

The Role of Web2.0 and Social Media Tools in Foreign Language Learning

Muhammed Emin BAYTEKİN

*Amasya University, Department of Foreign Language Education, Division of English Language Teaching, Amasya, Turkey
<https://orcid.org/0000-0002-8617-0072>, baytekinme@gmail.com*

Ayfer SU-BERGİL

*Amasya University, Department of Foreign Language Education, Division of English Language Teaching, Amasya, Turkey
<https://orcid.org/0000-0002-9277-2862>, ayfer_su@yahoo.com*

ABSTRACT

Learning a language in an effective way has always been considered one of the most important subjects of educational sciences. Lots of theories and assumptions have been put forward and issues have been criticized. Among all these arguments, motivating the learner and help them to improve their self-autonomy can be considered as the most vital point. In 2020, learners changed their view of the world as well as their way of learning. To be able to catch them, language teachers have numerous options to utilize in our classrooms. At this point; Web2.0 tools and SNSs (Social Networking Sites) are considered vital. Utilizing our teaching styles into MALL (Mobile Assisted Language Learning) may help us to raise learners' awareness. Designing the lessons around Web2.0 tools and SNSs motivate students to engage in collaborative learning. To test the effect of using Web2.0 tools and SNSs on the language learning process 107 high school students were chosen for the current study. The participants were already aware of using Web2.0 and SNSs tools and they had been practicing this process since September 2019. The questionnaire was applied to participants in June to collect their ideas about Web 2.0 and social media tools on foreign language education. After the test, an online interview was organized to record their authentic and sincere feelings towards the usage of those tools in foreign language education. Collected data were calculated with SPSS to be able to observe some important variables. According to the findings, it is obvious that the majority of students prefer and enjoy using Web 2.0 and social media tools in their learning process and their motivation increases naturally as they use it frequently.

Keywords: Computer-assisted language learning, Web2.0 tools, social networking sites, mobile-assisted language learning, motivation in language learning

INTRODUCTION

Generations were divided into X, Y, and Z, and their features were listed in terms of their characteristics. Generation X covers those born between 1965 and 1981, carries some unique features such as; distinctiveness, motivation, and workaholic. Generation Y is also named "digital natives" because they have grown up with technology. (1982-1994). Their major features can be listed as; work-shy, self-obsessed, and spoilt. Generation Z born between 1995 and 2010, tend to neglect their relationships in real life as they mostly live on digital platforms. Their attention span is very limited. According Low & Chaudhry (2009), generation x can be seen as the first one to face with papers, magazines and news so directing them to reading in foreign language learning is an effective way. As generation X are grown with reading-based materials, implementing reading activities to their learning environment is essential. As Bozavlı (2016) mentioned; generation Y shows positive skills in knowing how to learn however they face some problems with verbal expression and comprehension. As for generation Z; their knowledge and experience for technology is natural since they have grown up with them as daily basis, integrating technology in language learning is a must. Linguists have given importance to the generations' learning style and the best outcome has been tried to be applied to language learning. Globalization brought rapid changes for English and technology and these two important factors, English and technology, are vital elements affecting the term globalization. In other words, technology and English have a leading role in the globalization process for the current ages and generations.

Computer-assisted language learning, CALL, is also another term that we should mention as CALL deals with the relationship between learners and computers and plays a role as a foundation for technology-integrated learning & teaching environment. CALL is briefly defined in a seminal work by Levy (1997) as "the search for and study of applications of the computer in language teaching and learning". Since the 1960s, computer-assisted language learning has been seen as an important factor in language learning. Using the earliest computers was a starting

point of CALL. Later on; projection devices and smart boards have been utilized for the language learning process. Today we can also focus on CALL along with Web2.0 tools and social networking sites.

Until the 2000s Web1.0 tools and up to 2010s Web2.0 tools have been the object that researchers took into consideration. As McBride (2009) points out, Web 2.0 technologies have become a component that we can easily reach anytime and anywhere we desire and imagine. Also, Warschauer and Grimes (2007) claim that millions of active users prefer Web 2.0 technologies to interact, learn, communicate, and network while they enjoy doing it. Web 2.0 technologies seem to have profound potentials in education because of their open nature, ease of use, and support for powerful collaboration and communication (Weller, 2007). As of 2020, not only Web2.0 tools but also social media tools are such main elements in our daily lives that they are vital in our educational life, too. Web2.0 tools have become integral parts of our everyday teaching (Coşkun & Marlowe, 2015). The usage of technology also causes the researchers to investigate the question of how we can use it effectively in our lives. (Eren, 2015). In 2020, teachers who learned their foreign languages with the use of Web1.0, Web2.0, and social media tools have become foreign language teachers. So, they do not have difficulty in getting used to being a global citizen or digitally literate. But some teachers unfortunately are not successful in their transition into being a global citizen or digitally literate. There has always been a generation gap between students and teachers but, due to the fast-technological developments, this gap is greater than in the past. (Eren, 2015).

Enhancing learners' motivation in the language learning process is the most important subject. Cooker (2010) emphasized that Web 2.0 tools have had a more important place in learner's autonomy as it has gained more importance for individuals. As teachers, we need to make them feel motivated if we like to achieve our teaching goals. The best way to foster their motivation is by speaking the same language and anticipating them. Speaking the same language refers to being digital literate as they are and being a global citizen. Social Media Tools and Web2.0 Tools are very important to catch up with the ages and generations. Also, social networking sites provide learners with a great range of content based on a foreign language. Anyone can reach various videos, texts, etc. on YouTube, Google, or other social networking sites. SNSs have importance in communicating for the foreign language learning process. As Brick (2013) mentioned, the first way to start a conversation with other learners was with pen pal projects, thanks to improvements in technology, it has become possible for everyone to communicate with learners around the world. According to Brick (2013), SNSs provide learners with practicing the target language. Every kind of SNSs provides learners with different opportunity such as listening, reading, speaking or writing. Decorating the learning environment with SNSs applications helps learners and teachers to proceed successfully in foreign language learning process. As Greenhow & Askari (2017) suggested; social networking sites are information and communication technologies that appear to encourage engagement among teachers, students, and parents.

Learners, especially teenage learners, live digitally, think digitally and most importantly, learn digitally. Our students are already digital natives as they have grown up with the current technological developments according to Prensky (2001). If teachers fail in adopting themselves into using these tools, they can lose their connection with their students. "Combining digital technology and language learning is Mobile-Assisted Language Learning (MALL). MALL broadly refers to anytime anywhere language learning activities are undertaken through mobile devices without being limited to a physical location or a determined time" (Kukulka-Hulme & Shiled, 2008). Today, there are numerous applications helping learners to get a foreign language, if teachers can adjust their teaching styles with these tools, they can easily complete their aims in terms of language teaching. The effect of SNSs on language learning is described by Godwin-Jones (2005) as "disruptive technologies" as they carry a potential in which the learners can manage writing, speaking, listening, and reading tasks. Anytime and anywhere, being able to reach sources is vital in language learning for learners. According to the finding of Alnujaidi (2017) SNSs effects on students can be listed as; a) participants' positive attitudes, b) positive perception and expectation c) the relationship between experience and attitude & experience and expectation are calculated positive d) participants agreed to clarify that SNSs help them in learning foreign language e) creating a fun learning environment is another point of participants' view f) participants wished to utilize SNSs inside & outside of the classroom. Alnujaidi (2017) expressed that learners should be provided with SNSs throughout their learning experience also an expert should be ready for them when they need.

In literature, there are lots of studies on how to improve learners' motivation by using Web2.0 tools social media applications. According to Basal (2004) "if Web 2.0 tools are integrated properly into language lessons, teachers can create a more engaging, interactive and motivating learning environment in their lessons". These tools can create such a learning atmosphere since they promote creativity, collaboration, and communication, and they dovetail with learning methods in which these skills play a part (Solomon & Schrum, 2007, p21.) Correspondingly, this study is an attempt to discover how effective these tools are in English as a foreign language context. Some students are already familiar with these tools and they have been using Web2.0 tools and social media applications

from a very early age. When they come into the physical classroom environment, they try to find a way to connect themselves to the digital world. Helping learners to control their learning is more important than providing them a natural environment for Web 2.0 tools (Aşıksoy, 2018). In today's classrooms, Web 2.0 technology is embedded in instruction as a way to provide inexperienced persons with social constructivist surroundings in all kinds of instructional institutions (Cochrane & Bateman, 2008). Making them use Web2.0 tools and social media applications is very helpful for them to get used to the learning process. While adjusting teaching into the syllabus, teachers have to label these tools as 'helpful in learning'. Technology-integrated lessons are expected to improve the interaction between students and teachers. (Özkan, 2011). With the help of this, every outcome can be thought of with Web2.0 and social media tools. These developments and the popularity of Web 2.0 tools have made researchers conduct surveys about how effective they are. (Tılfarlıoğlu, 2011). Given that, the present study aimed to examine how Web2.0 Tools and social media applications are effective in language teaching and to what extent the learners can maximize their learnings. Students involved in the research were already familiar with Web2.0 and social media tools and they were almost experts in utilizing them in their learning. During this research, with the help of a designed questionnaire and personal interviews, these research questions are aimed to be highlighted:

- (1) What are the students' points of view on Web 2.0 and social media tools?
- (2) What are the impacts of Web2.0 tools and social media applications in terms of positive attitudes, effects on language skills, and sub-skills, future implications?
- (3) How related are Web2.0 tools and social media applications regarding the variables of positive attitudes, effects on language skills and sub-skills, future implications sub-sections of the questionnaire?
- (4) What positive and negative aspects are associated with Web2.0 tools and social media applications in the language learning process after the interview with the students?
- (5) How do the feelings of students using Web2.0 and social media tools differ from each other?
- (6) What themes are produced related to the use of Web2.0 and social media tools by the students according to the semi-structured interview?

METHOD

Research Design

This study was designed as a mixed-method study and combined both the qualitative interview reflections and quantitative questionnaires conducted on the participants. As Dörnyei propose (2007) the diversity of methodology has reached at the crossroad which appeared in two ways of the consideration of statistical applications and searching for the answers of how questions to reach the nature of the phenomena under the scope, the distinction of qualitative and quantitative methodologies need to be seen as mutually exclusive for the current studies. Although the components of the content of the mixed-method designs can be difficult to ensure for the researchers (Wisdom, Cavaleri, Onwuegbuzie, et al., 2011), it may foster the qualitative and quantitative findings of the studies by showing a deeper understanding of the contradictions or limitations they may have (Creswell & Plano Clark 2011).

Participants

One of the probability sampling methods known as cluster sampling that requires the division of the population randomly or systematically was chosen to be used in the survey. For carrying out the research; high school students who were already familiar with utilizing Web2.0 tools and social media applications for their second language education were chosen from all around Turkey. 107 high school students from different parts of Turkey attended the questionnaire and interview. 34.6% (f=37) of them are male and 65.4% (f=70) of them are female student. Their age ranges from 14 to 18. Regarding their grades, 47.7% (f=51) of the students is 9th graders, 18.7% (f=20) of them is 10th graders, 30.8% (f=33) is 11th graders and 2.8% (f=3) is 12th graders.

Researchers tried to collect data from all over Turkey and achieved to reach 107 different students from 14 different cities as involved in the questionnaire. As illustrated in the table, 3.7% (f=4) of them is from Aksaray, 0.9% (f=1) is from Ankara, 0.9% (f=1) is from Denizli, 56.1% (f=60) is from Erzincan, 13.1% (f=14) is from Isparta, 15% (f=16) is from Istanbul, 4.7% (f=5) is from Konya, 0.9% (f=1) is from Manisa, 0.9% (f=1) is from Muğla, 0.9% (f=1) is from Karaman, 0.9% (f=1) is from Antalya, 0.9% (f=1) is from Mersin, 0.9% (f=1) is from Sinop.

As mentioned above, all of the participants are aware of Web2.0 Tools and Social Media Applications, moreover, they currently use them as a part of their English learning process. For the interview part; only 34 students were chosen because of the Coronavirus outbreak and interviewing all of the participants was impossible to conduct. Organizing more participant involvement was impossible for the researcher, thus 34 volunteer students were asked 6 basic questions mentioned in Data Analysis. The requirement of this process in the pandemic outbreak resulted in the combination of applying purposive sampling which is known as subjective or selective along with the above-mentioned non-probability sampling. That is to say, as Creswell and Plano Clark (2011) point out that the

purposive sampling is a method to be used to provide data sources when effective and limited number of the participants will shape the nature of the research conditions in terms of its objectives and aims.

Data Collection

Google Docs was used for the questionnaire part with 175 different questions. The link to the questionnaire was sent via WhatsApp to make them join the research. In 2 weeks, all of the students completed their tasks. After two weeks; an individual interview was planned but due to the Covid-19 outbreak, all of the interviews were to be held via Skype or Google Hangout to collect data based on their personal experience. With the help of the technological devices letting us connect, the interview section was completed in 2 weeks and their feelings have been recorded and written down. A mixed-method is a research approach whereby researchers collect and analyze both quantitative and qualitative data within the same study (Bowers, 2013). To be able to conduct the research, the students were asked to participate in a questionnaire and to join an interview section to gather their responses. To detect their attitudes towards Web2.0 Tools and Social Media Application in the language learning process, a questionnaire consisting of 15 related questions was applied. After collecting data from the questionnaire, an interview section consisting of 6 questions was held for 34 students via Skype or Google Hangout. To be able to make data collection for the interview more practical, some keywords were created and inserted into a chart (Table 1.0). While interviewing them, for every student, keywords were underlined as they mentioned it. At the end of the interview section, the researcher had numbers for each keyword such as; ‘How many students mentioned enjoyable activity?’ or ‘incentive for speaking?’ To ensure comprehension check with the questionnaire, Turkish and English were used together with questions and answers. In the questionnaire, participants were represented with 4 possible answers (strongly agree- agree- disagree- strongly disagree) for each question. With the number of 21 items, the reliability of the article has been calculated as .85 on SPSS, which is accepted as applicable for the questionnaires carried out in social and educational sciences.

In the interview section of the research, every student had a chance to express themselves in terms of research questions freely. Web tools such as Skype and Google Hangout were used to communicate. The following questions were directed to participants;

- What do you think of Web2.0 tools and social media applications?
- What difference do you see in yourself? In terms of English learning?
- Do Web2.0 tools and social media applications contribute to your language learning?
- How do you feel while using them?
- Do you have any problems with using them?
- Do you recommend them to others?

Based on the participants’ answers, tables presented in the following findings part were created to be able to list them as positive aspects and negative aspects of using Web2.0 tools and social media applications in the English language learning process.

Data Analysis

Data collected from participants were analyzed by using the package program of SPSS. For descriptive statistics of students’ points of view on Web 2.0 tools, students’ answers were calculated with percentages based on their answers. In terms of descriptive statistics of sub-sections of scale on Web 2.0 tools, responses from students were compared with four main aspects; positive attitudes, effect on skills, the effect on sub-skills, and future implications. Also, the correlation of each sub-section was represented with Pearson Correlation results. As for students’ feelings when their teacher uses Web 2.0 tools and social media applications in their learning atmosphere, the Kruskal Wallis H test was used. For the interview part of the research, categorized descriptive statistics of semi-structured interview results were represented with frequencies and percentages together based on the content analysis approach.

FINDINGS

This section includes descriptive statistics and analytical results of the questionnaire used in the research.

Table 1. Descriptive statistics of students’ points of view on Web 2.0 and social tools

Items of the Scale	Strongly Agree		Agree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%
	1- I am experienced in using Web 2.0 tools and social media applications.	25	23.4	61	57.0	18	16.8	3

2- I can learn English by using Web 2.0 and social media applications.	31	29.0	54	50.5	17	15.9	5	4.7
3- I believe Web 2.0 tools and social media applications have a positive impact.	35	32.7	46	43.0	20	18.7	6	5.6
4- Web 2.0 tools and social media applications are effective in EFL.	40	37.4	51	47.7	10	9.3	6	5.6
5- Web 2.0 tools and social media applications make EFL more enjoyable.	44	41.1	41	38.3	17	15.9	5	4.7
6- Web. 2.0 tools and social media applications make EFL more effective.	34	31.8	50	46.7	17	15.9	6	5.6
7- Web. 2.0 tools and social media applications improve my reading skills.	35	32.7	57	53.3	12	11.2	3	2.8
8- Web. 2.0 tools and social media applications improve my writing skills.	29	27.1	56	52.3	19	17.8	3	2.8
9- Web. 2.0 tools and social media applications improve my listening skills.	40	37.4	52	48.6	11	10.3	4	3.7
10- Web. 2.0 tools and social media applications improve my speaking skills.	27	25.2	59	55.1	12	11.2	9	8.4
11- Web. 2.0 tools and social media applications improve my pronunciation.	32	29.9	56	52.3	13	12.1	6	5.6
12- Web. 2.0 tools and social media applications improve my vocabulary skills.	49	45.8	49	45.8	5	4.7	4	3.7
13- Web. 2.0 tools and social media applications improve my grammar learning.	29	27.1	56	52.3	17	15.9	5	4.7
14- There is an increase in my English learning after I started using them.	29	27.1	50	46.7	21	19.6	7	6.5
15- I would like to continue my learning process with them.	33	30.8	50	46.7	16	15.0	8	7.5

In the table, the percentages and frequencies of students' answers have been displayed. Every question consists of 4 answers; strongly agree, agree, disagree, and strongly disagree. As clearly can be seen from the table, the majority of students have positive attitudes towards Web2.0 and social media applications for their language learning process. Out of 107, 86 students chose "agree" and "strongly agree" options, which is 80.4% of the total, for the statement of "I am experienced in using Web2.0 and social media applications and 19.6% of them (f=21) chose "disagree" and "strongly disagree". 85 students chose "agree" and "strongly agree" alternatives, which is 79.5% of the total, for the "I can learn English by using Web2.0 and social media applications" and 20.6% of them (f=22) chose "disagree" and "strongly disagree". 81 students agreed with the statement "I believe Web 2.0 tools and social media applications have a positive impact" which is 75.7% of total participants and 24.3% of them (f=26) chose "disagree" and "strongly disagree". 91 students chose to agree and strongly agree options for the statement "Web 2.0 tools and social media applications are effective in EFL" which is 85.1% of them and 14.9% of them (f=16) chose "disagree" and "strongly disagree". 85 students shared their opinions by clicking on agree and strongly agree options for "Web 2.0 tools and social media applications make EFL more enjoyable" which is 79.4% of them and 20.6% of them (f=22) chose "disagree" and "strongly disagree". 84 of the students chose "agree" and "strongly agree" for the statement of "Web. 2.0 tools and social media applications make EFL more effective" which is 78.5% of total and 21.5% of them (f=23) chose "disagree" and "strongly disagree". 92 students, also, chose "agree" and "strongly agree" options for "Web. 2.0 tools and social media applications improve my reading skills" statement, which is 86% of them and 14% of them (f=15) chose "disagree" and "strongly disagree". 85 students liked to express their opinions by clicking on "agree" and "strongly agree" options for "Web. 2.0 tools and social media applications improve my writing skills" statement that is 79.4% of total and 20.6% of them (f=22) chose "disagree" and "strongly disagree". 92 students wished to express their ideas with "agree" and "strongly agree" alternatives for the statement of "Web. 2.0 tools and social media applications improve my listening skills" that is 86% of them and 14% of them (f=15) chose "disagree" and "strongly disagree". 86 students clicked on "agree" and "strongly agree" buttons for the statement of "Web. 2.0 tools and social media applications improve my speaking skills" which is 80.3% of the total participant and 19.6% of them (f=21) chose "disagree" and "strongly disagree". 88 students continued with "agree" and "strongly agree" for the statement of "Web. 2.0 tools and social media applications improve my pronunciation" that is 82.2% of them and 17.7% of them (f=19) chose "disagree" and "strongly disagree". 98 students chose "agree" and "strongly agree" options for "Web. 2.0 tools and social

media applications improve my vocabulary skills” statement, which is 91.6% of them and 8.4% of them (f=9) chose “disagree” and “strongly disagree”. 85 students chose “agree” and “strongly agree” options for “Web. 2.0 tools and social media applications improve my grammar learning” statement, that is 79.4% of total and 20.6% of them (f=22.9) chose “disagree” and “strongly disagree”. 79 students said “There is an increase in my English learning after I started using them” by clicking on the “agree” and “strongly agree” buttons, which is 73.8% of them and 26.1% of them (f=28) chose “disagree” and “strongly disagree”. 88 students expressed that “I would like to continue my learning process with Web2.0 and social media applications” by clicking “agree” and “strongly agree”, which is 77.5% of them and 22.5% of them (f=24) chose “disagree” and “strongly disagree”.

Table 2. Descriptive statistics of sub-sections of scale on Web 2.0 and social media tools

Items of the Scale	Strongly Agree		Agree		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%
Positive attitudes (6 Items with 642 answers)	209	32.55	303	47.20	99	15.42	31	4.83
Effects on Skills (4 Items with 428 answers)	131	30.61	224	52.34	54	12.62	19	4.44
Effects on sub-skills (3 Items with 321 answers)	110	34.27	161	50.16	35	10.90	15	4.67
Future implications (2 Items with 214 answers)	62	28.97	100	46.73	37	17.29	15	7.01

In this table, 15 questions were narrowed into sub-sections and statistical information was calculated based on students’ answers on how many times they clicked on “agree” “strongly agree” “disagree” and “strongly disagree” options. For the first sub-section, positive attitudes (6 items with 642 answers), 79.75% of answers are (f=512) “strongly agree” and “agree” and 20.25% of them (f=130) is “disagree” and “strongly disagree”. For the second sub-section, the effect on skills (4 items with 428 answers), 82.95% of the answers (f=355) consist of “agree” and “strongly agree” and 17.06% of them (f=73) consists of “disagree” and “strongly disagree”. In the third sub-section which is “effect on sub-skills 3 items with 321 answers, 84.43% of the answers (f=271) are “agree” and “strongly agree” but 15.57% of them are (f=50) “disagree” and “strongly disagree”. Final sub-sections is “future implications (2 items with 214 answers)”, there is 75.7% of total answers (f=162) consisting of “agree” and “strongly agree” also there is 24.3% of total answers (f=52) consisting of “disagree” and “strongly disagree”.

Table 3. Correlation of each sub-sections

	Positive attitudes	Effects on skills	Effects on subskills	Future implications
Positive attitudes				
Effects on skills	.78**			
Effects on subskills	.78**	.85**		
Future implications	.88**	.78**	.77**	
Mean	11.55	7.64	5.58	4.05
Sd	4.04	2.59	2.02	1.60

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

In this table, the correlation of each sub-sections can be seen. According to one of the parametric statistical procedures named Pearson Correlation results, the correlation levels indicating the mean values of each teaching style section of the inventory fit into the significance at the 0.01 level. More interestingly, at the significance level of 0.01, the table informs that each teaching style has a high positive correlation with one another in different degrees.

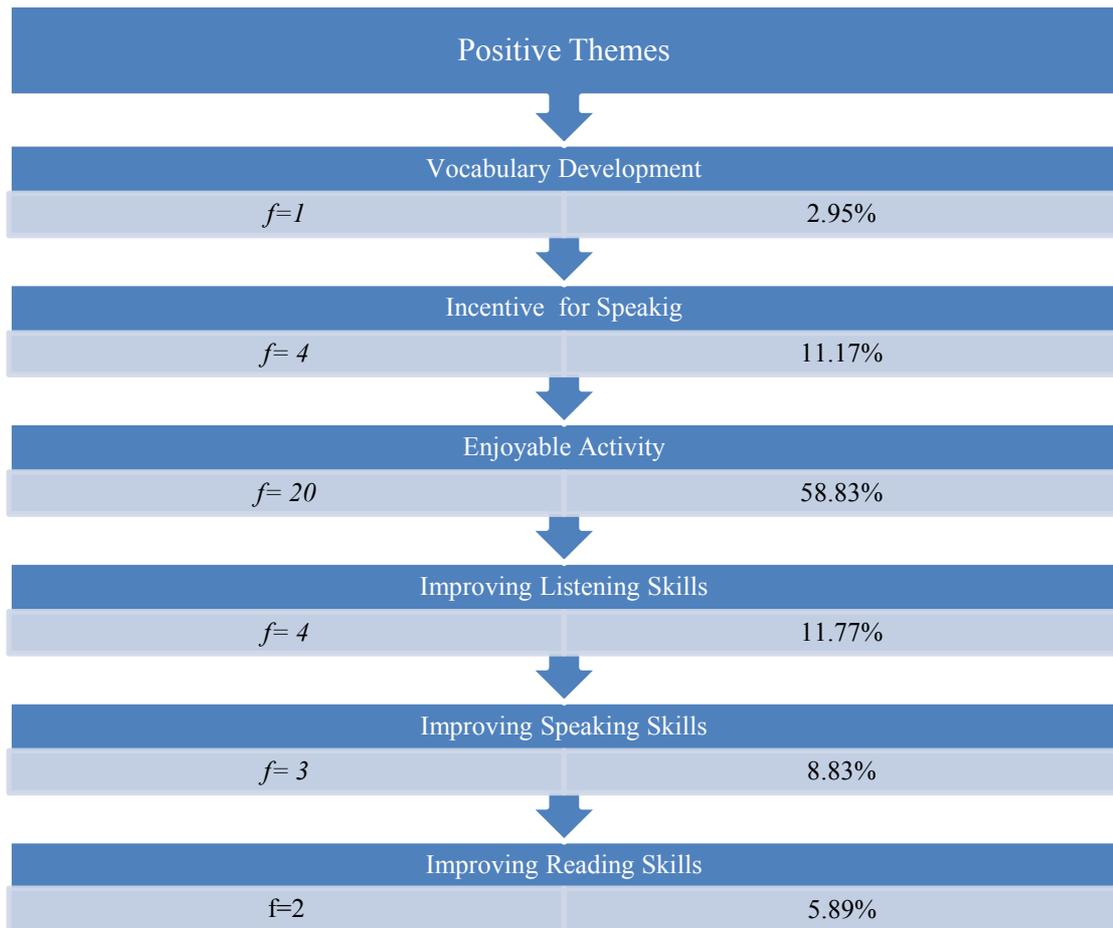


Figure 1. The positive aspect of Web2.0 tools and social media applications in the language learning process

During the interview, some positive themes have been written down based on students' answers. 2.95% of students (f=1) mentioned “vocabulary development”, 11.77% of them (f=4) talked about “incentive for speaking”, 58.83% of students expressed their ideas by saying “enjoyable activity”, 11.77% of participants (f=4) mentioned “improving listening activity”, 8.83% of them (f=3) talked about “improving speaking skills” and 5.89% of students (f=2) wanted to express their feelings by using “improving reading skills”.

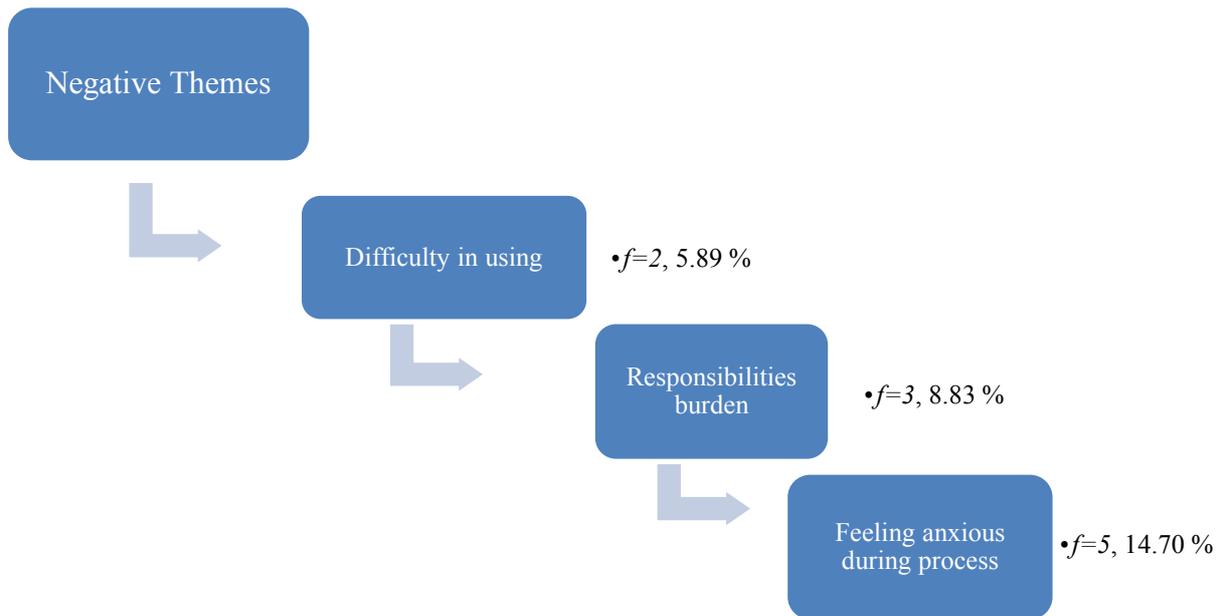


Figure 2. The negative aspects of Web 2.0 tools and social media applications in the language learning process

As it can be observed in the figure above, 5.89% of the students (f=2) mentioned “difficulty in using”, 8.83% of them (f=3) talked about “responsibilities burden” and 14.70% of students (f=5) expressed their opinions by saying “feeling anxious during the process”.

Table 4. Kruskal Wallis H test results for total scores of scale in terms of how the learners feel when the teachers use Web 2.0 and social media tools for English learning

How do you feel...	N	Mean Rank	Sd	X ²	p	Significant Difference
I become unhappy	8	85.25	3	30.470	.000	Unhappy-Neutral,
I become neutral	29	71.60				Unhappy-Excited,
I get excited	33	51.33				Unhappy-Very excited,
I get very excited	37	35.82				Neutral-Excited,
Total	107					Neutral-Very excited, Excited-very excited

After the analysis of Kruskal Wallis H test results, it can be observed that scale scores of students, in terms of “how do you feel...?” question are very different. As in; X² (Sd=3, n=8, n=29, n=33; n=37) =85.25; 71.60; 51.33; 35.82, p<.05. When the group ranks are taken into consideration, the highest scores, students had, can be ordered like this; unhappy, neutral, excited, and very excited.

Table 5. Categorized descriptive statistics of semi-structured interview applied to 34 students who experienced Web 2.0 tools and social media applications

Questions	Categories	f	%
What do you think of Web 2.0 tools and social media applications?	Vocabulary Development	1	2,9
	Incentive for Speaking	4	11.8
	Enjoyable Activity	20	58.8
	Improving Listening Skills	4	11.8
	Improving Speaking Skills	3	8.8
	Improving Reading Skills	2	5.9
	Total	34	100
What differences do you see in terms of English learning?	Vocabulary Development	7	20.6
	Improving Listening Skills	14	41.2
	Improving Speaking Skills	9	26.5
	Improving Reading Skills	4	11.8
	Total	34	100

Do you have any problems using them?	Difficulty in Using	2	5.9
	Responsibilities Burden	3	8.8
	Feeling Anxious During the Process	5	14.7
	No	24	70.6
	Total	34	100
How do you feel while using them?	Normal	8	23.5
	Excited	10	29.4
	Very Motivated	16	47.1
	Total	34	100
Do Web 2.0 tools and social media applications contribute to you?	Yes	34	100
	No	0	0
	Total	34	100
Do you recommend them to others?	Yes	34	100
	No	0	0
	Total	34	100

In this table, categorized descriptive statistics of semi-structured interview results can be observed. 6 questions were directed to 34 different students who were experienced in using Web2.0 and social media applications in their English language learning process. For the first question of “What do you think of Web 2.0 tools and social media applications?”, 2.9% of them (f=1) mentioned “vocabulary development”, 11.8% (f=4) mentioned “incentive for speaking”, 58.8% (f=20) mentioned “enjoyable activity”, 11.8% (f=4) mentioned “improving listening skills”, 8.8% (f=3) mentioned “improving speaking skills”, 5.9% (f=2) mentioned “improving reading skills”. The second question was “What differences do you see in terms of English learning?” and 20.6% of them (f=7) talked about “vocabulary development”, 41.2% (f=14) talked about “improving listening skills”, 26.5% (f=9) talked about “improving speaking skills”. 11.8% (f=4) talked about “improving reading skills”. The next question was about their problem while using them, “Do you have any problems in using them?”, and 5.9% of them (f=2) agreed with “difficulty in using”, 8.8% (f=3) agreed with “responsibilities burden”, 14.7% (f=5) agreed with “feeling anxious during the process”, 70.6% (f=24) agreed with “no”. The next question was about their feelings, “How do you feel while using them?” 23.5% of them (f=8) said “normal”, 29.4% (f=10) said excited, 47.1% (f=16) said “very motivated. Next question was about to test these tools’ contribution to learners, “Do Web 2.0 tools and social media applications contribute to you?” and 100% of them went with “yes”. Final question of the interview was to learn about their recommendation, “Do you recommend them to others?” and 100% of the students replied as “yes”.

DISCUSSION

This section displays comments on the findings of the current study. Thus, starting with the descriptive statistics of students’ points of view on Web 2.0 and social tools, it can be concluded that the students are aware of the positive sides of these computer-mediated or instructional technologies while learning the English as a foreign language and may supportive inclination to receive the contents of their courses in these ways. Based upon the studies in the review of literature, the findings referring the views of the participants under the scope of his current study could be associated with many studies. As Tılfarlıoğlu (2011) said, “even if few studies are exploring the practices of Web 2.0 tools in foreign language education, there is almost no study focusing on students’ perceptions upon the use of Web 2.0 tools in foreign language learning, though”. This research can be one of the studies focusing on students’ perceptions. Having looked at the students’ points of view on Web 2.0 tools, it can be seen that most of the students are capable of using Web 2.0 and social media applications. As Aşıksoy (2018) mentioned, “Web 2.0 tools not only provide a natural environment and cooperation in language learning, but they also help to teach in a way that students can control their learning”. Also, most of the students believe that they can learn

English with Web 2.0 and social media applications these tools have a positive impact on their learning. According to Behjat, Bagheri, and Yamini (2012), to ensure that learners can control their language learning process, Web 1.0, Web 2.0, and newly developed Web 3.0 tools continue to produce more tools. In terms of being enjoyable, most of them prefer using Web 2.0 and social media tools. Improving reading, writing, speaking, and vocabulary, Web 2.0 tools, and social media applications is another preference by the majority of students. From the students' points of view on Web 2.0 tools, it can be seen that most of the students would like to carry on their foreign language education with Web 2.0 tools and social media applications.

Analyzing the descriptive statistics of sub-sections, the findings display students feeling positive attitudes and effective skills based on Web 2.0 tools and social media applications. In terms of students' feelings when their teacher uses Web 2.0 tools and social media applications, it was reflected that the majority of them feel happy and motivated. According to Bustamante, Hurlbut, and Moeller (2012) thanks to technology, teachers can access a learning environment in which their learners feel relaxed and motivated, this authentic learning environment later results in effective learning.

In Table 8, categorized results of semi-structured interviews show that most of the students see the improvement in terms of vocabulary, listening, and reading skills and their approach to Web 2.0 tools and social media applications is an "enjoyable activity". In Table 8, it is obvious that nearly all of the students do not have difficulty in using them and they think that Web 2.0 tools and social media applications contribute to themselves. Also, in Table 8, the vast majority of students express their feelings using the phrase "I would like to recommend Web 2.0 tools and social media applications in language learning to others". As Eren (2015) stated "As Web 2.0 tools allow users to create and share information and media on a global scale, students are no longer passive recipients of knowledge. Rather, they are active participants that create content by remixing original materials."

Benefiting from Web 2.0 tools and social media applications in foreign language learning has positive impacts on both learners and teachers. As Kayri and Çakır (2010) mentioned, Web 2.0 tools and some social networking sites can be used for pedagogical purposes as integrating lessons with Web 2.0 tools help to increase group and individual works. Creating a positive learning environment is helpful for both teachers and learners. Helping learners to gain self-learning skills is vital in the educational life of learners. The most commonly benefited reports for learners are increasing their writing competence and improving their writing strategies. (Armstrong & Retterer, 2008; Arnold, Ducate, & Kost 2009; Ducate & Lomicka, 2008; Kessler, 2009; Lee, 2010; Mark & Coniam, 2008; Raith, 2009; Zorko, 2009). According to Wang and Vásquez (2012), Web 2.0 technologies-supported classrooms help learners to broaden the scope of CALL research. This broadening of learners is also helpful for teachers to utilize their lessons according to their learners' needs.

CONCLUSION

This current research aims to investigate students' feelings and knowledge about foreign language learning by interrelating the process with Web2.0 tools and social networking sites used for educational purposes. Analyzing the results collected from students will highlight the way of teaching a foreign language for teachers. To be able to teach a foreign language, learners need to be alerted and motivated, so this research aims to find out the best way of including them in the teaching and learning process. The effects of using Web 2.0 tools and social media applications were illustrated clearly and the findings of the current study were interrelated with the target literature as discussed above.

As an accepted fact, the best way to learn a language is to live with it. In 2020, living with a language is very possible for digital learners as Web 2.0 tools and social media applications surround all of them to provide opportunities for learning and teaching. For language teachers, introducing the learners to these tools and integrating them into diverse lessons will help them to live with the target language every day and minute. Using them even as icebreakers have a great impact on their motivation in a way that making these Web 2.0 tools and social media applications a main part of teaching will increase their learning.

As for the limitations, the interview process was conducted via Skype or Google Hangout applications because of the Covid-19 outbreak. Face-to-face interviews could have revealed more authentic responses from learners. Another limitation was the only involvement of high school students in the study. In further studies, the participation of elementary and primary school students with a larger population could be another subject of research. Also, non-experienced students could be asked to participate in this research to be to analyze and compare results for experienced users and non-experienced students. At the same time, the similar applications can be carried out by designing experimental research designs in which the language learners who are unaware of or unable to receive education with instructional technologies that establish the focus group while the experienced participants may be among the control group to unveil the widespread effects of technologies on language learning

and teaching. Last but not the least, as technology changes at any time, new tools and techniques combined with other variables of English language teachers, or parents providing scaffolding for the learners during the distance education period of this outbreak could also be implemented into the upcoming research.

ACKNOWLEDGMENT

We would like to thank Amasya University Social Sciences Ethics Committee for providing the ethical approval that forms the basis of the findings by initiating and fulfilling the data collection process of this study.

REFERENCES

- Alnujaidi, S. (2017). Social network sites effectiveness from EFL students' viewpoints. *English Language Teaching*, 10(1), 39-49. <https://doi.org/10.5539/elt.v10n1p39>
- Arnold, N., Ducate, L., & Kost, C. (2009). Collaborative writing in wikis: Insights from culture projects in intermediate German classes. In L. Lomicka & G. Lord (Eds.), *The next generation: Social networking and online collaboration in foreign language learning* (pp. 115-144). San Marcos, Texas: CALICO. <https://doi.org/10.11139/cj.29.3.431-448>
- Armstrong, K., & Retterer, O. (2008). Blogging as L2 writing: A case study. *AACE Journal*, 16(3), 233-251. <https://www.learnlib.org/p/24300/>
- Aşıksoy, G. (2018). ELT students' attitudes and awareness towards the use of Web 2.0 technologies for language learning. *Dil ve Dilbilimi Çalışmaları Dergisi*, 14(2), 240-251. <https://www.jlls.org/index.php/jlls/article/view/952>
- Basal, A., & Aytan T. (2014). *Using web 2.0 tools in English language teaching*. In Conference proceedings ICT for language learning. (pp. 372-375). Libreria Universitaria. it Edizioni.
- Behjat, F., Bagheri, M. S., & Yamini, M. (2012). Web 2.0-assisted language learning: Using technology to enhance reading comprehension. *International Journal of Social Sciences & Education*, 2(1). <https://doi.org/10.5539/ijel.v2n1p97>
- Bowers, B., Cohen, L. W., Elliot, A. E., Grabowski, D. C., Fishman, N. W., Sharkey, S. S., ... & Kemper, P. (2013). Creating and supporting a mixed methods health services research team. *Health services research*, 48(6pt2), 2157-2180. <https://doi.org/10.1111/1475-6773.12118>
- Bozavli, E. (2016). Understanding of foreign language learning of generation Y. *Alrabadi E (2011). Quelle méthodologie faut-il adopter pour l'enseignement/apprentissage de l'oral. Didactica*, 23, 15-34. <https://files.eric.ed.gov/fulltext/EJ1115863.pdf>
- Brick, B. (2013). Social networking sites and language learning. In *Technologies, Innovation, and Change in Personal and Virtual Learning Environments* (pp. 90-103). IGI Global. <https://doi.org/10.4018/jvple.2011070102>
- Bustamante, C., Hurlbut, S., & Moeller, A. K. (2012). Web 2.0 and language learners: Moving from consumers to creators. <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1177&context=teachlearnfacpub>
- Cochrane, T., & Bateman, R. (2008). Engaging students with mobile web2.0. In: *Teaching and Learning Conference 2008: Student Success: A New Era in Ways of Learning*, Eastern Institute of Technology, Taradale, Hawkes Bay. <https://doi.org/10.18848/1833-1874/cgp/v03i01/37610>
- Cooker, L. (2010). Some self-access principles. *Studies in Self-Access Learning Journal*, 1(1), 5-9. <https://doi.org/10.37237/010102>
- Coskun, A., & Marlowe, Z. (2015). Technology in ELT: English teachers investigate animoto and fotobabble. *International Journal of Higher Education*, 4(3), 119-128. <https://doi.org/10.5430/ijhe.v4n3p119>
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Ducate, C. L., & Lomicka L. L. (2008). Adventures in the blogosphere: From big readers to blog writers. *Computer Assisted Language Learning*, 21(1), 9-28. <https://doi.org/10.1080/09588220701865474>
- Eren, O. (2015). Vocabulary learning on learner-created content by using web 2.0 tools. *Contemporary Educational Technology*, 6(4), 281-300. <https://doi.org/10.30935/cedtech/6155>
- Godwin-Jones, R. (2005). Skype and podcasting: Disruptive technologies for language learning. *Language learning & technology*, 9(3), 9-12. <https://t.ly/AVlv>
- Greenhow, C., & Askari, E. (2017). Learning and teaching with social network sites: A decade of research in K-12 related education. *Education and information technologies*, 22(2), 623-645. <https://t.ly/90S6>
- Kayri, M., & Cakir, O. (2010). An applied study on the educational use of Facebook as a Web 2.0 tool: The sample lesson of computer networks and communication. *arXiv preprint arXiv:1009.0402*. <https://doi.org/10.5121/ijcsit.2010.2405>

- Kessler, G. (2009). Student-initiated attention to form in wiki-based collaborative writing. *Language Learning & Technology*, 13(1), 79-95. http://128.171.57.22/bitstream/10125/44169/13_01_kessler.pdf
- Kukulka-Hulme, A., & Shield, L. (2008). An overview of mobile-assisted language learning: *From content delivery to supported collaboration and interaction*. *ReCALL*, 20(3), 271-289. <https://doi.org/10.1017/s0958344008000335>
- Lee, L. (2010). Exploring wiki-mediated collaborative writing: A case study in an elementary Spanish course. *CALICO Journal*, 27(2), 260-272. <https://doi.org/10.11139/cj.27.2.260-276>
- Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford University Press. <https://doi.org/10.1080/0958822970100103>
- Low, G. L. A. D. Y. S., & Chaudhry, A. S. (2009, March 6-7). *An analysis of reading profile of generation-X in Singapore* [Conference session]. Asia-Pacific Conference on Library and Information Education and Practice (A-LIEP 2009). <https://t.ly/jn46>
- Mark, B., & Coniam, D. (2008). Using wikis to enhance and develop writing skills among secondary school students in Hong Kong. *System*, 36, 437-455. <https://doi.org/10.1016/j.system.2008.02.004>
- McBride, K. (2009). Social networking sites in foreign language classes: Opportunities for re-creation. In L. Lomicka & G. Lord (Eds.), *The next generation: Social networking and online collaboration in foreign language learning* (pp. 35-58). San Marcos, Texas: CALICO. Retrieved from https://www.academia.edu/15554658/Socialnetworking_sites_in_foreign_language_classes_Opportunities_for_re-creation
- Özkan, M. (2011). *Effects of social constructivist virtual learning environments on speaking skills from the perspective of university students*. [Master's Thesis, Çukurova University, Adana]. Retrieved from <http://libratez.cu.edu.tr/tezler/8489.pdf>
- Prensky, M. (2001). Digital natives, digital immigrants. *On The Horizon*, 9(5). <https://doi.org/10.1108/10748120110424843>
- Raith, T. (2009). The use of weblogs in language education. In M. Thomas (Ed.), *Handbook of research on Web 2.0 and second language learning* (pp. 274-291). Hershey, PA: Information Science Reference. <https://doi.org/10.4018/978-1-60566-190-2.ch015>
- Solomon, G., & Schrum, L. (2007). *Web 2.0: new tools, new schools*. International Society for Technology Education: Eugene Oregon & Washington, DC
- Tilfarlioglu, F. Y. (2011). An international dimension of the student's attitudes towards the use of English in Web 2.0 technology. *Turkish Online Journal of Educational Technology-TOJET*, 10(3), 63-68. <https://eric.ed.gov/?id=EJ944929>
- Wang, S., & Vásquez, C. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), 412-430. <https://doi.org/10.11139/cj.29.3.412-430>
- Warschauer, M., & Grimes, D. (2007). Audience, authorship, and artifact: *The emergent semiotics of Web 2.0*. *Annual Review of Applied Linguistics*, 27, 1-23. <https://doi.org/10.1017/s0267190508070013>
- Weller, A. (2013). The use of Web 2.0 technology for pre-service teacher learning in science education. *Research in Teacher Education*, 3(2), 40-46. <https://www.uel.ac.uk/wwwmedia/microsites/riste/Article-6.pdf>
- Wisdom, J. P., Cavaleri, M. A., Onwuegbuzie, A. J., & Green, C. A. (2011). Methodological reporting in qualitative, quantitative, and mixed methods health services research articles. *Health Services Research*, 47(2), 721-745. <https://doi.org/10.1111/j.1475-6773.2011.01344.x>
- Zorko, V. (2009) Factors affecting the way students collaborate in a wiki for English language learning. *Australasian Journal of Educational Technology*, 25(5), 645-665. <https://doi.org/10.14742/ajet.1113>