners regarding Web 2.0 effect on individual language skills.

PART V

CONCLUSION

Introduction

This section will present a summary in which the aim of the study, the problem, the research methods employed, the context and participants and the findings will be reiterated. Additionally, the research questions will be succinctly answered. Next, it will touch upon the implications for teaching English both in and out of the classroom, taking into account the relevant literature along with the data provided in the previous sections. Lastly, suggestions for future studies will be given.

Summary

The world is currently encircled by technology, both literally and figuratively. Nearly every aspect of life as we know it has been pervaded by the exponentially rising technological advancements. It would only be natural to pursue the integration of these technologies into education, as it forms the very basis of mankind's progress.

Moreover, motivation with all of its facets plays a salient role in learning second language (Dörnyei & Ushioda, 2009). It is also known that individuals who have attained student status at a university in Turkey are usually subjected to an exemption exam in which proficiency in the language of the department that the learners attend is measured. If the learner does not meet the required score, (s)he is then faced with a rigorous language learning program that is designed to raise their proficiency levels such that they won't have trouble understanding the lessons of their selected majors. As this program takes up an academic year to complete, factors such as having to attend university for an extra year, or the pressures to attain sufficient learner gains may lead to a negative view of learning the language, thereby

decreasing learner motivation. To keep learners engaged and interested, lessons may be supplemented by the technology that they are already voluntarily immersed in. In order to do this, educators must gain an insight as to which technologies that they are interested in, how often they use them, and how useful they view them for education, which can be accomplished by simply asking them.

Furthermore, because of the current pandemic, education provided by technology and more specifically, distance learning has become a point of immediate concern. While it is true that schools and other educational institutions were able to overcome the problems that have arisen as a consequence of eschewing face-to-face education by incorporating online learning management systems, the use of Web 2.0 platforms that learners are already familiar with may in fact play a great supplemental role in education. Thus, the present study aims to uncover the preferences and perceptions of English learners on the use of Web 2.0 platforms for educational purposes, thereby providing a foothold for educators to not only kindle motivation in learners but also to facilitate the integration of these technologies as an auxiliary part of distance learning.

This study was carried out with a descriptive survey design and all of the collected data has been quantitative in nature. Data collection was performed through a two-part questionnaire which includes items that provide coherent and complete data regarding the research questions. The first part aims to collect descriptive data, while the second contains items that gather information regarding how useful the learners perceive Web 2.0 platforms to be. The questionnaire was uploaded to Google Forms and subsequently sent to willing participants via a link.

The researcher was able to reach 213 participants with convenience sampling, out of which the responses of 4 were excluded on the grounds of outlier analyses results. Out of the 209 participants, 105 were female and 104 were male. Descriptive analyses which consisted of frequencies, standard deviations, means and percentages were conducted. Subsequently, precise data on the demography of the participants, the technological devices they use, the frequency of internet use, the platforms they are familiar with, the frequency of Web 2.0 use, and the frequency of content generation were extracted. Similarly, their perceptions of Web 2.0 platform utilization for learning English were also analyzed this way. As a last step, independent samples t-tests were conducted to compare the responses of male and female

participants to determine whether any differences existed. All of these analyses were carried out using the software IBM SPSS Statistics v22.

The findings can be summarized by answering the research questions of this study.

RQ 1a. Which types of Web 2.0 platforms do English learners prefer using the most to supplement their English courses?

This study has concluded that online dictionaries, social networks, and video sharing platforms are the platforms that are mostly preferred.

RQ 1b. How often do learners make use of these platforms to supplement their English course?

Three platforms, namely online dictionaries, social networks, and video sharing platforms are used the most. Since the mean frequency of these platforms fall between the values of 3 and 4, it can be said that they are used anywhere between a few times a month to a few times a week. The rest of the platforms, i.e., blogs, e-mails, online encyclopedias, podcasts, online gaming zones, and web conferencing tools fall between the values of 2 and 3. Thus, these platforms are in the bracket of a few times a year to a few times a month. For reference, 'Once a year or less' equates to 1, 'A few times a year' equates to 2, 'A few times a month' equates to 3, 'A few times a week' equates to 4, 'Daily' equates to 5.

RQ 1c. Which category of communication do the platforms most preferred by learners fall under: synchronistic or asynchronistic?

Online dictionaries and e-mailing platforms, which the data show as two of the preferred platforms, are asynchronistic. However, learners also prefer to make use of social networks and video sharing platforms often. Although some social networks and video sharing platforms have synchronistic functions such as live chat, they are primarily used for uploading media and leaving comments which are asynchronistic activities.

RQ 1d. Which devices do learners use the most to access these platforms?

The data indicate that smart phones and laptops are by far the most popular devices used to access Web 2.0 platforms.

RQ1e. How actively do learners generate content for Web 2.0 platforms?

Chatting with others ($\bar{x}$ =3.71), and writing and sending e-mails ($\bar{x}$=3.37) are the two activities that the learners seemed to be engaged in the most. With scores falling between 3 and 4, these two activities are accomplished anywhere between a few times a month to a few times a week. Sharing media on social networks ($\bar{x}$=2.89), and writing comments ($\bar{x}$=2.82), fall between the 'a few times a year' and 'a few times a month' brackets, whereas posting on a blog ($\bar{x}$=1.30), editing online encyclopedias ($\bar{x}$=1.53), adding definitions to online dictionaries ($\bar{x}$=1.70), making podcasts ($\bar{x}$=1.39), and uploading videos ($\bar{x}$=1.68) are all between 'once a year or less' and 'a few times a year' brackets.

RQ 2a. Is Web 2.0 platform usage for learning English perceived positively or negatively?

An average of 3.76 (out of 5) on the perceived usefulness scale seems to indicate a positive view for the utilization of Web 2.0 platforms to learn English.

RQ 2b. How positive are English learners' perceptions regarding the effects of Web 2.0 platforms on individual language skills?

The majority of the learners view that their vocabulary repertoire (78.4%), reading skills (73.2%) and listening skills (72.7%) improve with the use of Web 2.0. Of all respondents, 69.9% agreed that their pronunciation skills, 62.7% agree that their writing skills, 59.8% agree that their grammatical knowledge, and 58.5% agree that their speaking skills are strengthened with the use of Web 2.0 platforms.

RQ 3. Do preferences and perceptions regarding Web 2.0 use in learning English show a difference between genders?

There is a difference between male and female learners' usage of two platforms, namely podcasts and online gaming zones. The data revealed that female learners prefer to use podcasts to learn English significantly more than males do. In contrast, males prefer to use online gaming zones to learn English significantly more than females. Additionally, while there is no significant difference in the general view of Web 2.0 usage with the purpose of learning English between genders, there is a significant difference when it comes to the entertainment value of academic Web 2.0 use. The data make it clear that female learners agree with the idea that academic Web 2.0 use is entertaining significantly more so than male learners.

Implications for Teaching

Many studies that tie technology and education together have been carried out to streamline and facilitate learning. However, studies relating to the preferences and perceptions of English learners on the educational use of the platforms that they readily utilize in their everyday lives, namely Web 2.0 platforms, were found to be lacking. Therefore, it was this study's purpose to explore this matter and deliberate on the ways that educators can incorporate Web 2.0 into curricula and their lesson plans in line with the Normalization Process Theory (NPT).

First and foremost, the data revealed that the majority of the learners view Web 2.0 platforms favorably when it comes to learning English. Sadly, the full potential that these platforms have for education are yet to be realized. In this vein, it is suggested that educators and school administrators alike put in an effort to give opportunities for learners to use these platforms during a portion of the time allotted for the lesson or while spending time working on assignments at home. Furthermore, these opportunities should be provided equally and as such, it is suggested that schools provide learners the devices needed to access these platforms, temporarily or otherwise. Doing so would result in avoiding the isolation of learners who do not possess the required devices. As the study revealed that learners mostly prefer using smart phones and laptops, these devices can be considered. However, Oulasvirta et al. (2011), having studied the casual usage frequency and usage duration of smart phones and laptops, state "brief usage sessions repeating over time, or 'checking behaviors,' comprise a large part of smartphone use" (p. 8). They go on to assert that 35% of the instances of smart phone use were as brief as one second while laptop use time was longer for each session (2011). Since the process of learning and internalizing English, even in small chunks, requires focus and time, the onus falls on the school administrators and educators to decide which device would work well with the student profile they have at hand.

Secondly, a lack of motivation stands as one of the biggest barriers in learning English. As Ushioda (2013) states, "motivation is widely recognised as a significant factor influencing success in second or foreign language learning" (p. 1). Although motivation belongs to the learner, it can readily be influenced by external factors (McDonough, 2007). In this respect, employing motivational factors already apparent in learners (i.e., the voluntary use of Web 2.0) may prove beneficial in garnering interest for learning English. Therefore, it is advisable

that both the administrators and educators convene and decide which platforms will be utilized for academic purposes. The data in this study show that learners prefer using online dictionaries, social networks, video sharing platforms and e-mailing platforms. The curricula might be designed in a way that platforms are incorporated in line with the subjects being taught. Further, the schools themselves might be able to create platforms that have Web 2.0 characteristics, in which the learners are encouraged or required to add content on a weekly or a daily basis.

Moreover, Keleş claims "[c]onsidering the current trends in the Web 2.0 tools, teachers should try to adapt to the fast growth in the computer and information technologies" (2013, p. 92). Therefore, it is also advised that school administrators take the time to gather information regarding the platforms that they plan to add to the curricula and hold workshops with teachers in which they are acquainted with these platforms. Subsequently, ideas on how to implement these platforms can be discussed and thus embedded into lesson plans. To add, it is of the utmost importance to lay the groundwork for the prevention of learner distraction in these sessions. For instance, learners might be required to turn off all notifications for the duration of the period in which they access these platforms in class.

Following the four core components of NPT, namely coherence, cognitive participation, collective action, and reflexive monitoring, the suggestions given above can be improved upon and become embedded in practice for both present and future generations of learners.

Limitations of the Study

The present study had several limitations which are worth mentioning. Firstly, the data collection procedure was undertaken during a time when universities and other schools were closed due to the Covid-19 pandemic. Because of the fact that the participants consisted of learners in the preparatory schools of universities, data collection had to be done remotely and the convenience sampling method had to be employed. Consequently, the overall data collected on age displayed a slant toward the younger age brackets. For that reason, the study did not include comparative analyses in relation to the age variable. With only 9 participants who were above the age of 23, the analysis results would not have been adequate enough to extract meaningful information.

Another limitation of the study was that it did not consider the economic background of the participants. The buying power of the learners might affect the types of devices they use to access Web 2.0 platforms. This is especially important to keep in mind for similar studies carried out in the poorer regions of the country since the results may vary drastically. Therefore, it can be said that this element might have an effect on the collected data, which should be interpreted accordingly.

Finally, the aim of the present study was only to explore and assess the preferences and perceptions of learners. As it stands, the participants in this study were composed of learners attending the preparatory schools of universities and did not include other persons of interest that have an effect upon the learning process, such as teachers and administrators. Their views of Web 2.0 may have considerable impact on how effective these platforms are utilized academically. However, the researcher did not include them in order to keep the scope of this study more focused.

Suggestions for Further Research

The present study has tried to answer questions pertaining to the preferences and perceptions of individuals in the process of learning English on the use of Web 2.0 platforms as well as revealed additional information regarding their demographics. As the scope of the study can only be so vast, there arose several limitations that future researchers are advised to keep in mind. These limitations may be considered as research questions for further studies and as a result, may broaden our scope of understanding by filling the gaps where the research is concerned and pave the way for more effective education for everyone involved.

Firstly, this study was not able to reach a sufficiently varied population so as to be able to analyze the differences of responses between delineated age groups. Therefore, it is suggested that in future studies, stratified random sampling is employed to select the participants. With this method of sampling, the population can easily be divided into subgroups with different characteristics such as gender, age, occupation and so on (Taherdoost, 2016). As this study was conducted with the convenience sampling method, a near perfect division among genders was encountered only by chance. Thus, stratified random sampling will assist in achieving an increased amount of variation among such characteristics of the participants in future research.

Second, we need to bear in mind that there are several elements of using Web 2.0 that might present detrimental conditions for the learners while engaging with these platforms. Among these elements, distraction stands at the forefront. A study carried out by McCoy (2016) led to the conclusion that 20.9% of class time where digital devices were allowed was spent accessing platforms for 'non-class purposes.' Although the scope of this study was not focused on the prospect of learning English, it is very much possible that learners of English spend the time allotted for the use of Web 2.0 to engage with these platforms in their native language. This leads to the question of how positively or negatively these platforms effect learner gains. Since the present study employed descriptive survey design, it contains no mention of quantifiable data on the degree of which Web 2.0 platforms impact learning. Therefore, future studies may be carried out with an experimental design to gain an insight into how effective these technologies are for the purpose of learning English.

Third, it would be advantageous to explore the views of teachers in future studies, as they are the ones who guide the ebb and flow of their lessons and have inside knowledge about the characteristics, needs and backgrounds of their learners. Furthermore, teachers' own preferences and perceptions regarding Web 2.0 platforms both in general and in-class, as well as their level of aptitude for using them may have a significant impact on their instructional approach. Li et al. (2016) support this notion as they claim that technological self-efficacy and related beliefs play a key role in predicting the use of technology by teachers in their classrooms. While there is an abundance of research regarding teacher attitudes and perceptions on the use of technology, studies that focus on their beliefs about Web 2.0 platforms are lacking and therefore requires more investigation.

Lastly, it is advised that researchers consider the economic backgrounds of the participants and devise their data collection instruments such that they include this variable in order to adopt a more inclusive approach that benefits learners with varying backgrounds. Additionally, future research might also include cost-benefit analyses do deduce the most feasible way to integrate Web 2.0 platforms into curricula in a way that avoids excluding impoverished students.

REFERENCES

Aced, C. (2013, July). *Web 2.0: the origin of the word that has changed the way we understand public relations.* Paper presented in International PR 2013, Barcelona.

Aggarwal, C. C. (2017). *Outlier analysis.* New York: Springer.

Alharbi, M. A. (2018). Patterns of EFL learners' and instructor's interactions in asynchronous group discussions on free writing. *Journal of Information Technology Education: Research, 17*(1), 505-526.

Alfredsson Ågren, K., Kjellberg, A., & Hemmingsson, H. (2020). Digital participation? Internet use among adolescents with and without intellectual disabilities: A comparative study. *New Media & Society, 22*(12), 2128–2145. https://doi.org/10.1177/1461444819888398

Alomary, A. (2017). *Factors influencing female undergraduate students' acceptance of, and motivation to, use tablet computers for learning.* Doctoral Dissertation, University of Southampton Education School, Southampton.

Altıner, C. (2018). Preparatory school students' English language learning motivation: A sample from Turkey. *Universal Journal of Educational Research 6*(8), 1729-1737.

Ajabshir, Z. F. (2018). The effect of synchronous and asynchronous computer-mediated communication (CMC) on EFL learners' pragmatic competence. *Computers in Human Behavior, 92*(1), 169-177.

Aşıksoy, G. (2018). ELT students' attitudes and awareness towards the use of Web 2.0 technologies for language learning. *Journal of Language and Linguistic Studies, 14*(2), 240-251.

Beltekin, E., & Kuyulu, I. (2020). The effect of coronavirus (covid19) outbreak on education systems: Evaluation of distance learning system in Turkey. *Journal of Education and Learning, 9*(4). https://doi.org/10.5539/jel.v9n4p1

Boateng, F., & Liu, Y. Q. (2014). Web 2.0 applications' usage and trends in top US academic libraries. *Library Hi Tech, 32*(1), 120-138.

Bonett, D. G., & Wright, T. A. (2014). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of Organizational Behavior, 36*(1). https://doi.org/10.1002/job.1960

Breslin, J. G., Passant, A., & Decker, S. (2009). T*he social semantic web.* Berlin: Springer.

Britannica (n.d.). *Preparatory school.* Retrieved from https://www.britannica.com/topic/preparatory-school

Cha, S. S., & Seo, B. K. (2018). Smartphone use and smartphone addiction in middle school students in Korea: Prevalence, social networking service, and game use. *Health Psychology Open, 5*(1). https://doi.org/10.1177/2055102918755046

Cohen-Almagor, R. (2011). Internet history. *International Journal of Technoethics, 2*(2), 45-64. https://doi.org/10.4018/jte.2011040104

Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS.* London: Routledge.

Corbató F.J., Merwin-Daggett M., Daley R.C. (2001). An experimental time-sharing system. In P. B. Hansen (Ed.), *Classic operating systems* (pp. 335-344). New York: Springer. https://doi.org/10.1007/978-1-4757-3510-9_8

Creswell, J. W. (Ed.). (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson.

Cummings, H. M., & Vandewater, E. A. (2007). Relation of adolescent video game play to time spent in other activities. *Archives of pediatrics & adolescent medicine, 161*(7), 684-689.

Debrand, C. C., & Johnson, J. J. (2008). Gender differences in email and instant messaging: A study of undergraduate business information systems students. *Journal of Computer Information Systems, 48*(3), 20-30.

DeviceAtlas (2015). *Which types of devices have browsers?* Retrieved from https://deviceatlas.com/blog/which-devices-have-browsers

Dörnyei, Z. (2007). *Research methods in applied linguistics.* London: Oxford.

Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters.

Dulock, H. L. (1993). Research design: Descriptive research. *Journal of Pediatric Oncology Nursing, 10*(4), 154-157.

Egbert, J., Paulus, T. M., & Nakamichi, Y. (2002). The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education. *Language Learning & Technology, 6*(3), 108-126.

ESUZEM (n.d.). *About us.* Retrieved from https://uzem.ogu.edu.tr/Sayfa/Index/11/hakkimizda

Etikan, I., Musa, S. A., & Alkassim, R. S. (2015). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4. https://doi.org/10.11648/j.ajtas.20160501.11

Gattiker, U., Perlusz, S., & Bohmann, K. (2000). Using the internet for B2B activities: A review and future directions for research. *Internet Research: Electronic Networking Applications and Policy, 10*(1), 126-140.

Gazi University College of Foreign Languages (n.d.). *About us.* Retrieved from https://ydyo.gazi.edu.tr/posts/view/title/about-us-150905?siteUri=ydyo

Gefen, D., & Straub, D. (1997). Gender differences in the perception and use of email: An extension to the technology acceptance model. *MIS Quarterly, 21*(4), 389-400.

Goddard, J. B., & Kirby, A. (1976). *An introduction to factor analysis.* Norwich: Geo Abstracts.

Granena, G. (2016). Individual versus interactive task-based performance through voice-based computer-mediated communication. *Language Learning & Technology, 20*(3), 40–59. https://doi.org/10125/44481

Gutiérrez-Santiuste E., Gallego-Arrufat, M. J. & Simone, A. (2016). Barriers in computer-mediated communication: typology and evolution over time. *Journal of e-Learning and Knowledge Society, 12*(1), 107-119. https://doi.org/10.20368/1971-8829/953

GUZEM (n.d.). *Mission, vision, and values.* Retrieved from https://guzem.gazi.edu.tr/view/page/274229

Hacı Bayram Veli University Department of Foreign Languages (n.d.) *About us.* Retrieved from https://hacibayram.edu.tr/ydy/hakkimizda

Hauben, M. (2007). History of ARPANET. *Site de l'Instituto Superior de Engenharia do Porto, 17*(2).

Hedayati, M., & Foomani, E. M. (2015). Learning style and task performance in synchronous computer-mediated communication: A case study of Iranian EFL learners. *Educational Technology & Society, 18*(4), 344–356.

Helsper, E. J., & Eynon, R. (2010). Digital natives: where is the evidence?. *British Educational Research Journal, 36*(3), 503-520. https://doi.org/10.1080/01411920902989227

Herzog, A. R., & Bachman, J. G. (1981). Effects of questionnaire length on response quality. *Public Opinion Quarterly, 45*(4), 549-559. https://doi.org/10.1086/268687

Hopper, E. (2020). *Maslow's hierarchy of needs explained*. Retrieved from https://www.thoughtco.com/maslows-hierarchy-of-needs-4582571

Holden, M. T., & Lynch, P. (2004). Choosing the appropriate methodology: Understanding research philosophy. *The Marketing Review, 4*(4), 397-409. https://doi.org/10.1362/1469347042772428

Huang, H. M., Rauch, U., & Liaw, S. S. (2010). Investigating learners' attitudes toward virtual reality learning environments: Based on a constructivist approach. *Computers & Education, 55*(3), 1171-1182. https://doi.org/10.1016/j.compedu.2010.05.014

Jacksi, K., & Abass, S. M. (2019). Development history of the world wide web. *International Journal of Scientific & Technology Research, 8*(9), 75-79.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons, 53*(1), 59-68. https://doi.org/10.1016/j.bushor.2009.09.003

Keleş, U. (2013). *The perceptions of ELT students about the use of web 2.0 tools, particularly wikis, in their future language classrooms.* Master's Thesis, Bilkent University Graduate School of Education, Ankara.

Khan, I. U., Ayaz, M., & Faheem, M. (2016). The role of social media in development of English language vocabulary at university level. *International Journal of Academic Research in Business and Social Sciences, 6*(12), 590-604.

Knekta, E., Runyon, C., & Eddy, S. (2019). One size doesn't fit all: Using factor analysis to gather validity evidence when using surveys in your research. *CBE—Life Sciences Education, 18*(1). https://doi.org/10.1187/cbe.18-04-0064

Knežević, L., Halupka-Rešetar, S., Miškeljin, I., & Milić, M. (2021). Millennials as dictionary users: A study of dictionary use habits of Serbian EFL students. *SAGE Open, 11*(2). https://doi.org/10.1177/21582440211008422

Lantolf, J. & Thorne, S. L. (2007). Sociocultural theory and second language learning. In B. van Patten & J. Williams (Eds.), *Theories in second language acquisition* (pp. 201-224). Mahwah: Erlbaum.

Leiner, B. M., Cerf, V. G., Clark, D. D., Kahn, R. E., Kleinrock, L., Lynch, D. C., ... & Wolff, S. S. (1997). The past and future history of the internet. *Communications of the ACM, 40*(2), 102-108.

Li, K., Li, Y., & Franklin, T. (2016). Preservice teachers' intention to adopt technology in their future classrooms. *Journal of Educational Computing Research*, *54*(7), 946-966.

Lowhorn, G. L. (2007, May). *Qualitative and quantitative research: How to choose the best design.* Paper presented in Academic Business World International Conference, Tennessee.

Lukasik, S. (2011). Why the ARPANET was built. *IEEE Annals of the History of Computing, 33*(3), 4-21.

Majhi, S., & Maharana, B. (2011). Familiarity of web 2.0 and its application in learning: A case study of two Indian Universities. *International Journal of Library and Information Science, 3*(6), 120-129.

Martin, R., McGill, T., & Sudweeks, F. (2013). Learning anywhere, anytime: Student motivators for m-learning. *Journal of Information Technology Education Research, 12*(1), 51–67.

May, C., & Finch, T. (2009). Implementing, embedding, and integrating practices: An outline of normalization process theory. *Sociology*, *43*(3), 535–554. https://doi.org/10.1177/0038038509103208

May, C., Rapley, T., Mair, F. S., Treweek, S., Murray, E., Ballini, L., …. Finch, T. L. (2015). *Normalization process theory on-line users' manual, toolkit and NoMAD instrument.* Retrieved from http://www.normalizationprocess.org/what-is-npt/npt-core-constructs

McCoy, B. R. (2016). Digital distractions in the classroom phase II: Student classroom use of digital devices for non-class related purposes. *Journal of Media Education, 7*(1), 5-32.

McDonough, S. (2007). Motivation in ELT. *ELT Journal, 61*(4), 369-371.

McLeod, S. (2020). *Maslow's hierarchy of needs*. Retrieved from https://www.simplypsychology.org/maslow.html

McLeod, S. (2020). *Lev Vygotsky's sociocultural theory*. Retrieved from https://www.simplypsychology.org/vygotsky.html

McPherson, S. S. (2009). *Tim Berners-Lee: Inventor of the world wide web.* Minneapolis: Twenty-First Century Books.

Naik, U. (2008, March). *Comparative study of web 1.0, web 2.0 and web 3.0.* Paper presented in International CALIBER-2008, Uttar Pradesh.

Ng, W. (2012). Can we teach digital natives digital literacy?. *Computers & Education, 59*(3), 1065-1078.

O'Reilly, T. (2007, March). *What is web 2.0: Design patterns and business models for the next generations software.* Paper presented in O'Reilly Media Convention, Sebastopol.

Oulasvirta, A., Rattenbury, T., Ma, L., & Raita, E. (2011). Habits make smartphone use more pervasive. *Personal and Ubiquitous Computing, 16*(1), 105-114. https://doi.org/10.1007/s00779-011-0412-2

Pouzin, L. (1973). Presentation and major design aspects of the CYCLADES computer network. In R. L. Pickholtz & T. Pyke (Eds.), *Proceedings of the third ACM symposium on data communications and data networks: Analysis and design* (pp. 80-87). New York: Association for Computing Machinery.

Rigoli, P. R. (2012). *Choosing between smartphones, tablets and laptops: User perspectives on using multiple mobile devices.* Master's Thesis, University of North Carolina School of Information and Library Sciences, North Carolina.

Roberts, L. G. (1978). The evolution of packet switching. *Proceedings of the IEEE, 66*(11), 1307-1313.

Romaña-Correa, Y. (2015). Skype conference calls: A way to promote speaking skills in the teaching and learning of English. *PROFILE Issues in Teachers' Professional Development, 17*(1), 143-156.

Rowley, J. (2014). Designing and using research questionnaires. *Management Research Review, 37*(3), 308-330. https://doi.org/10.1108/MRR-02-2013-0027

RSS (n.d.). *How do RSS feeds work?.* Retrieved from https://rss.com/blog/how-do-rss-feeds-work

Sanaz, J. & Azizeh, C. (2016). The role of WhatsApp in teaching vocabulary to Iranian EFL learners at junior high school. *English Language Teaching, 9*(8), 85-92. https://doi.org/10.5539/elt.v9n8p85

Schamroth, D. & Walsh, S. (2014). Gamified vocabulary. *Journal of Adolescent & Adult Literacy 58*(1), 49-58. https://doi.org/10.1002/jaal.315

Scott, C. F., Bay-Cheng, L. Y., Prince, M. A., Nochajski, T. H., & Collins, R. L. (2017). Time spent online: Latent profile analyses of emerging adults' social media use. *Computers in Human Behavior, 75*(1), 311–319. https://doi.org/10.1016/j.chb.2017.05.026

Selevičienė, E., & Burkšaitienė, N. (2016). University students' attitudes towards the usage of web 2.0 tools for learning esp: A preliminary investigation. *Societal Studies,7*(2), 270-291.

Straub, E. T. (2009). Understanding technology adoption: Theory and future directions for informal learning. *Review of Educational Research*, *79*(2), 625–649. https://doi.org/10.3102/0034654308325896

Koca, S., Pojani, V., & Jashari-Cicko, A. (2014). Dictionary use by EFL university students a case-study at Korça University. *Mediterranean Journal of Social Sciences, 5*(19), 74.

Taherdoost, H. (2016). Sampling methods in research methodology; How to choose a sampling technique for research. *International Journal of Academic Research in Management, 5*(2), 18-27.

TED University (n.d.). *Distance learning teaching activities.* Retrieved from https://www.tedu.edu.tr/en/node/39868

Thabane, L., Thabane, M., Giangregorio, L., Goldsmith, C. H., Ismaila, A., Robson, R., ... Cheng, J. (2010). A tutorial on pilot studies: the what, why and how. *BMC Medical Research Methodology, 10*(1). https://doi.org/10.1186/1471-2288-10-1

URAP (2021). *World ranking.* Retrieved from https://www.urapcenter.org/Rankings/2020-2021/World_Ranking_2020-2021

Ushioda, E. (2013). *International perspectives on motivation: Language learning and professional challenges.* Warwick: Springer.

Vagias, W. M. (2006). *Likert-type scale response anchors.* South Carolina: Clemson.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge: Harvard. https://doi.org/10.2307/j.ctvjf9vz4

Vygotsky, L. S. (1986). Thought and language. (A. Kozulin, Trans.). Cambridge: MIT.

Weijters, B., Geuens, M., & Baumgartner, H. (2013). The effect of familiarity with the response category labels on item response to likert scales. *Journal of Consumer Research, 40*(2), 368-381. https://doi.org/10.1086/670394

Williams, A. E., Aguilar-Roca, N. M., & O'Dowd, D. K. (2016). Lecture capture podcasts: differential student use and performance in a large introductory course. *Educational Technology Research and Development, 64*(1), 1-12.

Worden, K., Manson, G., & Fieller, N. R. (2000). Damage detection using outlier analysis. *Journal of Sound and Vibration, 229*(3), 647-667. https://doi.org/10.1006/jsvi.1999.2514

Zajonc, R. B. (1968). Attitudinal effects of mere exposure. *Journal of Personality and Social Psychology Monograph Supplement, 9*(2), 1-27.

Zickuhr, K., & Madden, M. (2012). Older adults and internet use. *Pew Internet & American Life Project, 6*(1), 1-23.

APPENDICES

APPENDIX 1. Adapted Questionnaire

This study is carried out by MA student Ayşe Asena Demirağ who is currently studying in the department of English Language Teaching at Gazi University. The aim of this study is to collect information on Web 2.0 usage by learners in preparatory schools of universities in order to explore its potential effects on learning English. Participation in this survey is completely voluntary. No personal information is required throughout the questionnaire. Your answers are confidential and will only be used for scientific purposes. Thank you in advance for your participation in this study.

Section A

Gender: Male / Female

Age: 18-20 21-23 24-26 27-29 30 or older

A1. How long is your daily internet usage?

- Less than an hour
- 1-2 hours
- 3-4 hours
- 5-6 hours
- More than 6 hours

How familiar are you with the Web 2.0 platforms below?

		Not at all	Slightly	Moderately	Considerably	Completely
A2.	Blogs					
A3.	E-mail					
A4.	Social networks					
A5.	Online encyclopedias					
A6.	Online dictionaries					
A7.	Podcasts					
A8.	Video sharing platforms					
A9.	Online gaming zones					
A10.	Web conferencing tools					

A11. Which devices do you use to access Web 2.0 platforms? (You can tick more than one box.)

- ☐ Desktop computer
- ☐ Laptop computer
- ☐ Tablet
- ☐ Smart phone
- ☐ Smart TV
- ☐ Game Console
- ☐ Smart watch

How often do you use the following Web 2.0 platforms?

		Once a year or less	A few times a year	A few times a month	A few times a week	Daily
A12.	Blogs					
A13.	E-mail					
A14.	Social networks					
A15.	Online encyclopedias					
A16.	Online dictionaries					
A17.	Podcasts					
A18.	Video sharing platforms					
A19.	Online gaming zones					
A20.	Web conferencing tools					

How often do you do the following on Web 2.0 platforms?

		Once a year or less	A few times a year	A few times a month	A few times a week	Daily
A21.	Post on a blog					
A22.	Write and send e-mails					
A23.	Share media on social networks					
A24.	Edit online encyclopedias					
A25.	Add definitions to online dictionaries					
A26.	Make podcasts					
A27.	Upload videos					
A28.	Write comments					
A29.	Chat with people					

How often do you use the following Web 2.0 platforms to learn English?

		Once a year or less	A few times a year	A few times a month	A few times a week	Daily
A30.	Blogs					
A31.	E-mail					
A32.	Social networks					
A33.	Online encyclopedias					
A34.	Online dictionaries					
A35.	Podcasts					
A36.	Video sharing platforms					
A37.	Online gaming zones					
A38.	Web conferencing tools					

Section B

Please tick the best option that suits you the most. (1 strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, 5 strongly agree)

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
B1.	Web 2.0 platforms help me with my English language courses.					
B2.	I am motivated to use Web 2.0 platforms to learn English.					
B3.	Web 2.0 platforms are good sources for me to practice English.					
B4.	It is entertaining to learn English on Web 2.0 platforms.					
B5.	Using Web 2.0 platforms improves my reading skills in English.					
B6.	Using Web 2.0 platforms improves my writing skills in English.					
B7.	Using Web 2.0 platforms improves my listening skills in English.					
B8.	Using Web 2.0 platforms improves my speaking skills in English.					
B9.	Using Web 2.0 platforms improves my pronunciation skills in English.					
B10.	Using Web 2.0 platforms increases my English vocabulary knowledge.					
B11.	Using Web 2.0 platforms increases my English grammar knowledge.					

APPENDIX 2. Questionnaire Before Adaptation

Think about your use of computers as a means of online communication. Please tick the best option that suits you most.

1. How long have you been using a computer as a tool for communicat on?									
less than a year		two years		three years		four years		more than four years	

2. Do you have any of the below? (You can tick more than one box.)							
a desktop computer		a laptop computer		a tablet computer		a smart phone	

3. Who taught you how to use a computer? (You can tick more than one box.)								
my teachers		someone in my family		my friend(s)		myself		other (specify) ..... .

4. Do you have internet access? (You can tick more than one box.)						
at home		at school		on your phone		other (specify) …….....

5. How often do you use the Internet on a daily basis?									
less than an hour		one to two hours		two to three hours		three to four hours		more than four hours	

6. Do you actively use any of the below? (You can tick more than one box.)						
personal website(s)		e-mail		wikis		online communities (specify) .....
personal blog(s)		Twitter		Facebook		other (specify) .....

7. How familiar are you with these Web 2.0 tools?	not at all	not too much	somewhat	very	extremely
blogs					
wikis					
social network sites					
podcasts					
video sharing					
virtual reality gaming zones					
RSS Feeds					
Web conferencing					

8. How often do you use or contribute content to the following?	every day	almost every day	a few times a week	a few times a month	never
blogs					
wikis					
social network sites					
podcasts					
knowledge sharing sites					
RSS Feeds					
Web conferencing					
social photo tools					

9. How often do you use these Web 2.0 tools for academic purposes?	once a day	a few times a week	once a week	once a month	never
blogs					
wikis					
social network sites					
podcasts					
knowledge sharing sites					
RSS Feeds					
Web conferencing					
social photo tools					

10. How well can you do these on the Internet?	I can do this very well	I can do this with a little help	I need some time to learn to do it	I do not think I can do it
design a website				
design a wiki				
receive and send e-mails				
look for information				
write on your own blog				
download software				
upload software				
share media				

11. Which of the following statements best describes you?	
I am **the last** person I know to use new communication technologies.	
I am **one of the last** people I know to use new communication technologies.	
I am **neither the last nor the first** person I know to use new communication technologies.	
I am **one of the first** people I know to use communication technologies	
I am **the first** person I know to use new communication technologies.	

SECTION B

Please, comment on the statements (12-25) below on a scale from 1 to 5. Circle the best option that suits you most.

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree		**strongly disagree**	**disagree**	**neutral**	**agree**	**strongly agree**
12.	My formal training at university is enough to use Web 2.0 tools in my future classes.	**1**	**2**	**3**	**4**	**5**
13.	I would like to receive online learning courses at university to be prepared for using Web 2.0 tools in my future classes.	**1**	**2**	**3**	**4**	**5**
14.	Web 2.0 tools will play a more important role in teaching English language in the future.	**1**	**2**	**3**	**4**	**5**
15.	An English teacher must learn to use Web 2.0 tools to be good at his or her job.	**1**	**2**	**3**	**4**	**5**
16.	I can survive in my class without receiving any training on Web 2.0 tools.	**1**	**2**	**3**	**4**	**5**
17.	The Internet is a good source for me to facilitate my future teaching practice in the classroom.	**1**	**2**	**3**	**4**	**5**
18.	The use of Web 2.0 tools will make my teaching more **entertaining** than traditional ways of teaching.	**1**	**2**	**3**	**4**	**5**
19.	The use of Web 2.0 tools will make my teaching more **effective** than traditional ways of teaching.	**1**	**2**	**3**	**4**	**5**
20.	The use of Web 2.0 tools will make my future students improve their **reading** skills.	**1**	**2**	**3**	**4**	**5**
21.	The use of Web 2.0 tools will make my future students improve their **writing** skills.	**1**	**2**	**3**	**4**	**5**
22.	The use of Web 2.0 tools will make my future students improve their **listening** skills.	**1**	**2**	**3**	**4**	**5**
23.	The use of Web 2.0 tools will make my future students improve their **speaking** skills.	**1**	**2**	**3**	**4**	**5**
24.	The use of Web 2.0 tools will make my future students improve their **pronunciation** skills.	**1**	**2**	**3**	**4**	**5**
25.	The use of Web 2.0 tools will make my future students improve their **vocabulary** knowledge.	**1**	**2**	**3**	**4**	**5**
26.	The use of Web 2.0 tools will make my future students improve their **grammar** knowledge.	**1**	**2**	**3**	**4**	**5**
27.	**Which of the following best describes your preference in teaching English courses in the future? Please put a tick (✓) in the box for the best option that suits you most.**					
I prefer teaching courses that use **no** Web technologies.						
I prefer teaching courses that use **limited** Web technologies.						
I prefer teaching courses that use **moderate** Web technologies.						
I prefer teaching courses that use Web technologies **extensively**.						
I prefer teaching courses that **only** use Web technologies.						



GAZİLİ OLMAK AYRICALIKTIR..