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A Systematic Review of The Impact of Web 2.0 Tools on English Language Teaching in Türkiye

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ABSTRACT
This study explores the incorporation of Web 2.0 tools into language education, focusing on their impact on language skills, pedagogical practices, and teaching methodologies. Using a PRISMA-based systematic review design, data were collected from 14 dissertations chosen from Yöktez database in Türkiye and analyzed using thematic coding supported by ChatGPT. The content analysis highlights the dominance of Collaborative Learning Methods, emphasizing group-based, interactive approaches, while other methodologies such as Project-Based Learning and Telecollaboration were underutilized. Formative assessment practices were prevalent, reflecting a shift toward continuous feedback and learner-centered environments. The findings reveal that Web 2.0 tools significantly enhance vocabulary acquisition, writing skills, and collaboration, with tools like Quizlet, Google Docs, and Padlet supporting gamified, interactive, and peer-feedback-driven learning. Despite their success in enhancing creativity and engagement, their role in developing critical thinking skills remains limited. Technical challenges and the need for teacher training were identified as barriers to effective integration. Data were analyzed qualitatively using thematic coding to identify patterns in teaching methods, tools, and outcomes. The results underscore the transformative potential of Web 2.0 tools in creating dynamic, student-centered learning environments while highlighting the importance of combining these tools with diverse methodologies for a more balanced approach. Future research should explore the utilization of Web 2.0 tools for enhancing critical thinking and their application in various educational contexts, such as blended learning.

Keywords: Web 2.0 tools, language education, PRISMA-based systematic review design, collaborative learning, critical thinking

Türkiye'de Web 2.0 Araçlarının İngilizce Dil Öğretimi Üzerindeki Etkisine Yönelik Sistematik Bir İnceleme

ÖZET
Bu çalışma, Web 2.0 araçlarının dil eğitimi üzerindeki etkilerini, dil becerileri, pedagojik uygulamalar ve öğretim yöntemleri bağlamında incelemektedir. PRISMA tabanlı sistematik bir inceleme tasarımı kullanılarak, Türkiye'den YÖKTEZ veritabanından seçilen 14 tez üzerinden veri toplanmış ve ChatGPT destekli tematik kodlama yöntemiyle analiz edilmiştir. İçerik analizi, grup temelli ve etkileşimli yaklaşımları vurgulayan İşbirlikli Öğrenme Yöntemlerinin baskın olduğunu, Proje Tabanlı Öğrenme ve Teleiletişim gibi diğer yöntemlerin ise yeterince kullanılmadığını ortaya koymaktadır. Sürekli geri bildirim ve öğrenci merkezli öğrenme ortamlarına geçişi yansıtan biçimlendirici değerlendirme uygulamalarının yaygın olduğu belirlenmiştir. Bulgular, Web 2.0 araçlarının kelime öğrenimi, yazma becerileri ve işbirliğini önemli ölçüde geliştirdiğini göstermektedir. Quizlet, Google Docs ve Padlet gibi araçlar, oyunlaştırılmış, etkileşimli ve akran geri bildirimi odaklı öğrenmeyi desteklemektedir. Yaratıcılığı ve katılımı artırmadaki başarılarına rağmen, eleştirel düşünme becerilerinin geliştirilmesindeki rolleri sınırlı kalmıştır. Teknik zorluklar ve öğretmen eğitimi ihtiyacı, etkili entegrasyonun önündeki engeller olarak belirlenmiştir. Veriler, öğretim yöntemleri, araçlar ve sonuçlar arasındaki kalıpları belirlemek için tematik kodlama yöntemiyle nitel olarak analiz edilmiştir. Sonuçlar, Web 2.0 araçlarının dinamik, öğrenci merkezli öğrenme ortamları yaratmadaki dönüştürücü potansiyelini vurgularken, bu araçların daha dengeli bir yaklaşım için çeşitli yöntemlerle birleştirilmesinin önemini ortaya koymaktadır. Gelecekteki araştırmalar, eleştirel düşünmenin geliştirilmesi için Web 2.0 araçlarının kullanımını ve bu araçların harmanlanmış öğrenme gibi farklı eğitim bağlamlarındaki uygulamalarını incelemelidir.

Anahtar Kelimeler: Web 2.0 araçları, dil eğitimi, PRISMA tabanlı sistematik inceleme tasarımı, işbirlikli öğrenme, eleştirel düşünme

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1.INTRODUCTION

1.1 The Global Development of Web 2.0 Tools

The rapid advancements in technology, as in every field, have significantly shaped and defined the era we live in today (Ceylan & Yorulmaz, 2010). And with globalization, changes have occurred in many areas of the world, from social structure to the economy and education faster than ever (Göksoy, 2020). The developments and innovations in technology have driven the integration of technological concepts such as computers, multimedia, audio, video, and animation (Deneme & Sormaz, 2021). And in accordance with these developments, Web 2.0, a concept popularized by O'Reilly in 2004, marked a significant shift in internet technologies, transforming the internet from a static information repository into an interactive, collaborative platform. Unlike Web 1.0, which primarily allowed users to consume content passively, Web 2.0 tools empower users to generate, share, and interact with content, enhancing social connectivity and interactivity (O'Reilly, 2007). Examples of Web 2.0 technologies include blogs, wikis, podcasts, video-sharing platforms, and social networking sites, which have become integral across various sectors, including education. The global proliferation of Web 2.0 tools is largely attributed to their ability to support communication, collaboration, and personalized learning experiences. Redecker et al. (2010) highlight that these tools align with 21st-century educational paradigms by increasing active participation, knowledge co-construction, and lifelong learning. In education, the adoption of Web 2.0 tools gained traction during the early 2000s, driven by international efforts to improve digital literacy and equip learners with critical thinking and problem-solving skills. For example, nations like Finland, South Korea, and the United States have strategically incorporated Web 2.0 tools into their educational curricula, utilizing these technologies to increase active engagement and encourage critical thinking (Livingstone, 2012). In developing nations, initiatives like "One Laptop per Child" aimed to bridge the digital divide by equipping schools with affordable technology and enhancing the adoption of the use of Web 2.0 technologies in educational settings. However, as Unwin (2009) observes, the effectiveness of such initiatives varied significantly due to infrastructural limitations, socio-economic disparities, and insufficient teacher training. These global developments underscore the transformative potential of Web 2.0 tools while highlighting the challenges associated with their widespread adoption.

1.2 The Role of Web 2.0 Tools in Modern Education

Web 2.0 tools have profoundly transformed education, offering innovative, interactive ways to improve learning outcomes across various disciplines and levels. In primary education, tools such as Storybird and Tumblebooks combine visual and narrative elements to enhance literacy and numeracy, enhancing creativity and reading comprehension in young learners. These platforms also encourage collaborative learning while meeting developmental needs (Aghaei et al., 2020). In secondary education, Web 2.0 tools are instrumental in supporting subjects like science, mathematics, and social studies. For example, GeoGebra enhances understanding of algebraic and geometric concepts through dynamic visualizations, improving problem-solving and conceptual comprehension (Arslan et al., 2011). Similarly, Google Earth enables students to interactively explore geographic data, cultivating spatial awareness and critical thinking (Mocanu & Pop, 2014). Collaborative tools, such as wikis, support project-based learning by allowing students to create content collaboratively, which enhances teamwork, analytical reasoning, and self-regulated learning (Kessler, 2018). Higher education leverages Web 2.0 tools to enhance research collaboration and online learning experiences. Learning management systems (LMS) like Moodle and Blackboard offer flexible learning environments with features such as asynchronous discussions and real-time collaboration (Hubbard, 2013). Additionally, tools like Zotero streamline academic workflows by managing references and supporting collaborative research, increasing efficiency and accessibility in academic activities (Reinders & Thomas, 2012). In English Language Teaching (ELT), Web 2.0 tools have redefined traditional methods by incorporating dynamic strategies to develop language skills. Platforms like YouTube and podcasts are extensively used to improve listening skills by exposing learners to diverse accents, real-life contexts, and authentic materials (Kukulska-Hulme, 2012). Writing tasks benefit from tools like Google Docs and Padlet, which encourage collaboration and peer feedback. Social media platforms, such as Facebook and Twitter, enhance real-time interactions that enhance fluency and confidence outside the classroom (Zhao, 2020). The use of Web 2.0 tools in ELT aligns with established pedagogical frameworks, including constructivism and the TPACK model. Vygotsky's constructivist theories emphasize the role of social interaction in learning, making tools like blogs and wikis ideal for increasing knowledge construction and critical thinking (Vygotsky, 1978). Blogs provide opportunities for learners to articulate ideas and reflect, while wikis enable collaborative content creation. The TPACK framework ensures the integration of technology with pedagogy and content knowledge, helping educators design effective, technology-enhanced lessons (Mishra & Koehler, 2006). Web 2.0 tools also support diverse teaching methods across all education levels. Project-based learning employs tools such as Padlet, Google Docs, and Canva to increase collaboration and presentation skills. Gamification platforms, including Kahoot! and

Quizizz, engage students through interactive and competitive activities. Flipped classroom models use tools like YouTube and Edpuzzle for pre-class learning, reserving class time for discussions and hands-on tasks (Hung, 2015). Collaborative approaches leverage platforms like Miro and Google Workspace to support teamwork, while task-based learning incorporates tools such as Wattpad for writing and GeoGebra for math problem-solving. These tools continue to enhance education by enhancing active learning, critical thinking, and engagement, establishing them an essential tools in modern classrooms. Guided by student-centered approaches, they prepare learners for a technology-driven world while equipping them with 21st-century skills.

1.3 The Development of The Web 2.0 Tools in Türkiye

The adoption of Web 2.0 tools in Türkiye's educational landscape has gained a momentum in recent years, particularly with the implementation of the FATİH Project (MEB, 2012). This nationwide initiative aims to modernize classrooms by equipping schools with interactive whiteboards, tablets, and internet connectivity. Although the main emphasis of the project has been on infrastructure development, there has also been a strong effort to incorporate Web 2.0 tools into teaching methods. In primary and secondary education, Web 2.0 tools are widely used for collaborative projects and multimedia-based learning. The EIN (Education Information Network) known as EBA (Eğitim Bilişim Ağı) in Turkish is a platform, for instance, which provides interactive digital resources across various subjects, enabling students to engage with content through videos, quizzes, and gamified activities (Kılıçkaya, 2015). In the context of ELT, tools such as Kahoot!, Quizlet, and Edmodo are frequently employed to teach vocabulary and grammar, leveraging gamification to boost learner motivation and engagement. Design tools like Canva and Powtoon are also used to enhance speaking and writing tasks, allowing students to design visually appealing presentations and animations that improve their communicative competence. However, challenges such as limited teacher training, uneven access to technology, and infrastructural disparities continue To hinder the widespread use of Web 2.0 tools in Türkiye (Aydın, 2013).

1.4 Impacts on Language Skills in English Language Teaching

The use of Web 2.0 tools has significant impacts on developing key language skills in ELT. For listening and speaking, tools such as podcasts, audiobooks, and video conferencing platforms like Zoom and Skype offer learners opportunities to engage in real-time interaction and practice pronunciation. These tools not only improve speaking fluency but also expose learners to diverse accents and conversational styles, enriching their listening comprehension skills (Stanley, 2013). Interactive, context-rich experiences enable learners to participate in meaningful conversation that mimic authentic communication scenarios. In reading and writing, platforms such as Wattpad and annotation tools like Diigo enhance creative and critical skills. Wattpad provides learners with a platform to write and share stories, supporting creative expression and peer feedback. Diigo, on the other hand, encourages critical reading by allowing students to collaboratively annotate, highlight, and comment on texts. These tools support advanced literacy skills, helping learners analyze and integrate information (Hyland, 2016). Additionally, Web 2.0 tools like Grammarly offer immediate feedback on grammar and style, helping learners refine their writing. For vocabulary and grammar teaching, gamified platforms such as Quizlet and Kahoot! enable learners to practice new words and grammatical structures through interactive quizzes and games. Tools like Memrise and Anki use spaced repetition to reinforce vocabulary retention, while Grammarly and LanguageTool provide real-time feedback on grammar usage, enhancing accuracy and fluency. By incorporating these tools, educators can design comprehensive language learning experiences that develop all key skills while fostering learner independence.

1.5 Challenges and Future Directions

Although Web 2.0 tools have the potential to transform ELT, their implementation faces significant challenges. A key challenge is the digital divide, which refers to the disparities in access of technological resources and infrastructure. In regions with limited internet connectivity and outdated technology, students and teachers cannot fully take advantage of Web 2.0 tools (Selwyn, 2011). Additionally, the lack of teacher training and hesitance to embrace new teaching methods further impede the effective integration of these tools in classrooms. Future efforts should focus on addressing these challenges through targeted interventions. Professional development programs should be structured to provide teachers with the essential skills and confidence to successfully incorporate Web 2.0 tools into their teaching methodsFurthermore, strategies tailored to local infrastructure and cultural context are essential for ensuring equitable access and sustainable implementation. Collaboration between teachers, policymakers, and tech developers can help establish frameworks that maximize the educational benefits of Web 2.0 tools. By overcoming these challenges, educators can fully harness the potential of Web 2.0 tools, transforming English language teaching and learning for future generations. This study seeks to explore the key methodological features, targeted language skills, teaching approaches, and primary outcomes, along with the broader impacts identified in dissertations on the use of Web 2.0 tools in ELT in Türkiye, by addressing the following questions:

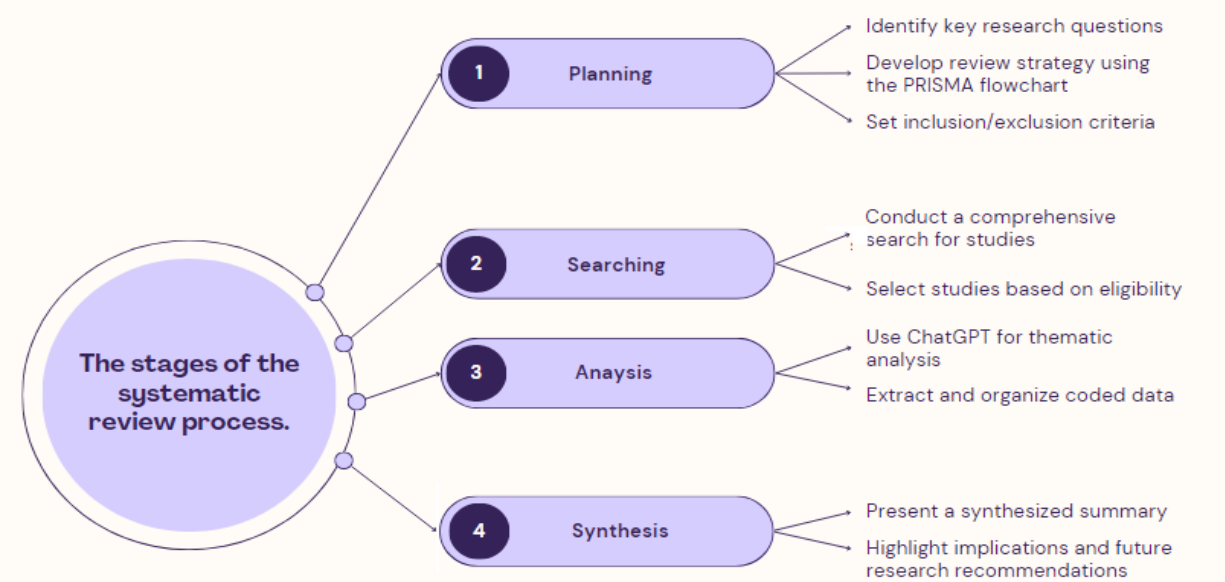
1. What are the key methodological characteristics (such as research design, context, population, sample, and data collection methods) of dissertations examining the use of Web 2.0 tools in ELT in Türkiye?
2. Which language skills and teaching methods are targeted by these tools?
3. What are the main outcomes and broader implications highlighted by the selected studies?

2. METHOD

2.1 Research Design

This study follows a systematic approach that 'identifies existing research, selects and evaluates studies, analyzes and synthesizes data, and presents findings to draw clear conclusions about what is known and unknown (Denyer & Tranfield, 2009, p.671). This design is chosen for its "replicable, scientific, and transparent" nature, supporting a clear and methodical exploration of the research topic (Bryman, 2012, p.102). This systematic approach typically includes five main stages: developing research questions, identifying relevant data, selecting data according to pre-established criteria for relevance and specificity, analyzing and synthesizing the data, and ultimately presenting the results (Denyer & Tranfield, 2009). The five key steps are shown under the headings “Planning, Searching, Analysis, Synthesis”. To ensure alignment with the design principles and uphold transparency while reducing bias, the study followed the procedure presented in Figure 1. As shown in Figure 1, the researcher established inclusion and exclusion criteria for the selected studies, considering the research questions and existing literature. Subsequently, the study selection process took place, and the chosen studies were divided into smaller sections corresponding to each research question. These sections were then analyzed using ChatGPT, a large language model. The data analysis process is detailed further in subsequent sections.

Figure 1. The Process of Systematic Review



2.2 Eligibility Criteria for Data Selection

To examine the recent use of Web 2.0 tools in English as a Foreign Language (EFL) classrooms in Türkiye, this study set specific criteria for selecting relevant master’s and doctoral dissertations

2.2.1 Inclusive Criteria

Dissertations were included if they focused on using Web 2.0 tools in EFL classrooms and were retrieved from Türkiye's National Thesis Center (https://tez.yok.gov.tr/UlusalTezMerkezi). Only theses published within the last thirteen years, from 2011 to 2024, were considered, as no relevant research prior to 2011 was identified. Additionally, only studies with open online access were considered. he study exclusively examined research conducted in EFL classrooms in Türkiye and limited the scope to dissertations written in English due to the absence of relevant studies in Turkish on this topic. To maintain a clear research focus, the review exclusively targeted studies related to Web 2.0 tools in EFL classrooms. The search covered disciplines beyond English Language Teaching, including English Language and Literature, English Language Education, and English Linguistics.

Table 1. The Inclusion Criteria

Criterion	Description
Research Focus	Theses examining the integration of Web 2.0 tools in English as a Foreign Language (EFL) classrooms
Data Source	Studies sourced from the National Thesis Center of Türkiye
Publication Date	Theses published between 2011 and 2024
Open Access	Studies freely accessible online
Content Specifity	Research conducted exclusively in EFL classrooms in Türkiye
Language	Theses written in English

2.2.2 Exclusive Criteria

Excluded publications consisted of articles, conference papers, book chapters, and cover pages.. Studies with restricted or no open access were also excluded. The study was restricted to research conducted in Türkiye and excluded studies from other countries.excluding studies conducted in other countries. Research conducted in contexts beyond EFL, such as English for Specific Purposes (ESP) and English for Academic Purposes (EAP), was also excluded. Dissertations written in languages other than English were excluded. As a final step in the selection process, the author carefully reviewed the abstracts of each identified dissertation to ensure the highest thematic relevance. Notably, the search string used for data selection included the term 'Web' in the study title to expand the initial search results. However, studies found to be irrelevant after abstract analysis were excluded.

Table 2. The Exclusion Criteria

Criterion	**Description**
Publication Type	Non-thesis publications (e.g., articles, conference papers, book chapters)
Access Restriction	Studies with limited or no open access
Geographic Scope	Research conducted outside of Türkiye
Educational Setting	Studies implemented in non-EFL context(e.g., ESP, EAP)
Language	Theses written in languages other than English

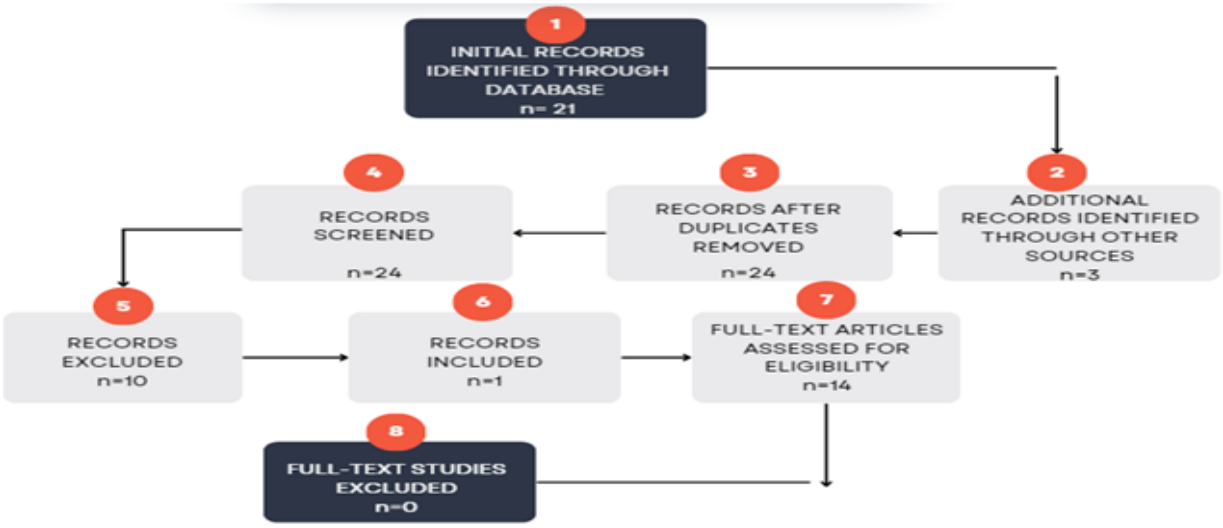
2.3 Data Collection

In December 2024, the author conducted a targeted literature search to gather data relevant to the research questions. The National Thesis Center of Türkiye (https://tez.yok.gov.tr/UlusalTezMerkezi) served as the primary database for this search. A carefully designed search string, based on the established eligibility criteria, guided the data selection process. To ensure methodological precision and transparency, the author used the PRISMA framework (Haddaway et al., 2020). This systematic approach is illustrated in Table 3, which outlines the progression of identified studies during the selection process. These measures reduced potential bias and ensured the inclusion of relevant dissertations (Harris et al., 2019). The initial search strategy used a title-based search string within the English Language Teaching department. This resulted in 21 studies, an adequate sample size for qualitative analysis. However, to ensure thoroughness and avoid excluding relevant research from related disciplines, the search was expanded to include the departments of English Language and Literature, English Language Education, and English Linguistics, English Language Education, and English Linguistics. This broader search identified three more studies, increasing the initial total to 24. Next, the previously mentioned inclusion and exclusion criteria were applied to refine the selection. Studies found to be irrelevant due to thematic misalignment (e.g., not focusing on EFL settings or lacking emphasis on Web 2.0 tools) or geographical mismatch were excluded. To further ensure thematic relevance, the author carefully reviewed the abstracts of each remaining study. This final step led to the exclusion of additional studies, resulting in a collection of 14 highly relevant dissertations, as shown in the accompanying flowchart (Figure 2).

Table 3. The PRISMA Flow Process with Details

Stage	Number (n=)	Details
Initial records identified through database searching	21	Search conducted with the keyword "web" to find studies on Web 2.0 tools in the Department of English Language Teaching.
Additional records identified through other sources	3	- Search conducted for other departments: - Department of English Language and Literature (1) - Department of English Language Education (1) - Department of English Linguistics (1)
Records after duplicates removed	24	No duplicates found; total of 24 studies after initial search and additional records.
Records screened	24	All 24 records screened for relevance based on title and abstract.
Records excluded	10	Exclusions include: 8 studies from the Department of English Language Teaching: - 1 study not related to the setting (from Tunisia) and 7 for topic relevance. - 1 study from the Department of English Language and Literature (irrelevant to the topic). - 1 study from the Department of English Linguistics (irrelevant to the topic).
Records included	1	1 study from the Department of English Language Education included besides the 13 study from ELT
Full-text articles assessed for eligibility	14	14 studies from 24 remaining records assessed for eligibility based on full-text review.
Full-text articles excluded	0	No studies were excluded after full-text review.

Figure 2. PRISMA Flow Chart

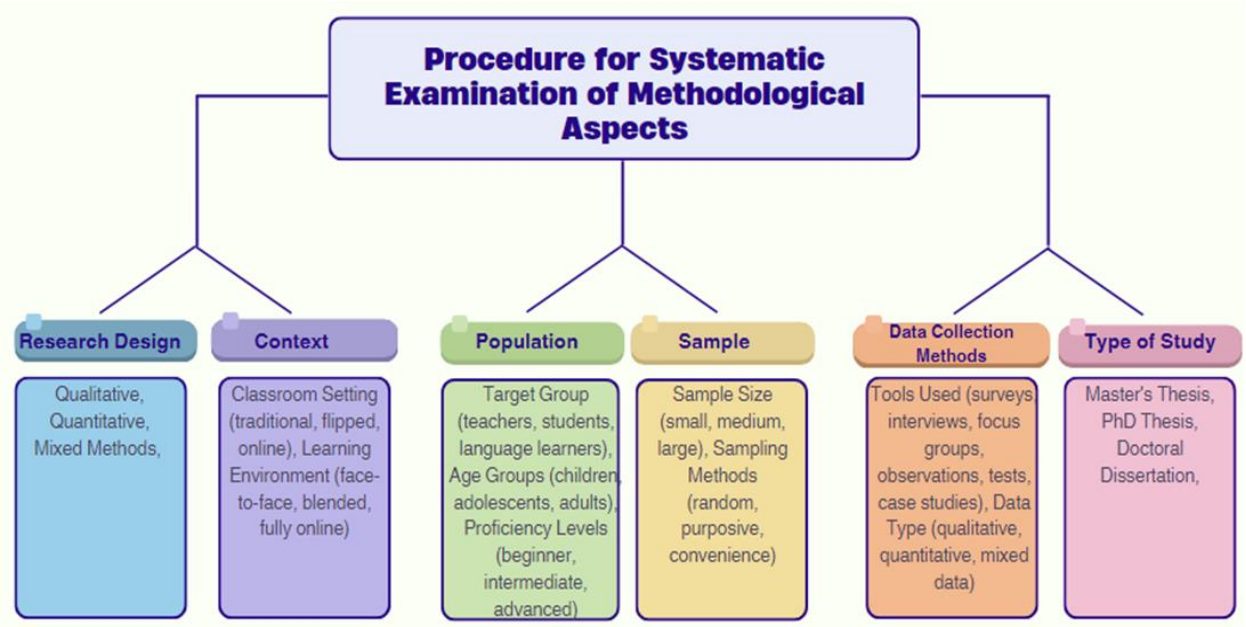


2.4 Data Analysis

Content analysis was the primary analytical method used to examine the selected data. This technique is widely recognized as a 'systematic and replicable' approach for analyzing documents or texts to draw conclusions

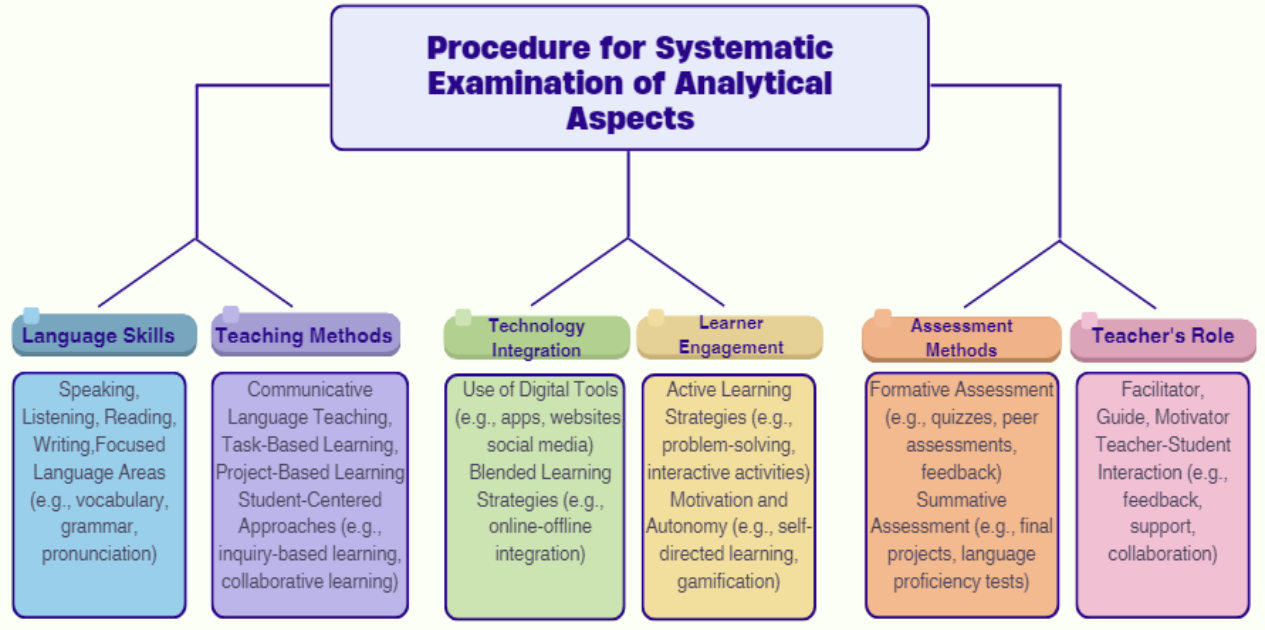
(Bryman, 2012, p. 209). The selected studies were assigned codes such as S1, S2, … S14. By organizing and anonymizing the data, objectivity is maintained, bias is minimized, and the focus is shifted to the content, methodology, and findings rather than the authors. To improve the practicality of content analysis, the author utilized the ChatGPT AI Language Model. This tool assisted in defining codes, conducting in-depth textual analysis, and efficiently extracting data. A structured approach was taken to align the analysis with the research questions. The first research question, which focuses on methodological aspects, guided the initial code definitions, including research design, context and population, sample, and data collection instruments and study types.

Figure 3. The Procedure Followed for the 1. Question of the Study



For the second research question, which explored analytical aspects, the code "key findings" were further refined to capture the specific language skills and teaching methods targeted by the Web 2.0 tools.

Figure 4. The Procedure Followed for the 2. Question of the Study



The third research question, though more open-ended, still used a descriptive approach to analyze the broader outcomes and implications highlighted in the studies. The definition of codes was guided by a review of relevant literature and careful consideration of the research questions. The author then uploaded sections of each thesis into

ChatGPT for analysis. Through in-depth textual analysis with the help of ChatGPT, relevant keywords and phrases for each code were identified and extracted. The program then generated data extraction tables that summarized the findings for each code. To ensure the reliability and validity of the findings, the entire data collection and analysis process was carefully documented, following a systematic procedure and the PRISMA guidelines, as outlined earlier. Additionally, the extracted data from the selected studies was presented in tabular format to improve transparency and support critical evaluation by readers and other researchers. Finally, the study performed an in-depth analysis of the findings from the selected studies, identifying potential connections and generating insights for future research. As a result of the systematic investigation, 14 studies were identified. To enhance understanding, the analysis was divided into two distinct sections. The first section focused on the methodological aspects of the selected studies, specifically addressing elements such as design, context and population, sample, and data collection tools. The second section aimed to uncover key insights related to the major findings and implications. This structured approach was used to ensure clearer comprehension and to better align with the scope of the research questions, supporting a more systematic and in-depth analysis.

2.5 Ethical Considerations

thical guidelines were strictly followed throughout the study to ensure the integrity and credibility of the research process. In accordance with ethical research practices, all selected theses were sourced from publicly accessible databases, ensuring compliance with copyright and data protection regulations. The researcher did not modify or alter the content of the original documents and used them exclusively for academic review purposes. Additionally, the study avoided any misrepresentation or misuse of data, respecting the authors' intellectual property. The use of AI tools, such as ChatGPT, was clearly documented to enhance transparency. Moreover, the study adhered to ethical standards by clearly defining inclusion and exclusion criteria, reducing potential bias in the data selection and analysis processes.

2.6 Validity and Reliability

The validity and reliability of this study were strengthened through a systematic and transparent methodology. By using the PRISMA framework, the research ensured a replicable process for data collection and selection, minimizing errors and subjective influences. he use of pre-established inclusion and exclusion criteria further enhanced the reliability of the findings by standardizing the selection process across studies.Content analysis was conducted systematically, utilizing ChatGPT to ensure consistency and thoroughness in code definition, text analysis, and data extraction. To validate the findings, the researcher cross-checked AI-generated insights with manual analyses, ensuring alignment with the research objectives and questions. By incorporating a detailed documentation process and following recognized systematic review standards, the study ensured its conclusions were both credible and replicable.

3. FINDINGS

3.1 Findings of The Methodological Aspects

The initial portion of the findings focused on methodological elements such as the research design, context and population, sample, and data collection tools, and the type of the study. The content analysis of the methodological aspects across the 14 research studies reveals several interesting patterns and trends that provide insight into the design and execution of these studies. Below is a detailed interpretation of the data presented in table 4.

Table 4. Content Analysis of The Methodological Aspects

Theme	Code	*f*
Research Design	Quantitative	2
	Mixed Methods	12
Context	Traditional Classroom	8
	Online/Blended	6
Population	EFL Students	9
	ELT Students/Teachers	1
	Teachers	4
Sample Size	Small (up to 40)	5
	Medium (41-100)	7

	Large (100+)	2
Sampling Method (Probability Sampling)	Simple Random Sampling	2
	Clustered Sampling	1
Sampling Method (Non-Probability Sampling)	Convenience Sampling	6
	Purposive Sampling	4
	Quota Sampling	1
Data Collection Methods	Pre/Post Tests	7
	Semi-structured Interviews	12
	Questionnaires	12
	Feedback/Reflections	5
	Observations/Field Notes	7
	Scales	1
	Rubric	1
	Video Recording	1
	Minute Papers	2
Type of Study	Master's Thesis	13
	Doctoral Thesis	1

A significant majority of the studies (12 out of 14) used a Mixed Methods approach, reflecting a preference for combining qualitative and quantitative methodologies to gain a more comprehensive understanding of the research problems. This trend suggests that researchers are increasingly recognizing the value of integrating different types of data to explore the complexity of language teaching issues. In contrast, only 2 studies utilized a quantitative design, indicating a more limited reliance on purely numerical data and statistical analysis in the studies reviewed. The contexts of these studies varied between traditional classroom settings and more modern, flexible learning environments. The majority of studies (8 out of 14) were conducted in traditional classroom settings, indicating that traditional face-to-face teaching remains a prominent context for English Language Teaching (ELT) research in Türkiye. However, 6 studies were conducted in online/blended contexts, suggesting a notable shift toward digital and hybrid learning environments, likely in response to recent developments in technology and the COVID-19 pandemic. The EFL students population was the most frequently studied group, appearing in 9 studies. This reflects the primary focus on English as a Foreign Language learners in research conducted within the context of ELT in Türkiye. ELT students/teachers were included in only one study, suggesting that research focusing specifically on teacher education or professional development is less common. Teachers were the subject of 4 studies, indicating that teacher-centered research is of some interest, though less prevalent compared to student-focused research. In terms of sample size, most studies utilized medium-sized samples. A medium sample size (ranging from 41 to 100 participants) was used in 7 studies, sugggesting a balance between gathering enough data for statistical significance while maintaining manageability in terms of resources. Small samples (up to 40 participants) were used in 5 studies, which may be indicate more focused or qualitative research designs where smaller groups are more feasible. Only 2 studies employed large samples (over 100 participants), potentially reflecting large-scale surveys or experimental studies. The majority of studies employed non-probability sampling methods, with convenience sampling being the most common (6 studies). This indicates that researchers often selected participants based on ease of access, which is typical in educational research where practical constraints limit the use of more complex sampling techniques. purposive sampling was used in 4 studies, suggesting that researchers intentionally selected participants based on specific characteristics or criteria, which is common in qualitative research. Quota sampling was employed in just one study, indicating a more structured approach to ensure specific subgroups were represented. In contrast, only 3 studies used probability sampling methods, with simple random sampling being the most common (2 studies). This indicates a relatively low emphasis on random sampling techniques, which are often associated with more robust generalizability of results. Only one study used cluster sampling**,** which typically involves dividing the population into clusters and randomly sampling from them. The data collection methods used in the studies reflect a mix of both qualitative and quantitative approaches. Semi-structured interviews and questionnaires were the most frequently used methods (12 studies each), indicating a strong preference for gathering detailed, qualitative data through interviews and structured responses from participants. These methods are particularly useful in exploring attitudes, opinions, and experiences, which are essential in understanding the effectiveness of Web 2.0 tools in language learning. Pre/post tests were used in 7 studies, reflecting a common

practice in experimental designs where researchers assess the impact of an intervention (such as Web 2.0 tools) by comparing performance before and after the intervention. Observations/field notes were also utilized in 7 studies, suggesting that direct observation of classroom interactions and behaviors was a key data collection strategy, often providing rich qualitative insights. Other, less frequently used data collection methods included feedback/reflections (5 studies), which likely provided participants with the opportunity to reflect on their experiences with the tools, scales (1 study), rubric (1 study), video recording (1 study), and minute papers (2 studies). These methods may have been used to complement the more common interview and questionnaire techniques, offering additional insights into participants' reactions and performance. A large majority of the studies (13 out of 14) were classified as Master's Theses**,** which may reflect a less complex or focused study, commonly associated with Mater's research level. Only one study was classified as a Doctoral Thesis indicating that this area of research less dominantly pursued at the Doctoral level, where more extensive, rigorous research is typically conducted. The analysis reveals a trend toward mixed methods research designs, traditional and blended learning contexts, and a preference for studying EFL students. While medium sample sizes and non-probability sampling methods were most commonly used, a variety of data collection methods, especially interviews and questionnaires, were employed to gather both qualitative and quantitative data. The dominance of Master's research highlights the need of a further academic rigor and depth of investigation in this field. Overall, the methodological diversity suggests a robust exploration of the role of Web 2.0 tools in ELT, though there remains room for further experimentation with different research designs and sampling strategies.

3.2 Findings of The Analytical Aspects

The initial portion of the findings focused on the analytical elements such as language skills focused in the theses, teaching methods, assessment methods, and teseacher's role. The content analysis of the analytical aspects across the 14 research studies reveals several interesting patterns and trends that provide insight into the target skills and chosen methods of teaching and assessment of these studies. Below is a detailed interpretation of the data presented in table 5.

Table 5. Content Analysis of the Analytical Aspects

Themes	Skills	*f*	Percentage (%)
Focused Language Skills	Writing	9	23.68
	Speaking	8	21.05
	Listening	6	15.79
	Reading	6	15.79
	Vocabulary	5	13.16
	Grammar	2	5.26
Total Number		36	100
Teaching Methods Mentioned	Collaborative Learning Method	4	23.53
	Not mentioned	3	17.65
	Task Based Learning (TBL)	2	11.76
	Personalized Learning and CALL	1	5.88
	Peer Feedback Approach	1	5.88
	Technology-Mediated Instruction	1	5.88
	Technology-Enhanced Learning (TELL)	1	5.88
	Project Based Learning (PBL)	1	5.88
	Telecollaboration	1	5.88
	Flipped Classroom Model (FCM)	1	5.88
Total Number		16	100
Assessment Methods	Formative	12	75.00
	Summative	4	25.00
Total Number		16	100
Teachers' Role	Facilitator	14	31.11
	Motivator	12	26.67
	Guide	11	24.44
	Mentor	8	17.78
Total Number		45	100

The data provides a detailed view of trends in language teaching practices. Among focused language skills, writing is the most prioritized (23.68%), followed by speaking (21.05%), indicating a clear preference for productive skills. Listening and reading are equally emphasized (15.79% each), while vocabulary (13.16%) and grammar (5.26%) receive less attention, suggesting a shift away from traditional rote learning toward skills that directly support communication. In terms of teaching methods, the Collaborative Learning Method is the most frequently mentioned (23.53%), reflecting a preference for interactive, group-based activities. A significant portion of instances (17.65%) did not specify a teaching method, creating some ambiguity. Task-Based Learning (TBL) ranks second (11.76%), followed by equally represented methods such as Personalized Learning with CALL, Peer Feedback, Technology-Mediated Instruction, Technology-Enhanced Learning (TELL), Project-Based Learning (PBL), Telecollaboration, and the Flipped Classroom Model (FCM) (all at 5.88%). This distribution reflects an interest in modern, technology-integrated, and student-centered approaches but underscores the underutilization of potentially impactful methods like PBL and telecollaboration. Assessment practices are heavily skewed toward formative assessment (75%), underscoring the importance of continuous feedback and improvement in modern classrooms, while summative assessment accounts for only 25%, reflecting a de-emphasis on traditional testing. Regarding teachers' roles, the facilitator role (31.11%) is most emphasized, aligning with a student-centered teaching philosophy where the teacher enables learning rather than dictates it. The motivator role (26.67%) and guide role (24.44%) follow closely, indicating the importance of maintaining student engagement and providing direction. The mentor role (17.78%) is the least mentioned, suggesting that while support and relationship-building are valued, they may not be as explicitly acknowledged as other roles. This comprehensive overview reflects a shift in language teaching toward communicative, collaborative, and student-driven practices, supported by technology and continuous assessment to enhance skill development and learner autonomy.

Table 6. The Frequency of The Web 2.00 Tools Used in The Studies

Web 2.0 Tool	*f*	Associated Skills	Teaching Methods Used
Blogs	3	Writing, Reading	Collaborative Learning Method
Wikis	3	Writing, Collaboration	Collaborative Learning Method
Padlet	3	Writing, Brainstorming, Collaboration	Collaborative Learning Method
Quizizz	2	Vocabulary, Grammar, Formative Assessment	Task Based Learning (TBL)
Facebook	2	Writing, Communication	Collaborative Learning Method
YouTube	3	Listening, Speaking, Critical Thinking	Technology-Mediated Instruction
Edmodo	2	Writing, Reading, Collaboration	Not mentioned
Prezi	3	Speaking, Presentation Skills	Task Based Learning (TBL)
Flipgrid	1	Speaking, Listening, Communication	Peer Feedback Approach
Wordpress	1	Writing, Creativity	Personalized Learning and CALL
Quizlet	2	Vocabulary, Spelling, Memorization	Technology-enhanced Learning (TELL)
Google Docs	1	Writing, Collaboration	Collaborative Learning Method
Podbean	1	Listening, Speaking	Not mentioned
Comicmaster	1	Writing, Creativity	Project Based Learning (PBL)
Utellstory	1	Writing, Speaking	Project Based Learning (PBL)
Powtoon	2	Writing, Speaking, Creativity	Project Based Learning (PBL)
Pixton	1	Writing, Storytelling	Project Based Learning (PBL)
Secondlife	1	Speaking, Listening, Role-Playing	Task Based Learning (TBL)
Podcast	1	Listening, Speaking	Not mentioned
Social Network Sites	1	Writing, Communication	Collaborative Learning Method
Google Hangouts	1	Speaking, Collaboration	Telecollaboration
Google Plus	1	Writing, Sharing Ideas	Technology-enhanced Learning (TELL)
Poster My Wall	1	Creativity, Vocabulary	Not mentioned
Cram	1	Vocabulary, Memorization	Not mentioned
Go Animate	1	Writing, Speaking, Creativity	Technology-Mediated Instruction
Story Bird	1	Writing, Creativity	Project Based Learning (PBL)
Canva	2	Creativity, Vocabulary	Not mentioned
Google Classroom	1	Writing, Organization	Not mentioned
Plickers	1	Vocabulary, Grammar	Not mentioned
Voki	1	Speaking, Creativity	Technology-Enhanced Learning (TELL)

Mindomo	1	Organization, Brainstorming	Collaborative Learning Method
Glogster	1	Creativity, Writing	Technology-Mediated Instruction
Screencast-o-Matic	1	Speaking, Presentation Skills	Technology-Mediated Instruction
Testmoz	1	Assessment, Vocabulary	Formative Assessment
ClassDojo	1	Motivation, Communication	Not mentioned
Kahoot	2	Vocabulary, Grammar, Motivation	Collaborative Learning Method
Voscreen	2	Listening, Vocabulary	Collaborative Learning Method
Achieve 3000	1	Reading, Vocabulary	Technology-Enhanced Learning (TELL)
Vialogue	1	Listening, Critical Thinking	Technology-Mediated Instruction
Lessonwriter	1	Writing, Reading, Vocabulary	Not mentioned
Ted-ed videos	1	Listening, Critical Thinking	Technology-Mediated Instruction
Power Point	1	Speaking, Listening, Writing	Not mentioned
Pinterest	1	Writing, Reading	Not mentioned
Word art	1	Writing, Vocabulary	Not mentioned
Duloingo	1	Listening, Speaking, Reading, Writing	Not mentioned
Movie Maker	1	Speaking, Writing, Listening	Not mentioned
Jing	1	Speaking, Listening	Not mentioned
Story Jumper	1	Writing, Speaking	Not mentioned
Socrative	1	Reading, Writing, Speaking	Not mentioned

The data highlights the widespread integration of 49 Web 2.0 tools in language teaching, reflecting their adaptability to various pedagogical needs and their ability to address a range of language skills. Tools such as Blogs, Wikis, and Padlet are frequently associated with writing and collaboration, driven by the Collaborative Learning Method, which emerges as the dominant teaching strategy. This prevalence indicates a strong focus on peer interaction and cooperative learning environments, where students co-construct knowledge and actively engage with content. This preference for collaboration may also suggest an implicit belief in the social constructivist approach to learning, where interaction is key to language development. Similarly, tools like Quizizz and Prezi, linked to Task-Based Learning (TBL), emphasize vocabulary, grammar, and presentation skills. This suggests a practical, goal-oriented approach, where learners are given authentic tasks to build language proficiency. YouTube, Voki, and Glogster, classified under Technology-Mediated Instruction, highlight the importance of dynamic, multimedia tools in enhancing creativity, speaking, and listening. Their usage demonstrates an acknowledgment of multimodal learning and the role of visual and auditory stimuli in language acquisition. The representation of Project-Based Learning (PBL), through tools like Comicmaster, Utellstory, and Powtoon, showcases a focus on developing higher-order thinking skills such as storytelling, creativity, and problem-solving. These tools indicate a shift toward experiential learning, where students take ownership of projects that combine language skills with critical and creative outputs. The inclusion of tools like Google Hangouts for Telecollaboration signifies a growing interest in cross-cultural exchanges and real-time communication, enhancing not only speaking and collaboration but also intercultural competence. However, there are notable gaps and underutilized opportunities. Tools such as Socrative, Duolingo, and Pinterest, while associated with a variety of skills, lack explicit teaching methodologies. This omission may reflect a disconnect between the technological potential of these tools and their strategic application within a pedagogical framework. Similarly, while Collaborative Learning dominates, methods like Personalized Learning, Telecollaboration, and even TBL are less represented. This uneven distribution suggests that while educators recognize the value of collaboration, they may be underexploring methods that cater to individual learning needs, intercultural exchange, or task-specific goals. Another hidden insight is the emphasis on productive skills (writing and speaking) over receptive skills (listening and reading), which aligns with communicative language teaching principles but may overlook the foundational role of receptive skills. Additionally, tools like Quizlet and Google Plus highlight the use of Technology-Enhanced Learning (TELL) for memorization and idea sharing, which may indicate a reliance on traditional methods like rote learning even in innovative settings.In conclusion, the integration of Web 2.0 tools demonstrates a significant shift toward interactive, creative, and communicative language teaching. However, the uneven alignment of tools with teaching methods and the underrepresentation of certain approaches reveal an opportunity for more thoughtful, strategic integration. A balanced approach that equally values all skills, embraces underutilized methodologies, and aligns each tool with clear pedagogical objectives could unlock the full potential of Web 2.0 tools in language education.

3.3 The Main Outcomes And Broader Implications Highlighted By The Selected Studies

The studies highlight the various and significant ways in which Web 2.0 tools contribute to language learning across different skills. However, their effectiveness can be shaped by various contextual factors. The table below summarizes the key findings of Web 2.0 tool applications and their impact on the skills identified.

Table 7. Main Findings of The Use of Web 2.0 Tools And Skills Improved

Studies	Main Findings	Improved Skills	Web 2.0 Tools	Additional Notes
S1	Web 2.0 tools improved students' vocabulary achievement and retention	Vocabulary	Quizlet, Google Docs,	Students were not overly enthusiastic about full integration of Web 2.0 tools into learning.
S2	Peer feedback significantly improved writing skills in both groups, but no significant difference between Web 2.0 and traditional methods	Writing	Web-based peer feedback tools	Peer feedback was the key factor in improvement, not Web 2.0 tools.
S3	Significant improvement in vocabulary knowledge for the experimental group using Web 2.0 tools	Vocabulary	Quizlet, Google Docs	Experimental group outperformed control group in vocabulary knowledge.
S4	Web 2.0 tools like Quizlet had a positive effect on vocabulary achievement, but lack of significant difference between groups	Vocabulary	Quizlet	Students' use of Quizlet outside class was varied, and achievement differences were not significant.
S5	Online feedback through Google Docs enhanced writing performance, quality, and accuracy	Writing	Google Docs	Students developed a more positive attitude toward writing and feedback.
S6	Web 2.0 tools improved communication, collaboration, and creativity but had little effect on critical thinking skills	Communication, Collaboration, Creativity	Wikis, blogs, forums	Critical thinking remained as declarative knowledge rather than procedural knowledge.
S7	Self-efficacy, perceived usefulness, and ease of use are key for integrating Web 2.0 tools effectively in EFL teaching	Collaboration, Autonomy, Engagement, Motivation,	Various Web 2.0 tools	Students showed increased engagement and motivation.
S8	Web 2.0 tools enhanced technological competence, attitudes toward technology, and confidence in using these tools	Technological competence, Attitudes	Wikis, blogs, forums	Increased confidence and collaborations among students.
S9	Web 2.0 tools enhanced critical thinking, reflection, and collaboration skills, encouraging engaging, controversial activities	Critical thinking, Reflection, Collaboration,	Wikis, blogs, forums	Encouraged thought-provoking activities and discussions.
S10	Web 2.0 tools enhance multiple intelligences and communicative skills, increasing cultural pluralism	Speaking, Cultural awareness	Various Web 2.0 tools	Increased language skills and cultural understanding.
S11	Web 2.0 tools made students more active participants in their learning, enhancing autonomy and engagement	Collaboration, Communication, Creativity, All four language skills	Various Web 2.0 tools	Tools allowed students to create multimedia content, increasing engagement.
S12	Web 2.0 tools supported language skill improvement, including	Speaking, Writing, Listening	Various Web 2.0 tools	Icreased a more interactive and flexible learning environment.

	communication, collaboration, creativity, and critical thinking			
S13	Web 2.0 tools made learning more enjoyable and developed all four language skills	All four language skills	Various Web 2.0 tools	Tasks were necessary to integrate language into daily life.
S14	Web 2.0 tools developed speaking, writing, listening, and reading skills	All four language skills	Various Web 2.0 tools	Enhanced motivation and engagement.

One of the most consistent findings across the studies is the improvement in vocabulary acquisition and retention. Tools such as Quizlet and Google Docs helped students strengthen their vocabulary knowledge by providing interactive, gamified experiences and opportunities for regular review. These tools supported vocabulary development by making the learning process engaging, which, in turn, led to improved retention rates among students. In terms of writing skills, the studies highlighted the positive role of Web 2.0 tools in supporting peer feedback and collaboration. Peer feedback was found to significantly improve writing, enhancing critical thinking and reflection among students. While tools like Google Docs allowed for online feedback, enabling real-time collaboration and editing, the study that compared Web 2.0 and traditional methods found that both groups showed similar improvement in writing over the study period. However, Web 2.0 tools did not necessarily offer a significant advantage over traditional pen-and-paper methods in writing performance, which suggests that the presence of peer feedback may be the more crucial factor. Another prominent benefit of Web 2.0 tools was their positive impact on communication and collaboration. Studies found that the interactive nature of these tools, such as wikis, blogs, and discussion forums, encouraged students to engage more actively in tasks, collaborate with peers, and communicate their ideas effectively. This collaborative environment not only strengthened their language skills but also enhanced their social interaction and teamwork abilities. By increasing interaction with both peers and content, Web 2.0 tools helped create a more dynamic and engaging learning experience. Moreover, creativity and critical thinking skills were enhanced through the use of Web 2.0 tools, although with some variability in outcomes. While students demonstrated more creative engagement with tasks, especially in project-based activities, the development of critical thinking skills was not as pronounced. In particular, some studies suggested that although students theoretically understood critical thinking concepts, they had difficulty applying them procedurally, which may indicate that Web 2.0 tools were more effective for creative and reflective learning than for enhancing deep critical thinking skills. Web 2.0 tools also had a notable impact on student motivation, autonomy, and engagement. Students who used these tools were more motivated and engaged in their learning, particularly because these tools allowed for more flexibility and a personalized learning experience. The ability to work collaboratively on projects, receive feedback from peers, and access diverse learning resources contributed to a more engaging and student-centered environment. The integration of technology, however, was not without challenges, as some studies pointed to the need for adequate teacher training to effectively incorporate Web 2.0 tools into lessons. As Bolat & Deneme-Gençoğlu (2024) express, while the Ministry of National Education (MoNE) has made certain updates to the curriculum and teacher qualifications to align with modern advancements, there is insufficient evidence regarding teachers' current practices. Additionally, some studies noted technical issues, such as slow internet speed, which could hinder the learning process. Overall, Web 2.0 tools demonstrated significant potential in enhancing language learning, particularly in developing vocabulary, writing, communication, and collaborative skills. However, the success of these tools was dependent on various factors such as the type of tool used, the level of teacher support, and the students' prior experiences with technology. Despite these challenges, the use of Web 2.0 tools offered students opportunities for more engaging, interactive, and personalized learning experiences, contributing to the development of multiple language skills and enhancing a deeper level of student involvement in the learning process.

4. DISCUSSION AND RESULTS

The findings from this comprehensive analysis of Web 2.0 tools in language teaching highlight both the strengths and limitations of these tools in enhancing various language skills. A key takeaway from the studies is that integrating Web 2.0 tools, such as Quizlet, Google Docs, wikis, and blogs, significantly enhances vocabulary acquisition, writing skills, communication, collaboration, and creativity. Research shows that the interactive and gamified elements of these tools make learning vocabulary more engaging, increasing retention rates by providing learners with enjoyable and interactive experiences (e.g., digital flashcards or word-matching games). As Deneme & Sormaz (2022) emphasize, games are incredibly engaging as they combine enjoyment with challenge. Furthermore, they incorporate meaningful and practical language in authentic contexts Additionally, Web 2.0 tools

like Google Docs enable students to work collaboratively in real-time, offering opportunities for peer feedback and reflection, which are crucial for developing writing skills (Kessler, 2018). As one study noted, when learners actively engage in collaborative writing tasks, they develop both critical thinking and linguistic accuracy through interaction and editing processes (Zhao, 2020). However, the results also reveal certain limitations. One prominent issue is the limited impact these tools have on enhancing critical thinking skills. While the creative engagement in tasks is evident, students often struggle with tasks requiring deeper analysis or evaluation. As Hubbard (2013) explains, Web 2.0 tasks often focus more on generating ideas or sharing opinions than on applying critical thinking frameworks systematically. This suggests that while these tools enhance creativity and reflection, additional pedagogical strategies are needed to increase advanced cognitive skills.Moreover, the successful integration of Web 2.0 tools depends on adequate teacher training and support. As research indicates, technical challenges, such as unstable internet connections or distractions from advertisements, can undermine the effectiveness of these tools in classrooms. For example, one study highlighted that teachers' lack of familiarity with certain platforms often led to missed opportunities for meaningful learning interactions (Reinders & Thomas, 2012). These findings underscore the necessity of professional development programs focused on the pedagogical use of Web 2.0 tools and the need for reliable technological infrastructure.In terms of teaching strategies, the Collaborative Learning Method (CLM) is the most widely applied approach in studies involving Web 2.0 tools. This method emphasizes group-based activities, aligning with the principles of social constructivism, which assert that learners achieve deeper understanding through interaction and shared knowledge construction (Vygotsky, 1978). As Dooly (2008) noted, activities like collaborative wiki writing or shared blogging provide students with opportunities to co-construct meaning while practicing their language skills. However, other methodologies, such as Project-Based Learning (PBL), Telecollaboration, and Personalized Learning, were less frequently explored in studies. This gap highlights the potential for expanding the pedagogical applications of Web 2.0 tools. For instance, Kukulska-Hulme (2012) suggests that incorporating these tools into PBL could encourage learners to engage in more complex problem-solving tasks, enhancing critical thinking and creativity simultaneously. In conclusion, Web 2.0 tools have significantly transformed language learning by enhancing vocabulary acquisition, writing skills, and collaboration. These tools provide learners with engaging, interactive environments that increase motivation and autonomy. However, while effective for enhancing creativity and communication, their ability to develop deep critical thinking skills remains limited. Researchers emphasize the importance of tailoring pedagogical approaches to optimize these tools' potential, suggesting that teacher training and curriculum design must incorporate diverse methods like PBL and Telecollaboration to cater to students' evolving needs. As Göksoy (2018) states, institutions should follow the required steps in accordance with the needs of the educational settings to succeed and reach their goals. Also, by addressing technical barriers and ensuring that educators are well-equipped to integrate these tools, Web 2.0 technologies can play a pivotal role in creating dynamic, student-centered language learning experiences. Future studies should focus on evaluating the role of Web 2.0 tools in developing critical thinking skills and exploring their applications in varied educational contexts, such as hybrid or online environments. Additionally, incorporating Web 2.0 training into teacher education programs is essential for ensuring that educators are prepared to navigate the challenges and opportunities presented by these technologies effectively.

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