

Exploring the Views of the Trainees on the Use of Web 2.0 and Web 3.0 Tools in Language Teaching¹

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The current study aims to investigate the literature on the use of web tools in language teaching with an in-depth analysis by obtaining the opinions of the trainees of the certificate program in different periods. Literature on the use of web tools was analyzed according to certain criteria and summarized to gain a broad perspective. The research was carried out with 45 trainees within the scope of the case study. The online certificate program, in which the study is conducted, is a certificate program that is organized periodically within the scope of Teaching Turkish as a Foreign Language, and its target is teachers or pre-service teachers. A different subject is covered in each course in the certificate program. One of the topics covered in "The Use of Web Tools in Language Teaching". In the context of this subject, theoretical and practical training is given on the use of web tools in online language teaching. Within the scope of this course, the learners were given training on the use of web tools in language teaching, and applications were made. The same training was given for each group and data collection was carried out immediately after the training. The data was obtained online from the participants in three different certificate programs held in different periods. The data were analyzed with NVivo 12 software and content analysis was performed. In conclusion, almost all of participants expressed a positive opinion on the integration of web tools in teaching Turkish as a Foreign Language with online learning environments. They frequently expressed the benefits of providing activities for their skills, increasing interaction, material diversity, providing an effective learning environment, and being able to use the four basic language skills. In the context of the type of tool that they can use as online learning environments in Teaching Turkish as a Foreign Language, participants frequently mentioned digital story, brainstorming, metaverse. Scenarios can be developed and various research can be done to support the use of brainstorming and digital stories in metaverse environments.

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Keywords: Online teaching environments, web 2.0-3.0, language teaching.

INTRODUCTION

There has been an increase in the number of online courses due to the compulsory transfer of all educational activities to the online environment during the global epidemic period. In other words, it would not be wrong to say that people evaluate this period for their personal and professional development. During the COVID-19 pandemic, online foreign language learning has helped adapt to restrictions applied worldwide (Maican & Cocoradă, 2021). Language learning has also been experienced by both trainers and learners in online environments during this period, online environments and the technologies they contain have increased rapidly, and the experience of the learner and teaching audience has reached a certain point (İnan, 2021).

Online environments have an important place for language learning, and Schulze and Scholz (2018) highlighted that there is a trend toward giving more online language teaching courses today. One of the most important reasons for this is the social interaction, learning interaction, and access to education provided by online environments to learners (Doğan, 2020). Online environments help the use of the learned language in terms of providing opportunities such as language learning in the online environment, communicating in synchronous and asynchronous environments, and increasing the duration (Kim, 2005; Meskill & Athonny, 2005; Özcan, 2009). Choen (2003) indicated that online language learning environments are effective in the development of learners' self-expression, speaking, and communication skills. Effective environments are designed with the systems used in online environments and web tools integrated into the systems. Today, online language learning processes are carried out through learning management systems. In these systems, many applications can be used where the learner can practice listening, speaking, reading, and writing skills for language learning, and provide simultaneous interaction with virtual classes and video conferences, course materials, and other learners (Doğan, 2020; Maican & Cocoradă, 2021). However, educators need to organize these environments in a way that will support language teaching, increase the interaction of learners with each other and provide qualified feedback (İnan, 2021). Several elements that shape the online language learning environment have been discussed in the literature. Tasks in online language learning should be designed according to the titles of applicability, language teaching potential, relevance to the learner, compatibility with the outside world, and positive affective effect (Chapelle, 2001; Wang, 2007). Online language teaching should

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have goals that make communication compulsory, be learner-centered, and be open to direct experiences (Gonzales Lloret, 2020).

Although online environments increase participation by changing the roles of learners and placing them at the center of the teaching-learning process, attitudes towards these tools have revealed that there are concerns about the use of these tools (Cabero-Almenara & Meza-Cano, 2019). On the other hand, Çakır, Yükseltürk, and Top (2015) concluded that educators and learners in the field of education feel under pressure to use these technologies in educational environments. The necessity of using an online tool can be seen as a challenge that must be overcome by learners and trainers (Balbay, 2018). In this regard, it is significant to use the web tools used in online environments in language teaching. Within the scope of the study, literature studies on the use of web tools in language teaching were examined and in-depth analysis was made in line with the case study and different participant opinions.

Online Learning Tools

Web 2.0 tools allowed users to be producers rather than consumers, with roles of producer and consumer (Lim & Newby, 2021). Web 2.0 tools are characterized as systems based on existing web data-sharing mechanisms used to share content by providing flexibility in data reuse (Karakuş & Züleyha, 2021). Web 2.0 offers many popular applications such as Blog, Podcast, Mashup, Tag, RSS/Atom, Wiki, P2P, Moblog, and AdSense as a technology that provides environments that support participation and interaction in various digital formats (Çakır, Yükseltürk, & Top, 2015). There have been developments in the use of this technology, which developed in the 2000s, and it has left its place to developing technologies such as the semantic web. New technologies have changed the way the web is used and user roles and opened up new possibilities with artificial intelligence-based applications. This situation has enabled the concept of Web 3.0 to settle today and has become open to using in every field (Lal, 2011).

The term Web 3.0 was first mentioned by John Markoff in a blog post in 2006 (Lal, 2011). The main purpose of web 3.0, which was initially described as the semantic web, is to facilitate access, search, sharing, and management of information through the combination of technologies and information management structures (Mora et al., 2019). Web 3.0 has radically challenged traditional assumptions in Web 2.0 such as writing and sharing content (Pulver, 2020). Web 3.0 is an ideological shift in how the Internet of data is built, which can be enabled with current technology to benefit today (Sheridan et al., 2022). Over time, Web 3.0 has become the new third generation of the internet, where websites and applications can operate in a smart-human-like manner through technologies such as big data, machine learning, blockchain, and smart contracts (Jain, 2021; Sheridan et al., 2022). Web 3.0 provides technologies that allow data to be stored in multiple copies on blockchains in a P2P network, instead of building on the disintermediation of many existing parties involved in data governance (Park et al., 2022). Artificial intelligence, personalization, smart searches, virtualization, blockchain, decentralized data network, and basic technologies have also started to show their impact in the field of education. The benefits of Web 3.0 to the field of education, which can enable learners to acquire information and interact with information more meaningfully and effectively (Jain, 2021), can be summarized as follows (Chisega-Negrilă, 2013); Since all machines and devices are connected to the Internet, it will facilitate access to information, thus reducing the cost and reducing the expenditures made in education. Instructors can develop interesting and more complex assignments supported by a variety of resources. Learners can be freer to develop their content and have a large pool of trainers in the learning process. Saves time by providing only learner-tailored information with customized search opportunities. With the increase of e-learning resources, e-learning may be accessible.

On the other hand, as learners can obtain all the information and study materials in one place with less time and less effort, they can practice their critical thinking, evaluation, and discussion skills less (Jain, 2021). However, it will be inevitable not to benefit from the advantages of Web 3.0 in learning processes. The opportunities provided by web tools have also become widespread in language teaching.

Web Tools in Language Teaching

One of the main purposes of foreign language teaching is to enable learners to gain listening, reading comprehension, speaking, and writing behaviors (Kaynar, 2019). For this purpose, it is important in terms of language teaching to provide environments where learners can gain reading, writing, listening, and speaking

skills. With the interaction provided by web tools (Kaynar, 2019; Özpınar, 2020), it is possible to expose the learner to the language and use it as a communication tool (Balbay, 2018). It also supports the learner-centered teaching process by enabling learners to communicate with each other, allowing for pair and group work, and collaborative work in terms of learner interaction (Kaynar, 2019).

The practice of using Web 2.0 tools, which penetrate all aspects of activities in language teaching, within the scope of language learning is quite common (Luo, 2013; Çınar, Erişen, & Çeliköz, 2022). The features of Web 2.0 reflect the essence of language learning (Thomas, 2009). The traditional classroom environment can be much more interesting and enjoyable in the online environment. Web tools are motivating for the learning environment and reduce foreign language anxiety, positively affect attitudes towards language learning, provide materials that facilitate learning and provide interaction, and help the four basic language learning skills (listening, speaking, reading, writing) are suitable for the use of various learning strategies. It has a positive effect on foreign language learning with its main benefits such as being effective and encouraging learner autonomy (Ally, 2004; Cacheiro-Gonzalez & Medina-Rivilla, 2019; Gütl et al., 2013; Hurd, 2006; Kuruçay & İnan, 2017; Li, 2019; Liang-Yi & Chin-Chung, 2017; Lin, Zhang & Zheng 2017). On the other hand, the metaverse offered by Web 3.0 technology provides three-dimensional virtual environments in which the learner can work collaboratively by interacting with avatars and objects that they can customize (Batdı, Akyol, & Arslan, 2022). These environments, which can be customized by educators, provide the opportunity to participate in augmented reality and virtual reality. These possibilities of metaverse environments will have a positive effect on learners' participation in the course and learner processes.

Related Studies

Studies on the use of online tools in language teaching in the literature have been conducted in the last five years in the categories of "web 2" or "web 3", "language teaching" and "language learning" in English in the databases of Social Sciences Citation Index (SSCI), Emerging Sources Citation Index (ESCI), Arts & Humanities Citation Index (A&HCI), and Science Citation Index Expanded (SCI-EXPANDED) and 4,021 articles were accessed as follows.

The distribution of the studies according to the keywords is given in Figure 1. In the studies on language learning and language teaching, the keywords "language learning", "motivation", "second language learning", "foreign language learning", and "multilingualism" are the most common, and in the context of technology, "computer assisted language learning", "mobile learning", "web 2.0" keywords are used. When the network graph of the publications is examined, learner-oriented scientific studies are central. Publications on technology-based learning and online learning have an important share in these publications. Language teaching publications were found to be isolated.

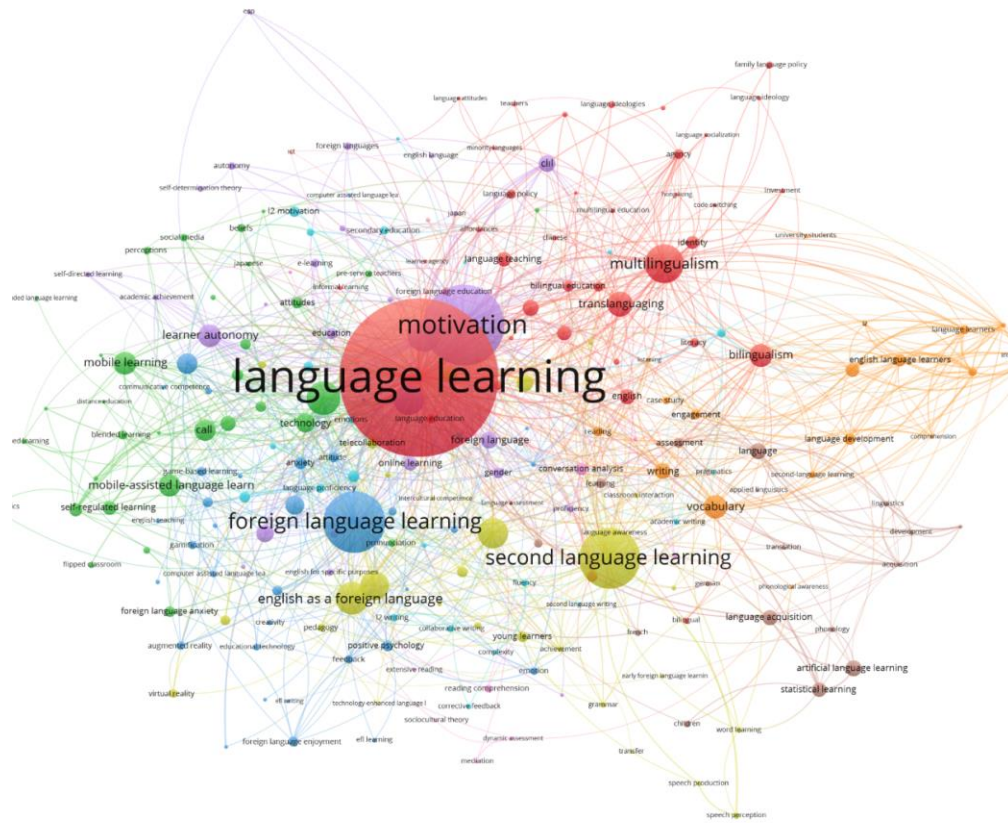


Figure 1. Distribution of studies by keywords

The distribution of studies by years is given in Figure 2. Within the scope of the last five years, 738 study was conducted in 2018, 843 in 2019, 770, in 2020, 940 in 2021, and 730 study was conducted in 2022 and is continuing.

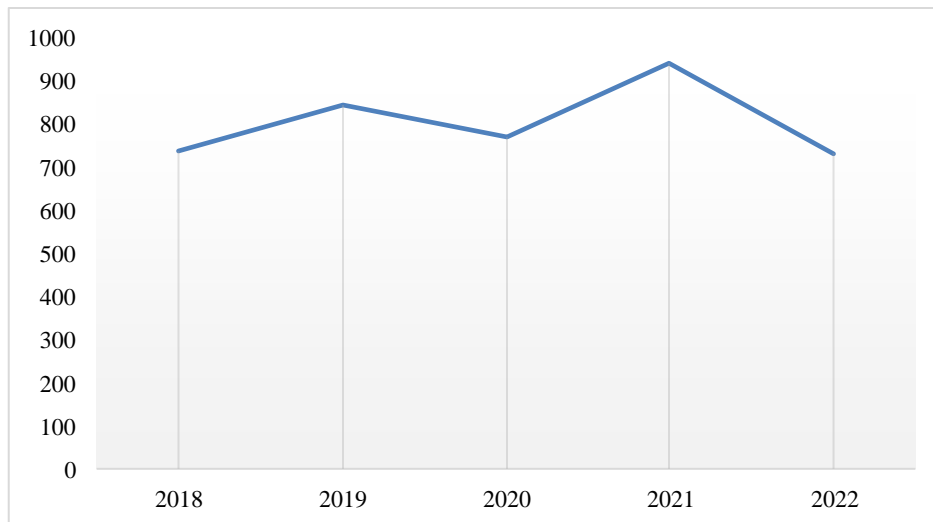


Figure 2. Distribution of studies by years

The distribution of the studies according to the journals is given in Figure 3. In the context of the subject, most study has been done in the journal “Computer Assisted Language Learning”, and the frequency of publications is high in other journals focusing on language learning.

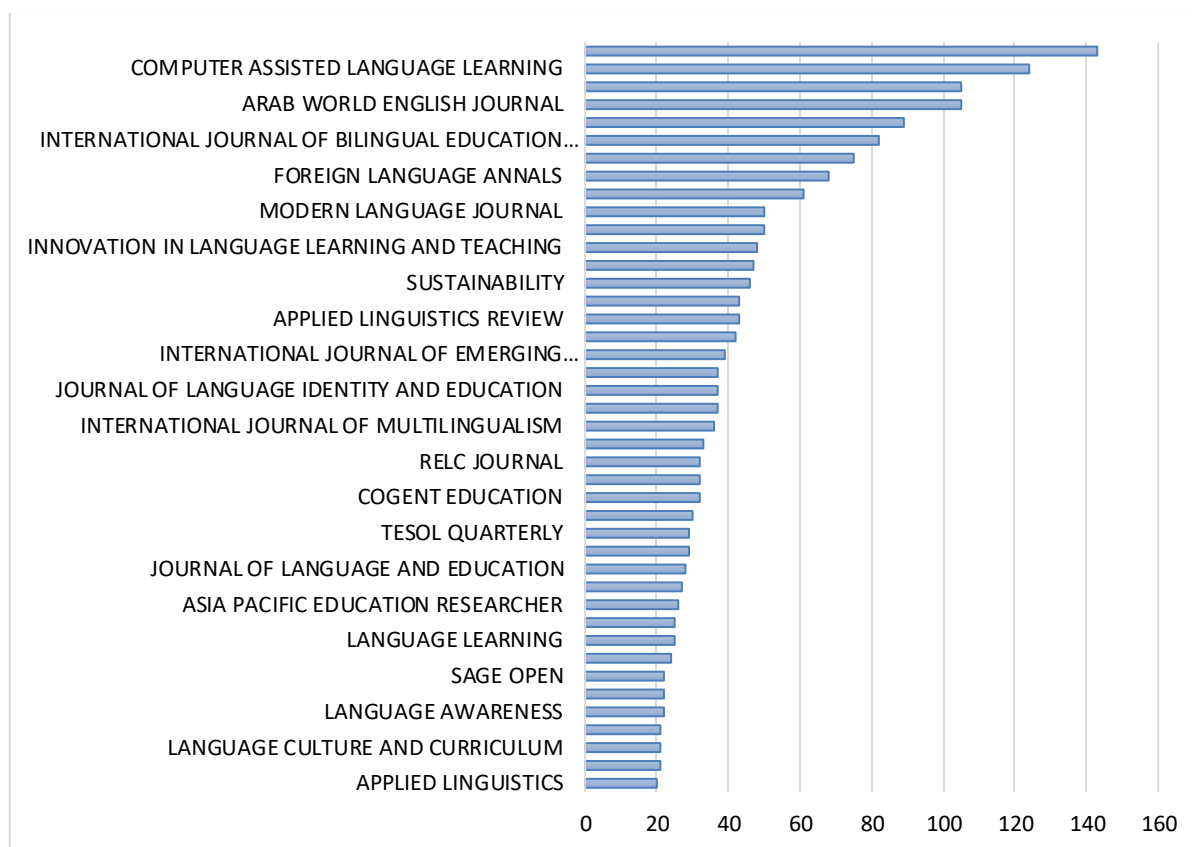


Figure 3. Distribution of studies by journals (not including studies below 20)

Studies on the subject of language teaching in the literature are limited and based on the above-mentioned criteria, 23 studies have been reached in the context of “language teaching”. When these studies were analyzed according to their keywords, studies were carried out on the use of customized tools, mostly based on Web 2.0. In addition, it is noteworthy that there are studies on teaching Turkish. However, although studies on online environments in language teaching are experimental studies (Echeng, et al., 2013; Zarei & Hussin, 2014), no in-depth qualitative study has been found. Within the scope of this study, the opinions of the participants consisting of certificate trainees in different periods regarding the use of web tools in language teaching were obtained and examined in depth.

METHOD

Research Design

In this study, the case study was used. A case study is defined as an in-depth and versatile study of an event using qualitative research methods (Feagin, Orum, & Sjoberg, 1991). In the research, a case study was used to examine the participants’ views on the use of web tools in Teaching Turkish as a Foreign Language.

Study Group

The study group of research was created by the purposeful sampling method, one of the qualitative research sampling types. Within the scope of the research, attention was paid to the volunteering principle of the participants. This study was carried out with separate participants in three different certificate programs held in different periods. In the study group selected in the context of the subject, 48 trainees out of 103 volunteers participated in the study. Table 1 gives information about the study groups that were carried out in three different periods.

Table 1. Information on the study group of the research

#	Total number of trainees (n)	Number of participants (n)	Participation rate (%)	Term
Group 1	46	20	%43	Certificate Program in Teaching Turkish as a Foreign Language (May 2022)
Group 2	29	10	%34	Certificate Program in Teaching Turkish as a Foreign Language (August 2022)
Group 3	28	18	%64	Certificate Program in Teaching Turkish as a Foreign Language (October 2022)

Data Collection Tool

In the collection of data, semi-structured questions were prepared by the researchers, and a pool of questions was created to determine the opinions of the participants on the use of web tools in language teaching. The opinions of six experts were taken for the validity of the interview form. In line with the expert opinions, the interview form was revised and the interview form consisting of four questions was given its final form. After the data collection tool was created, the ethics committee permission procedures were carried out for the research and the study approval was obtained at the meeting of Gazi University Ethics Commission dated 24.05.2022 and numbered 10.

Implementation

Teaching Turkish as a Foreign Language certificate program is given in the form of online courses by instructors who are experts in their fields. Training is provided in the context of teaching Turkish as a foreign/second language on the subjects of management of teaching processes in multicultural classes, four basic language skills, grammar, cultural interaction, contemporary methods and techniques in teaching, material preparation-adaptation and use, preparation and use of field-specific measurement-evaluation tools, distance education, and exams. In the Certificate Program, which consists of 30 hours of theoretical and 20 hours of practical training, each of the theoretical courses is given by experienced instructors in different subjects. One of these topics is "The Use of Online Tools in Language Teaching".

In the context of the Use of Online Tools in Language Teaching course, the learners were given training on the use of web tools in language teaching, and practices were made. The applications were carried out interactively with the participation of the participants. The hands-on training was provided on a whiteboard, brainstorming, digital story, concept map, metaverse, puzzle, document, and podcast web tools that can be used in online environments. Images of the training are given in Figure 4. The same training was given for each group and data collection was carried out immediately after the training.

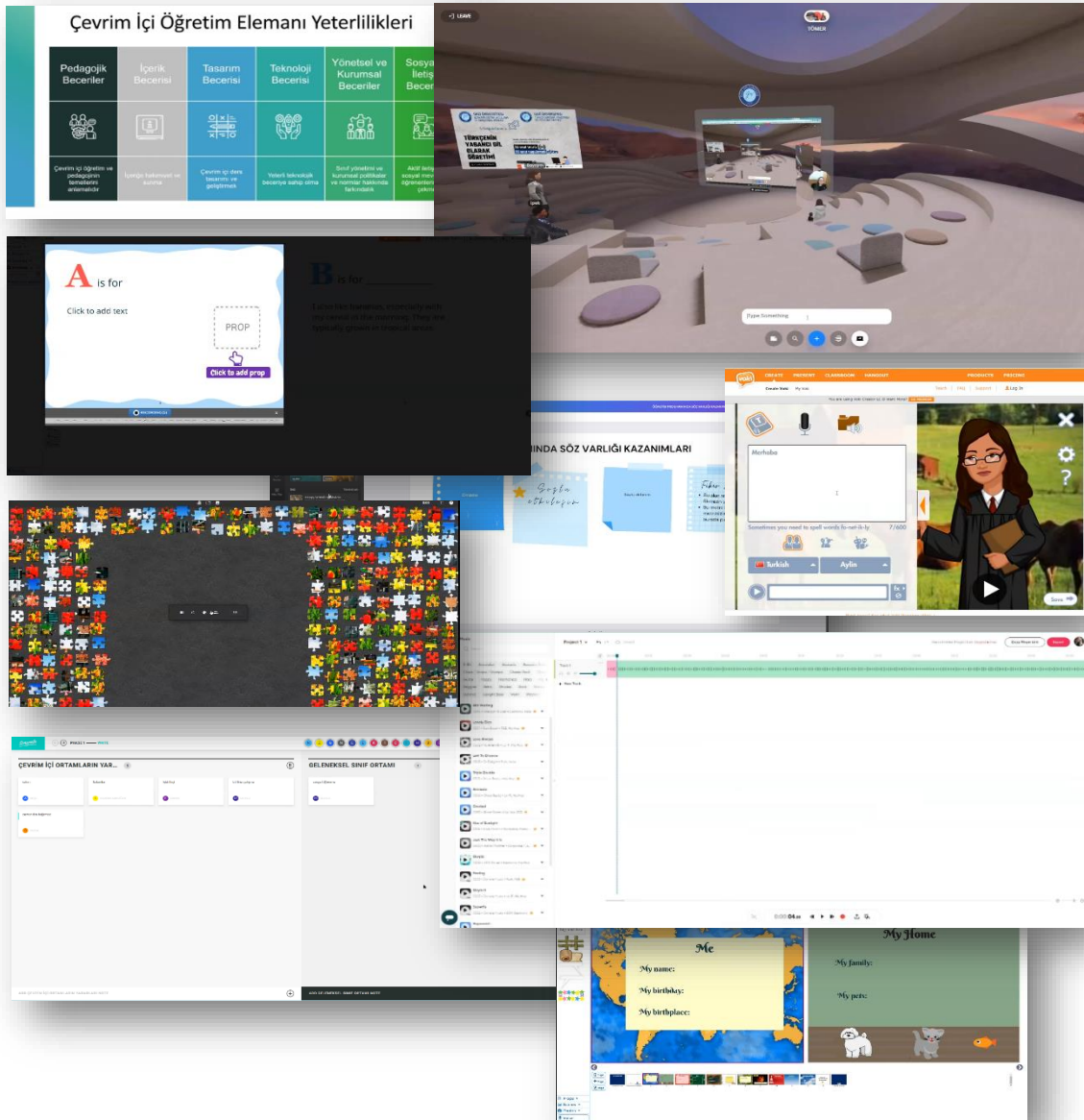


Figure 4. Use of Online Tools in Language Teaching course

Data Collection and Analysis

The data collection process was obtained online in the Learning Management System (LMS), of which they are users, with volunteer participants in three different certificate programs held in different periods to determine the opinions on the use of web tools in language teaching.

The data were coded by compiling with NVivo 12 software. The analyzes were calculated as 87% of the researcher. After the analyzes were finalized, expert opinions were received on the determining themes and sub-themes. Then, the categories and codes created by the researcher and the expert were compared and the coefficient of the agreement was calculated as 93%. The procedure followed in the method of the study can be summarized in Figure 5.

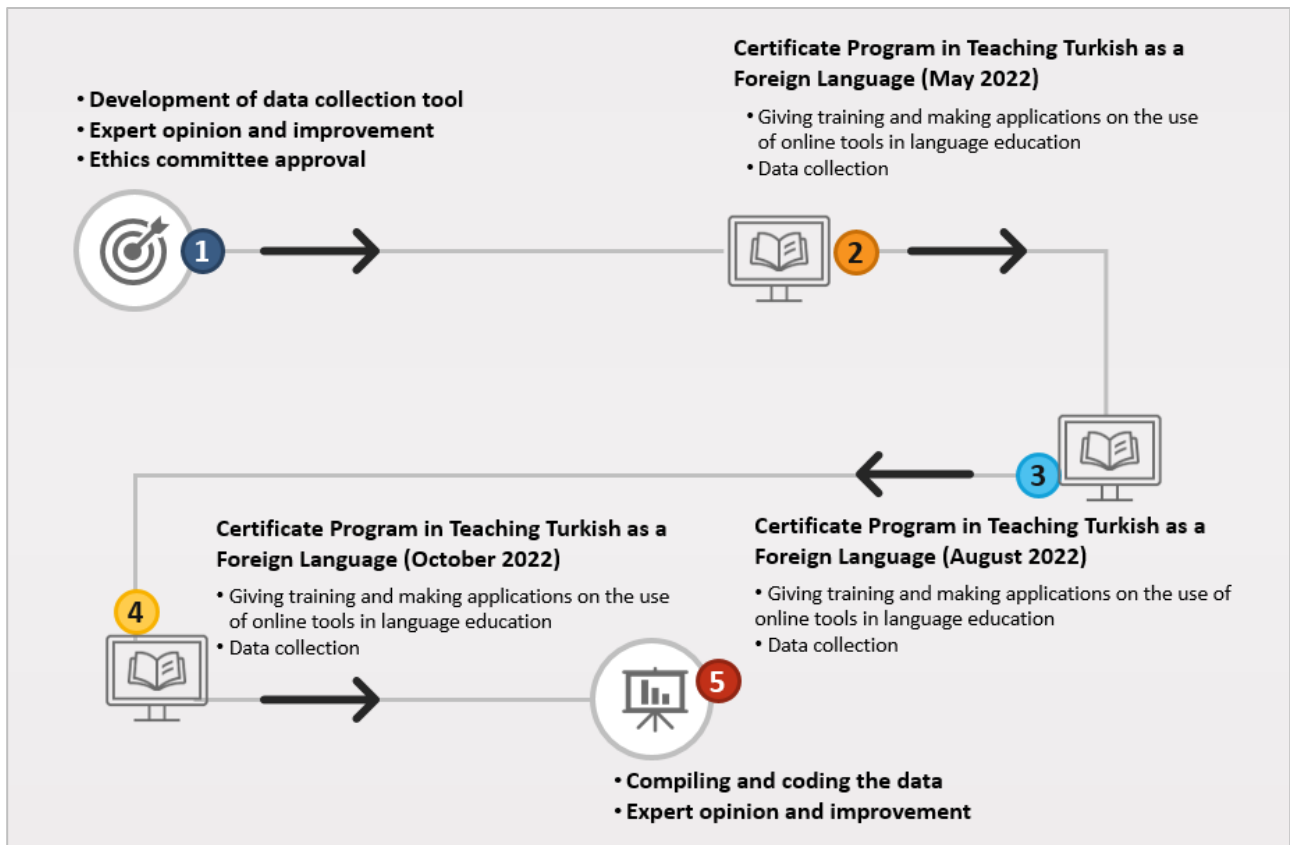


Figure 5. Flow chart of the data collection process

FINDINGS

The answers given to the open-ended questions asked to the participants were grouped according to their meaning integrity and detailed in this section.

1. "Do you think that course contents can be effectively integrated into online learning environments? Please explain." The findings obtained from the participants are presented below (Table 2, Table 3, Table 4).

The perspectives of the participants were analyzed under the main theme of integration of course content into the online environment. Results according to interviews with separate study groups are given in separate tables.

Table 2. Opinions of group 1 participants' on the integration of course content into online learning environments

Theme: Integration of course contents into the online environment	
Sub-Themes	f
Integration (I)	20
Y.I.1.Integrable	19
Y.I.1.2. Opportunity to access content	9
Y.I.1.3.Conditional	4
Y.I.1.3.1. Full transfer of contents and achievements	2
Y.I.1.4.Material diversity	3
Y.I.1.5. Certificate program example	1
N.I.2.Not integrated	1
N.I.2.1.Face-to-face environment habit	1

When Table 2 is examined, 19 participants from the 1st group stated that the course contents could be integrated into online learning environments, and 1 participant indicated that the course contents could not be integrated into online learning environments.

Nine of the participants, who stated that the course contents can be integrated into online learning environments, stated that the course contents can be integrated into online learning environments due to the opportunity to access the content, and three of them due to the diversity of materials. Four of the participants stated that integration can be conditional, and two of these participants stated that integration can be achieved provided that all of the content and achievements are transferred. Only one participant from the 1st group stated that the course contents could not be integrated into online learning environments due to face-to-face environment habits.

Table 3. Opinions of group 2 participants on the integration of course content into online learning environments

Theme: Integration of course contents into the online environment	
Sub-Themes	f
Integration (I)	10
Y.I.1.Integrable	10
Y.I.1.1. Accessibility to a wide audience	3
Y.I.1.2.Conditional	1
Y.I.1.2.1. Ensuring equality of opportunity	1
Y.I.1.3.Material diversity	1
N.I.2.Not integrated	0

When Table 3 is examined, all of the 2nd group participants stated that the course contents could be integrated into online learning environments.

Three of the participants, who stated that the course contents can be integrated into online learning environments, stated that the course contents can be integrated into online learning environments because it

provides access to large audiences and one of them provides material diversity. One of the participants stated that integration can be achieved with the condition of providing equal opportunity for integration.

Table 4. Opinions group 3 participants' on the integration of course content into online learning environments

Theme: Integration of course contents into the online environment	
Sub-Themes	f
Integration (I)	18
Y.I.1.Integrable	14
Y.I.1.1.Conditional	5
Y. I.1.1.1. Effective use of online tools	4
Y.I.1.1.2. Providing training of trainers	1
Y.I.1.2. Functionality of Web 2.0 and Web 3.0 environments	1
N.I.2.Not integrated	4
N.I.2.1. Disadvantage of online environment	2
N.I.2.1.1. Distraction in the online environment	1
N.I.2.1.2. Difficulty keeping the learner active	1

When Table 4 is examined, 17 participants from the 3rd group said that the course contents can be integrated into online learning environments, while 4 participants stated that course contents cannot be integrated into online learning environments.

One of the participants, who said that course contents can be integrated into online learning environments, stated that course contents can be integrated into online learning environments since Web 2.0 and Web 3.0 environments provide functionality in the online environment. Four of the participants stated that integration can be achieved with the condition that online tools are used effectively and the trainer's training is provided. 2 participants from the 3rd group stated that the course contents cannot be integrated into online learning environments due to disadvantages such as distraction in the online environment and the difficulty of keeping the learner active.

2. "What can be the benefits of online learning environments in Teaching Turkish as a Foreign Language?" The findings obtained from the participants are presented below (Table 5, Table 6, Table 7).

The perspectives of the participants were analyzed under the main theme of benefits of the online environment. Results according to interviews with separate study groups are given in separate tables.

Table 5. Opinions of group 1 participants' on the benefits of online learning environments in Teaching Turkish as a Foreign Language

Theme: Benefits of the online environment	
Sub-Themes	f
Benefits of the online environment (B.O.E.)	29
B.O.E.1.Repeatability	10
B.O.E.2.Independent of space	7
B.O.E.3.Time independent	6
B.O.E.4. Reaching a large number of learners	4
B.O.E.5.Concretization with audio-visual contents	1
B.O.E.6.Easy to socialize	1

When Table 5 is examined, within the scope of the benefits of online learning environments in Teaching Turkish as a Foreign Language, ten participants from the 1st group can be repeated, seven participants are independent of space, six participants are independent of time, four participants can reach a large number of learners, one participant is concretization with audio-visual content and one participant also stated the benefits of web tools such as convenience in socialization.

Table 6. Opinions of group 2 participants' on the benefits of online learning environments in Teaching Turkish as a Foreign Language

Theme: Benefits of the online environment	
Sub-Themes	f
Benefits of the online environment (B.O.E.)	19
B.O.E.1.Active learning environment	4
B.O.E.2.Independent of space	3
B.O.E.3. Reaching a large number of learners	3
B.O.E.4.Material diversity	2
B.O.E.5.Many alternative methods	2
B.O.E.6.Repeatability	2
B.O.E.7.The multiplicity of elements that increase interaction	1

When Table 6 is examined, within the scope of the benefits of online learning environments in Teaching Turkish as a Foreign Language, four participants from the 2nd group are in active learning environments, two participants are independent of the place, three participants can reach a large number of learners, two participants have a variety of materials, two participants have many alternative methods, two participants reproducibility, two participants mentioned the benefits of web tools such as repeatability, one participant providing a multiplicity of elements that increase interaction.

Table 7. Opinions of group 3 participants' on the benefits of online learning environments in Teaching Turkish as a Foreign Language

Theme: Benefits of the online environment	
Sub-Themes	f
Benefits of the online environment (B.O.E.)	29
B.O.E.1.Time independent	6
B.O.E.2.Independent of space	4
B.O.E.3. Reaching a large number of learners	4
B.O.E.4.Repeatability	3
B.O.E.5.Providing activities for four language skills	2
B.O.E.6.Increasing interaction	2
B.O.E.7.Material diversity	2
B.O.E.8.Learning at their own pace	1
B.O.E.9.Method diversity	1
B.O.E.10. Ease of access to content	1
B.O.E.11. Exposure to the target language	1
B.O.E.12.Effective course design opportunities	1
B.O.E.13.Permanent learning	1

When Table 7 is examined, within the scope of the benefits of online learning environments in Teaching Turkish as a Foreign Language, six participants from the 3rd group are independent of time, four participants are independent of space and can reach a large number of learners, three participants are repeatable, two participants are material diversity, two participants are many alternative methods, Two participants stated the benefits of web tools such as providing activities for four language skills, increasing interaction and variety of materials, one participant being able to learn at his own pace, variety of methods, ease of accessing the content, exposure to the target language, effective course design opportunities, and providing permanent learning.

3. "What can be the benefits of the interaction provided by online learning environments in Teaching Turkish as a Foreign Language?" The findings obtained from the participants are presented below (Table 8, Table 9, Table 10).

The perspectives of the participants were analyzed under the main theme of online interaction benefits. Results according to interviews with separate study groups are given in separate tables.

Table 8. Opinions of group 1 participants on the benefits of interaction in the online environment

Theme: Online interaction benefits	
Sub-Themes	f
Benefits of interaction in the online environment (B.I.O.E.)	12
B.I.O.E.1.Different materials increase interaction	5
B.I.O.E.2.Increasing persistence	3
B.I.O.E.3.Increasing participation	2
B.I.O.E.4.Exposing the learner to use the language	1
B.I.O.E.5.Easy communication	1

When Table 8 is examined, within the scope of the benefits of the interaction provided by online learning environments in Teaching Turkish as a Foreign Language, five participants from the 1st group found that different materials increased the interaction, three participants increased the permanence, two participants increased participation, one participant was exposed to the learner's use of the language, and one participant stated that. Stated the benefits of interaction in an online environment, such as easy communication.

Table 9. Opinions of group 2 participants on the benefits of online interaction

Theme: Online interaction benefits	
Sub-Themes	f
Benefits of interaction online (B.I.O.I.)	16
B.I.O.I.1.Supporting the development of language skills	6
B.I.O.I.2.Providing a comfort area	3
B.I.O.I.3.Increasing participation	2
B.I.O.I.4.Practicality 2	2
B.I.O.I.5.Time management	2
B.I.O.I.6.Easy communication	1

When Table 9 is examined, within the scope of the benefits of the interaction provided by online learning environments in Teaching Turkish as a Foreign Language, six participants from the 2nd group supported the development of language skills, three participants provided a comfort zone, two participants increased participation, two participants were practical, two participants time management and one participant also stated the benefits of interaction in the online environment, such as easy communication.

Table 10. Opinions of group 3 participants on the benefits of online interaction

Theme: Online interaction benefits	
Sub-Themes	f
Benefits of interaction online (B.I.O.I.)	13
B.I.O.I.1.Increasing participation	5
B.I.O.I.2.Providing an effective learning environment	4
B.I.O.I.3.To be able to use four basic language skills	3
B.I.O.I.4.Increasing durability	1

When Table 10 is examined, within the scope of the benefits of the interaction provided by online learning environments in Teaching Turkish as a Foreign Language, five participants from the 3rd group increased participation, four participants provide an effective learning environment, three participants can use four basic language skills, and one participant mentioned the benefits of interaction in the online environment, such as increasing permanence.

4. "Assuming you are the instructor of the course, which of the types of a whiteboard, brainstorming, digital story, concept map, metaverse, puzzle, or document would you like to use as online learning environments? Why is that?" The findings obtained from the participants are presented below (Table 11, Table 12, Table 13).

The perspectives of the participants were analyzed under the main theme of using web tools. Results according to interviews with separate study groups are given in separate tables.

Table 11. Opinions of group 1 participants on the use of web tools

Theme: Using web tools	
Sub Themes (advantages)	f
Digital Story (D.S.)	15
D.S.1. Ensuring visualization of what is learned	2
D.S.2. Ensuring Permanence	2
D.S.3. Contributing to listening skills	1
D.S.4. Contributing to reading skills	1
Concept Map (C.M.)	15
C.M.1. Providing permanence	2
C.M.2. To provide a holistic perspective to the learners	1
C.M.3. To summarize the learning process	1
Brainstorming (B.S.)	11
B.S.1. Providing interaction	1
B.S.2. Providing participation	1
B.S.3. Providing to reveal creative ideas	1
Metaverse (M)	10
M.1. It provides more interaction than other environments	2
M.2. Providing the feeling of belonging to the group with the virtual classroom environment	1
Whiteboard	7
Puzzle (P)	6
P.1. It can be used as an icebreaker activity	2

When Table 11 is examined, fifteen participants from the 1st group stated that they can use digital stories, fifteen participants concept maps, eleven participants brainstormed, ten participants metaverse, seven participants whiteboard, and six participants puzzle tools as online learning environments.

Two of the participants, who stated that they could benefit from digital stories in online learning environments, stated that they preferred the digital story because of the advantages of visualizing what was learned, two providing permanence, one contributing to listening skills, and one contributing to reading skills. Two participants stated that they preferred the concept map with the advantages of providing permanence, one participant providing a holistic perspective on what was learned, and one participant summarizing the learning process. One participant stated that they preferred brainstorming with the advantages of providing interaction, one participant providing participation, and one participant providing creative ideas. Two participants expressed that they preferred the metaverse tool because of the advantages of providing more interaction than other environments, one participant's virtual classroom environment, and the advantages of making them feel belonging to the group. Two participants stated that they preferred the Puzzle tool because it could be used as an icebreaker activity.

Table 12. Opinions of group 2 participants on the use of web tools

Theme: Using web tools	
Sub-Themes	f
Digital Story (D.S.)	9
D.S.1. Easy to teach language elements	1
D.S.2. To make him visualize what has been learned	1
Concept Map	5
Metaverse (M)	4
M.2. Providing real environment perception	2
M.1. It provides more interaction than other environments	1
Brainstorming (B.S.)	4
B.S.1. Ensuring Permanence	2
B.S.2. Providing participation	2
Puzzle	3
Whiteboard (W.B.)	3
W.B.1. Habits	2

When Table 12 is examined, nine participants from the 2nd group stated that they can use digital story, five participants concept maps, four participants metaverse, four participants brainstorming, three participants puzzles, and three participants whiteboard tools as online learning environments.

Expressing that they can benefit from digital stories in online learning environments, one of the participants stated that they preferred the digital story because it provides convenience in teaching language elements and the other. After all, it provides a visualization of what has been learned. Two participants commented that they preferred the metaverse tool with the advantages of providing real environment perception and one participant provided more interaction than other environments. One participant highlighted that they preferred brainstorming with the advantages of providing permanence and participation of one participant. Two participants stated that they preferred the whiteboard because of their previous habits.

Table 13. Opinions of group 3 participants on the use of web tools

Theme: Using web tools	
Sub-Themes	f
Metaverse (M)	6
M.1. Remarkable	2
M.2. Close to face-to-face active education approach	2
M.3. It provides more interaction than other environments	1
Brainstorming (B.S.)	6
B.S.1. Active participation	4
B.S.2. Tutorial discussion technique	1
B.S.3. Feeding creative thinking	1
Puzzle	3
Digital Story (D.S.)	2
D.S.1. Word acquisition	1

When Table 13 is examined, six participants from the 3rd group stated that they could use metaverse and brainstorming tools, three participants stated that they could use puzzle tools, and two participants stated that they could use digital story tools as online learning environments.

In online learning environments, two participants stated that they preferred the metaverse tool because of its attractiveness and closeness to the understanding of face-to-face active education, one participant had more interaction than in other environments. Four participants stated that they preferred brainstorming with the advantages of active participation, one participant instructive discussion technique, and nurturing creative

thinking. One of the participants, who stated that they could benefit from the digital story, stated that they preferred the digital story with the advantages of facilitating language learning.

When the groups are compared, in summary; While almost all of the group 1 and group 2 participants expressed a positive opinion on the integration of web tools in teaching Turkish as a Foreign Language with online learning environments, while most of the group 3 participants expressed a positive opinion, some of them expressed a negative opinion as a result of their previous online learning environments. Within the scope of the benefits of online learning environments in Teaching Turkish as a Foreign Language, Group 1 participants "repeatability, independent of space, independent of time, access to a large number of learners", apart from these, group 2 participants "active learning environment", group 3 participants "four languages" They frequently expressed the benefits of providing activities for their skills, increasing interaction, and material diversity. Within the scope of the benefits of the interaction provided by online learning environments in Teaching Turkish as a Foreign Language to the lesson, group 1 participants stated that "different materials increase interaction, increase permanence, increase participation", group 2 participants "support the development of language skills, provide a comfort zone", group 3 participants differently, they frequently mentioned the benefits of "increasing participation, providing an effective learning environment, and being able to use the four basic language skills". In the context of the type of tool that they can use as online learning environments in Teaching Turkish as a Foreign Language, group 1 participants frequently mentioned "digital story, concept map, brainstorming, metaverse", group 2 participants "digital story, concept map, metaverse", and group 3 participants "metaverse, and brainstorming".

CONCLUSION and DISCUSSION

In this research, the literature on the use of web tools in language teaching was examined, and the opinions of the participants of the Teaching Turkish as a Foreign Language certificate program opened in different periods with the case study were examined. While most of the participants in the study expressed a positive opinion about the integration of web tools into language teaching, a few of them gave negative opinions and others stated that they can be integrated conditionally. Those who think that it can be integrated conditionally drew attention to the full transfer of content and achievements, effective use of online tools, training of trainers, and equal opportunities.

Participants expressed positive opinions about reproducibility, space-independent, time-independent, accessibility to a large number of learners, active learning environment, providing activities for four language skills, increasing interaction, and material diversity, especially in online language teaching training. The benefit of being independent can be addressed by various cultures. Web tools used in online environments are used in language teaching as they offer unlimited repetition opportunities, there is no place and time constraint, and they can be used in context rather than memorizing foreign words (Yalçın, 2021). In addition, the place of interaction in online learning environments in language teaching has been revealed by increasing the interaction of different materials, increasing permanence, increasing participation, supporting the development of language skills, providing a comfort zone, increasing participation, providing an effective learning environment, and helping to use four basic language skills. İnal and Arslanbaş (2021) stated that gaining communicative competence in language teaching practices carried out in the online environment can be achieved by using web tools for each language skill as an element that increases interaction. By providing interactive learning opportunities, web tools allow the design of learning environments and contents independent of time and space (Çelik, 2021). The benefits of online environments for interaction support the acquisition of necessary language skills in language teaching (Yalçın, 2021).

Digital stories support vocabulary acquisition by visualizing what has been learned in the mind, providing receptivity, contributing to listening skills, contributing to reading skills, facilitating teaching language elements, and visualizing what has been learned. In line with these listed reasons, it has been the most preferred tool. Digital stories are used effectively in foreign language teaching (Aydın & Ciğerci, 2020; Bahadır, Tüfekci & Çakır, 2021; İşçitürk, 2021; Çokyaman & Çelebi, 2021; Aydın, 2022). Bahadır, Tüfekci, and Çakır (2021) mentioned that the area where digital stories are used the most is foreign language education, and similar to the findings of this study, digital stories increase learner participation and have a positive effect on foreign language skills. In addition, digital stories are the most preferred reason in foreign language education, as the digital story contributes to the language skills of the learner (Aydın, 2022).

Metaverse has been one of the most preferred tools because it provides more interaction than other environments, provides a sense of belonging to the group with the virtual classroom environment, provides a real environment perception, is remarkable, and is close to face-to-face active education. Metaverse environments, one of the Web 3.0 technologies used in education, provide the opportunity to be used in various fields (Batdı, Akyol, & Arslan, 2022), creating a perception of real life. Altunal (2022) noted that in a three-dimensional virtual environment, the learning audience will be much more interested in these environments and enabling them to interact more with the perception of the human brain as if they are in that environment.

Brainstorming is another most preferred tool, as it provides interaction, and participation, reveals creative ideas, ensures permanence, ensures participation, provides instructive discussion techniques, and nurtures creative thinking. Foreign language teaching aims that students who learn from brainstorming produce a large number of thoughts on a specific subject and gain language skills by aiming to have a dialogue with each other (İnan, 2021). Additionally, learners can improve their speaking skills by gaining experience in impromptu speaking (Demirel & Yılmaz, 2021).

Within the scope of the importance of gaining language skills in foreign language education, it is important to what extent the online tools to be used provide interaction. In addition to the interaction, it is equally important that it is remarkable and provides the perception of the real environment, and it can be an incentive for the learning process of the learners. The use of metaverse environments in the context of foreign languages is very few and open to research. Scenarios can be developed and various research can be done to support the use of brainstorming and digital stories in metaverse environments.

The platforms shown in the application phase of the study are for activities that can be used in foreign language teaching. One of the limitations of this research is the implementation of applications on selected platforms. Another limitation is that the groups consisted of participants from three different periods.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Gazi University (Approval Number/ID: 2022/716). Hereby, we as the authors consciously assure that for the manuscript "Exploring the Views of the Trainees on the Use of Web 2.0 and Web 3.0 Tools in Language Teaching" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

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