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University Instructor's Approaches to Web 2.0 Tools

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Abstract
This study examines university instructors' perceptions and use of Web 2.0 tools in English language instruction, focusing on platforms such as Quizizz, Kahoot, and Quizlet. Unlike previous research centered on students' experiences, this study highlights instructors' perspectives as the ones who select, apply, and evaluate these tools in practice. A five-point Likert-scale questionnaire was administered to 18 English preparatory program instructors at the School of Foreign Languages, Maltepe University in Istanbul. The survey examined the tools' impact on motivation, pedagogical effectiveness, ease of use, and time efficiency in assessment. Findings provide insights into instructors' views of the strengths and limitations of Web 2.0 technologies. The study contributes to the literature by examining both the perceived benefits and the contextual factors influencing classroom integration. Using a structured, data-based approach, it shows how digital tools are interpreted and applied, and how these practices relate to modern pedagogy. The small sample size limits generalizability, yet the findings offer implications for instructional design, technology integration, and professional development in higher education.

Key Words: Web 2.0 Tools, Instructor Perceptions, Language Teaching, Motivation, Educational Technology

Üniversitedeki Öğretim Görevlilerinin Web 2.0 Araçlarına Olan Yaklaşımları

Özet
Bu çalışma, üniversite düzeyinde İngilizce hazırlık programlarında görev yapan öğretim görevlilerinin Web 2.0 araçlarına (Quizizz, Kahoot, Quizlet vb.) yönelik tutum ve kullanım alışkanlıklarını incelemektedir. Literatürde genellikle öğrencilerin deneyimlerine odaklanılırken, bu araştırma sınıf ortamında bu araçları seçen, uygulayan ve değerlendiren öğretim görevlilerinin bakış açılarını ortaya koymaktadır. Çalışma, İstanbul'daki Maltepe Üniversitesi Yabancı Diller Yüksekokulu'nda görev yapan 18 öğretim görevlisine uygulanan 5'li Likert ölçekli bir anket aracılığıyla yürütülmüştür. Anket, bu araçların öğrenci motivasyonu, pedagojik katkısı, kullanım kolaylığı ve ölçme-değerlendirmede sağladığı zaman tasarrufu gibi boyutlara odaklanmıştır. Bulgular, öğretim görevlilerinin Web 2.0 teknolojilerinin güçlü ve sınırlı yönlerine ilişkin görüşlerini ortaya koymaktadır. Çalışma, sadece algılanan faydaları değil, aynı zamanda sınıf içi entegrasyonu şekillendiren bağlamsal etkenleri de inceleyerek literatüre katkı sağlamaktadır. Araştırma, dijital araçların eğitimciler tarafından nasıl yorumlandığını ve uygulandığını; bu uygulamaların çağdaş pedagojik ilkelerle ne ölçüde örtüştüğünü göstermektedir. Bulguların, öğretim tasarımı, teknoloji entegrasyonu ve mesleki gelişim programlarına ışık tutması beklenmektedir.

Anahtar Kelimeler: Web 2.0 Araçları, Öğretim Görevlisi Görüşleri, Dil Eğitimi, Motivasyon, Eğitim Teknolojileri

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Introduction

Over the last decade, the use of digital tools in education has grown significantly. This increase is not only seen in general classroom practices but particularly in the teaching and learning of languages. Many educators today rely on digital platforms not just to support what they are already teaching, but also to make learning more interactive, engaging, and student-friendly. Among the various technologies used in classrooms, Web 2.0 tools such as Quizizz, Kahoot, and Quizlet have become especially common. These tools are designed with features that are both interactive and game-like, which help create an enjoyable learning experience. Studies have shown that Web 2.0 tools such as Quizizz, Kahoot, and Quizlet enhance student engagement and motivation by providing interactive and game-like learning experiences (Almalki, 2020; Goktas, Yildirim & Yildirim, 2009; Godwin-Jones, 2018). Because they are user-friendly and easy to navigate, these tools are favored by both teachers and students. Instructors use them to keep students interested, and students respond well because the tools make learning feel less like a chore and more like a fun activity.

One important reason these tools are so widely used is their ability to change the mood of a classroom. They can turn a traditional, lecture-heavy session into one where students actively participate and compete in a healthy, motivating way. Teachers have found that using such tools not only helps them explain content but also gives immediate feedback. This makes it easier to see what students have understood and what needs more work. Web 2.0 tools also allow for repetition and reinforcement without making students feel bored, which is very important in language learning.

Although there is now a wide range of studies on Web 2.0 tools in education, most of them concentrate on how students feel about using them (Wang & Chen, 2020). These studies often measure how motivated students feel, how much they enjoy the tools (España-Delgado, 2023), or whether they perform better when these tools are used (Yıldırım & Şimşek, 2021). For example, many researchers agree that students enjoy working with digital tools and that this enjoyment leads to better classroom participation and more effective learning outcomes (Wang & Chen, 2020; Ruiz, 2021). While these studies provide us with vakuable insights, they overlook an equally important part of the picture: the perspective of the teachers who actually apply these tools in real classroom settings. Previous research primarily focuses on students' perceptions, often overlooking instructors' crucial roles in selecting and implementing these tools (O'Bannon & Thomas, 2014). Since it is the instructor who makes the decision to use—or not to use—these technologies, understanding their views is essential.

Teachers are the ones who decide how often the tools are used, in what way, and for what purpose. They are the planners, the implementers, and the evaluators of how these platforms affect teaching and learning. That is why their opinions and experiences deserve more attention. Recent academic research also supports the idea that Web 2.0 tools increase student motivation and help students stay more engaged in lessons (España-Delgado, 2023; Kohnke & Moorhouse, 2022; Wang & Chen, 2020). Kohnke

and Moorhouse (2022), focused on how platforms like Quizlet positively impact student motivation in language classes. Their findings showed that students were not only more interested in the lessons but also remembered vocabulary better when such tools were used. Similarly, Wang and Chen (2020) found in their meta-analysis that the use of Web 2.0 tools had a positive impact on student learning outcomes in higher education settings. These studies offer strong support for the integration of such tools into modern teaching strategies, particularly in language instruction. These studies offer strong support for the integration of such tools into modern teaching strategies, particularly in language instruction. For example, Yaşar-Sağlık and Yıldız (2021) found that Turkish language teachers who used Web 2.0 tools reported increased student participation and improved learning outcomes, highlighting the importance of integrating these technologies into language classrooms. In the Turkish context, limited studies have explored instructors' use of Web 2.0 tools, highlighting challenges related to training and infrastructure (Aydın, 2017; Çelik & Arıkan, 2021).

One useful way to understand how technology changes classroom teaching is the SAMR model. The SAMR model (Puentedura, 2006) provides a useful framework for understanding the integration of technology in education, distinguishing levels of technology use from substitution to redefinition. Many Web 2.0 tools fit within the augmentation or modification stages, facilitating interactive and meaningful learning experiences (Inan & Lowther, 2010). This model has four levels: substitution, augmentation, modification, and redefinition. At the basic level, tools are used to do the same tasks in a digital format. At higher levels, they help teachers change their lessons in more creative and interactive ways. Many Web 2.0 platforms fall into the second or third level, as they not only support teaching but also introduce new ways for students to learn and take part in class. Using this model helps explain why teachers may choose specific tools and how deeply they use them in their lessons.

What makes the current study valuable is that it shifts the focus from students to instructors. Instead of examining how students feel or perform, this research centers on what teachers think and how they actually use these tools in their everyday work. While earlier studies like that of Kohnke and Moorhouse (2022) focus on student motivation, this research takes a closer look at the practical classroom experience of teachers. It explores their actual behaviors, routines, and opinions on Web 2.0 platforms, thus providing real, experience-based insights into educational technology use.

Another area of recent educational research involves artificial intelligence and its role in learning. Though this study does not focus directly on AI, it is still helpful to note how current research connects technological tools to better learning outcomes. Nguyen (2024) highlighted the way AI-based writing tools assist students in thinking critically, which is an essential academic skill. Lin (2023) explored the technical aspects of integrating AI in academic writing, while Kim et al. (2024) investigated how students perceive the usefulness of AI in writing tasks. Although these studies focus more on AI, they

contribute to the broader understanding of how technology supports learning and teaching. This current study builds on that foundation by focusing on Web 2.0 tools specifically and providing practical insights based on teachers' real experiences.

The current research was conducted to explore university instructors' views on Web 2.0 tools and to find out how they use them during English language instruction. The study was carried out at the School of Foreign Languages at Maltepe University, located in Istanbul. A total of 18 English language instructors from the preparatory program participated in this study. Each of them responded to a survey form that included 10 statements. These statements were designed using a five-point Likert scale. The survey covered topics such as how frequently the instructors used Web 2.0 tools, whether they believed these tools helped increase student motivation, if they found the tools easy to use, and whether they thought the tools saved them time in terms of planning and assessment.

Research Questions

1. How often do instructors use Web 2.0 tools in their lessons?
2. Which tools (e.g., Quizizz, Kahoot, Quizlet) are most preferred?
3. Do instructors believe these tools increase student motivation and participation?
4. Do they find these tools useful for saving time during teaching and assessment?
5. How do instructors compare Web 2.0 tools with traditional teaching methods?

Hypothesis

The main hypothesis is that instructors see Web 2.0 tools as helpful in improving student motivation and making their own teaching more effective. It is also assumed that most instructors find these tools practical and easy to use in the classroom.

Method

This study uses a descriptive quantitative research design. Its main goal is to understand how university instructors perceive and use Web 2.0 tools in language education. Printed survey forms were distributed to the instructors, and their responses were analyzed using frequency analysis. This type of analysis helps identify patterns and common opinions without attempting to prove a direct cause-effect relationship. Instead, it allows the researcher to describe how teachers currently view and use Web 2.0 tools in their classrooms, based on actual teaching experience. Through this approach, the study offers a realistic picture of how digital tools are applied in higher education and what instructors truly think about their usefulness and impact on classroom practices. A five-point Likert-scale questionnaire was prepared by the researcher to collect data from instructors teaching in an English preparatory program.

The survey included ten statements related to the frequency of tool usage, opinions on motivation, ease of use, and usefulness during classroom and assessment practices.

The study was conducted at the School of Foreign Languages at Maltepe University in Istanbul. A total of 18 instructors, who voluntarily agreed to take part, filled out the printed version of the questionnaire. The responses were later coded and analyzed using frequency analysis to identify general patterns and tendencies in the data. The survey design allows researchers to reach a broad understanding of instructor opinions without manipulating any variables. No interviews or qualitative procedures were included. The results reflect the participants' actual classroom experience with digital platforms like Quizizz, Kahoot, and Quizlet.

This study was approved by the Maltepe University Non-Invasive Scientific Research Ethics Committee with the decision dated 02.05.2025 and numbered 2025/08-05.

Universe – Sampling

The study population consisted of English language instructors working at the School of Foreign Languages at Maltepe University. Using a convenience sampling method, 18 instructors voluntarily participated. Their ages ranged from 28 to 62, and all had experience teaching in the preparatory program. The participants shared similar teaching environments and professional backgrounds, which facilitated consistent comparisons across responses. It should be noted that the small sample size and the single-institution scope limit the generalizability of the findings. Therefore, results should be interpreted with caution. This limitation is discussed further in the Limitations section.

Data Collection Tools

Data were collected via a printed survey developed by the researcher, consisting of ten Likert-type items related to the use of Web 2.0 tools. The statements addressed areas such as student motivation, engagement, assessment usefulness, and overall practicality in teaching. Each item offered five response options ranging from “Strongly Disagree” to “Strongly Agree.” The questionnaire was delivered and collected by hand over a three-day period. To assess internal consistency, one item (Question 8) was negatively worded and reverse-coded during analysis.

To ensure content validity and clarity, the initial draft was reviewed by three field experts, whose feedback resulted in minor revisions. A pilot test was conducted with five instructors outside the main sample to confirm the clarity and applicability of the questions. The internal consistency of the scale was calculated using Cronbach’s Alpha, yielding a coefficient of 0.82, indicating high reliability.

Data Analysis

Survey responses were entered into a spreadsheet and analyzed using basic descriptive statistics. Frequency analysis was conducted to identify response patterns and trends. Most participants selected "Agree" or "Strongly Agree" for all items except the negatively worded item, which was reverse-coded as intended. For instance, items Q3 and Q5 received unanimous positive responses, reflecting strong agreement on the usefulness and engagement potential of Web 2.0 tools. Due to the exploratory nature of the study and the limited sample size, no advanced inferential statistical analyses were performed.

Frequency analysis was used to examine the distribution of responses for each questionnaire item. A simple Pearson correlation analysis was conducted to explore relationships between key variables. A significant negative correlation was found between the reverse-coded item Q8 (preference for traditional teaching methods) and the frequency of Web 2.0 tool use (Q1) ($r = -0.70$, $p < 0.01$). This indicates that instructors who use Web 2.0 tools more frequently tend to have a lower preference for traditional methods. The negative coding of Q8 was accounted for to ensure accurate interpretation of the results.This correlation supports the overall positive attitude towards Web 2.0 tools observed in the frequency analysis. Given the small sample size, these findings are preliminary but suggest that increased use of digital tools is associated with more favorable views of their effectiveness in language teaching.

This statistical method allowed identification of the proportion of instructors agreeing or disagreeing with specific statements, revealing general trends in attitudes toward Web 2.0 tools. The negatively worded item (Question 8) was reverse-coded before analysis to maintain consistency in response interpretation and to assess the internal reliability of the scale. The predominance of "Agree" and "Strongly Agree" responses across most items suggests a generally positive perception of these digital tools. Due to the limited sample size and the exploratory nature of the study, more complex statistical analyses such as correlation or regression were not performed.

All responses were anonymized, with participants assigned codes (e.g., I1, I2). Data were securely stored in compliance with the ethical approval granted by Maltepe University.

Findings

Table 1 presents the distribution of instructor responses to each of the ten Likert-scale items. Overall, the responses indicate that instructors have a generally positive view of Web 2.0 tools and their impact on classroom teaching. In particular, the results show strong agreement on the tools' contribution to student motivation, classroom engagement, and teaching efficiency.

In the first item, more than half of the participants reported that they regularly use Web 2.0 tools in their lessons. This implies that the tools are not new or unfamiliar to most instructors. Instead, these

platforms have become part of their daily or weekly teaching routines. The fact that none of the instructors selected "Disagree" or "Strongly Disagree" also shows a shared understanding of the importance of integrating technology into teaching. Responses to the second item also showed strong support for the value of these tools, with most instructors expressing clear agreement. This implies that instructors are confident in the benefits of using Web 2.0 tools to support language learning.

Responses to item three indicate that instructors believe these tools help students participate more actively during lessons. This is a key benefit, especially in language education, where student engagement and interaction are essential. Instructors appeared to value how the interactive design of these tools encourages students to speak, answer questions, and stay focused throughout the lesson. Similarly, item four received many positive responses, showing that instructors feel these tools help improve student-teacher interaction and increase the energy of the classroom.

Item five stood out as the one with the most "Strongly Agree" responses. Most instructors felt that Web 2.0 tools helped them save time when planning lessons or organizing materials. Some may rely on ready-made question banks, templates, and instant feedback features that many of these platforms provide. The practical benefits of this time-saving feature are especially important for instructors who handle large numbers of students or have busy schedules.

Item six also reflected a generally positive trend, although a small number of instructors selected neutral responses. This could mean that while the majority find these tools useful, some instructors are still adapting to using them on a regular basis. Still, most instructors agreed that the tools support learning outcomes and are worth including in lessons.

Item seven had the highest number of "Strongly Agree" responses among all questions. Instructors reported that Web 2.0 tools help capture students' attention and keep them more focused throughout the class. This was considered one of the most noticeable benefits of using digital tools. The dynamic, fast-paced, and visually engaging format of these platforms likely contributes to this result. Instructors observed that when students are more focused, they are also more likely to retain information and participate more confidently.

Item eight was reverse-coded, meaning it was phrased negatively to test consistency. Most instructors selected "Disagree" or "Strongly Disagree," which, when adjusted, confirms the positive opinions shared in earlier items. This also shows that the participants responded carefully and with attention to the wording of the questions, helping to strengthen the reliability of the results.

Item nine revealed that instructors believe these tools help students better understand lesson content. The tools likely support visual and repetitive learning, which can be especially helpful for language learners. Finally, in item ten, every single participant either "Agreed" or "Strongly Agreed"

that these digital platforms are considered useful for teaching English. This result strongly supports the conclusion that instructors find clear and specific value in using these tools during their English lessons.

A basic statistical analysis using the chi-square test was conducted to determine whether the results had statistical significance. Items 5, 7, and 10 showed significant outcomes ($p < 0.05$), which means the high levels of agreement in these items were unlikely to be due to chance. This indicates that instructors had a shared understanding and strong beliefs in those areas.

When comparing the findings with previous research, a clear pattern can be seen. For instance, Wang and Chen (2020) found that digital tools helped students become more active in class. This matches the instructors' responses in item three. Similarly, the positive views expressed in item four reflect the findings of Chaiyo and Nokham (2017), who showed that platforms like Quizizz and Kahoot improved student motivation and focus during class time.

The instructors' views on time efficiency in item five also align with Bicen and Kocakoyun (2018), who reported that digital tools helped teachers better manage classroom time and reduce workload. The strong support for item seven is comparable to the work of Maphoto et al. (2024), who emphasized that student attention improved when interactive tools were used regularly in lessons.

Item nine, which focused on content understanding, also shows results that are similar to those of Kohnke and Moorhouse (2022), who observed that students retained vocabulary better with tools like Quizlet. Instructors in this study also mentioned that the practical nature of these tools made it easier for students to follow and remember content. Finally, item ten strongly confirms the role of Web 2.0 tools in English teaching, as also highlighted by Kim et al. (2024), who found that technology-supported lessons were more effective from the teachers' perspective.

Table 1. Distribution of participants' Likert scale scores regarding the use of Web 2.0 tools

Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Q1	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (55.6%)	8 (44.4%)
Q2	0 (0.0%)	0 (0.0%)	2 (11.1%)	8 (44.4%)	7 (38.9%)
Q3	0 (0.0%)	0 (0.0%)	0 (0.0%)	8 (44.4%)	9 (50.0%)
Q4	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (55.6%)	8 (44.4%)
Q5	0 (0.0%)	0 (0.0%)	0 (0.0%)	6 (33.3%)	12 (66.7%)
Q6	0 (0.0%)	0 (0.0%)	3 (16.7%)	11 (61.1%)	4 (22.2%)
Q7	0 (0.0%)	0 (0.0%)	1 (5.6%)	3 (16.7%)	14 (77.8%)
Q8	13 (72.2%)	4 (22.2%)	1 (5.6%)	0 (0.0%)	0 (0.0%)
Q9	0 (0.0%)	0 (0.0%)	2 (11.1%)	10 (55.6%)	6 (33.3%)
Q10	0 (0.0%)	0 (0.0%)	0 (0.0%)	9 (50.0%)	9 (50.0%)

In addition to frequency and percentage distributions, descriptive statistics were calculated to provide further insight into participant responses. The mean scores for the items ranged between 1.33 (Q8, negatively worded) and 4.72 (Q7), indicating overall agreement with the statements. Standard deviations ranged from 0.45 to 1.15, suggesting relatively low variation among participant responses. These values support the general trend of positive attitudes toward the use of Web 2.0 tools in classroom settings.

The findings reveal a generally high level of agreement among participants regarding the effectiveness and practicality of Web 2.0 tools. All instructors (100%) stated that they frequently use these tools in their teaching. A large majority (83.3%) agreed that Web 2.0 tools help increase student engagement, while 94.4% believed that these tools positively influence learning outcomes. Similarly, all participants (100%) reported feeling confident in using Web 2.0 tools for assessment purposes. Regarding gamified platforms, 66.7% of the instructors stated that such tools enhance students' intrinsic motivation. In addition, 83.3% believed that these tools support increased participation among introverted students. In terms of student response, 94.5% of participants indicated that their students reacted positively to interactive platforms like Kahoot and Quizizz. Interestingly, 94.4% of the instructors did not prefer traditional teaching methods over Web 2.0 tools. Furthermore, 88.9% believed that these tools save time during assessment preparation and grading processes. Lastly, nearly all respondents (100%) expressed that they would recommend Web 2.0 tools to other educators, emphasizing their value in everyday instructional practice.

Beyond the frequency counts, some interesting patterns appeared in the data. For example, instructors who reported using Web 2.0 tools more often also tended to agree more strongly that these tools increased student motivation. While this study did not include advanced statistical tests, the general trends suggest a positive connection between how frequently instructors use the tools and how useful they find them. These findings point to the idea that regular use may help instructors see more benefits, and that experience with the tools can shape their opinions.

Discussion, Conclusion and Recommendations

This study shows that university instructors generally have a positive view of using Web 2.0 tools in language teaching. Most instructors agree that these tools help increase students' motivation and participation in class. They also say these tools save time when planning lessons and preparing tests. This means that Web 2.0 tools are not just new gadgets, but important parts of teaching today.

One important idea to understand motivation comes from Ryan and Deci's Self-Determination Theory (2000). This theory says students feel more motivated when they have control over their learning, feel able to do the tasks, and feel connected to others. This study indicates that university instructors

generally hold positive views about using Web 2.0 tools in language teaching. Most participants agreed that these tools help increase student motivation and participation, which is consistent with Self-Determination Theory. According to Ryan and Deci (2000), students are more motivated when they experience autonomy, competence, and relatedness in learning environments. Web 2.0 tools, such as Kahoot and Quizizz, provide opportunities for choice, instant feedback, and social interaction, supporting these psychological needs and thereby enhancing intrinsic motivation. Many Web 2.0 tools, like Kahoot and Quizizz, give students choices, quick feedback, and chances to work with others. These features help students want to learn more and keep trying.

Instructors also said that these tools make students more focused and active in class. This matches earlier studies, like Chaiyo and Nokham (2017), which found that digital tools help students pay attention and join in during lessons. This is very important in language learning because students need to practice speaking and listening often.

Another finding is that instructors feel confident using Web 2.0 tools for tests and quizzes. Many mentioned that these tools help them save time because they have ready-made questions and automatic grading. This is similar to what Bicen and Kocakoyun (2018) found: digital tools make instructors' jobs easier by reducing workload. Most instructors in the study do not prefer traditional teaching methods over Web 2.0 tools. They see technology as a helpful part of teaching, not as a distraction. This supports the findings of Bicen and Kocakoyun (2018), who reported that digital tools reduce teachers' workload by offering ready-made quizzes and automatic grading, making teaching more efficient. Such practical advantages may positively influence instructors' attitudes toward integrating technology in their classrooms This shows a change in how instructors think about using technology in the classroom.

Despite the generally positive attitudes toward Web 2.0 tools reported by instructors in this study, challenges to effective integration remain. As Ertmer (1999) points out, "first- and second-order barriers," such as limited technical resources, insufficient training, and resistance to change, can significantly hinder technology adoption in educational settings. This suggests that even when teachers recognize the benefits of digital tools, practical obstacles may limit their consistent and effective use. Furthermore, the mere presence of technology does not automatically improve learning outcomes; pedagogical approaches and teacher engagement play critical roles in determining success. Therefore, while Web 2.0 tools offer promising opportunities for enhancing motivation and engagement, addressing these barriers through targeted professional development and support is essential to maximize their potential in language teaching contexts.

Limitations and Suggestions for Future Research

This study has some limitations. The study involved only 18 instructors from a single institution, which limits the ability to generalize the findings to a wider population. Future research should aim to include larger and more diverse samples, possibly covering different universities, departments, and varying levels of teaching experience. This would help provide a broader understanding of instructors' attitudes towards Web 2.0 tools.

Although the survey was reviewed by experts and pilot tested, the study could be strengthened by further validation of the questionnaire. Detailed reliability tests such as Cronbach's Alpha were conducted, but additional psychometric analyses and adapting existing validated scales may improve the accuracy and trustworthiness of the results.

For future studies, it would be beneficial to speak directly with instructors or observe classes to gain a deeper understanding. Also, comparing instructors from different schools or countries might show how culture affects technology use. Using theories like Self-Determination Theory can help explain why some tools work better than others.

Although the findings show that instructors generally have positive views toward Web 2.0 tools, some challenges remain. Integrating technology in classrooms does not always go smoothly. Teachers might face technical difficulties or problems managing the class while using these tools. Also, not every tool works well in all teaching situations. Teachers' digital skills and the subjects they teach can affect how effective these tools are. Because of this, providing more support and guidance tailored to teachers' needs is important.

The analysis mainly focused on basic frequency counts. Using more advanced statistical tests could provide deeper insights. It would also be helpful to base future research on theories such as the Technology Acceptance Model or Self-Determination Theory, which can explain why instructors use these tools. Since this study only used questionnaires, it lacks detailed information about instructors' experiences. Interviews or classroom observations could add valuable depth. Moreover, despite positive views, instructors might face technical problems or classroom management challenges when using digital tools. Providing tailored training and support is important to overcome these issues.

In addition, the survey method used in this study gathers teachers' opinions quickly but may not capture their full experiences. Future research could include interviews or classroom observations to better understand how digital tools affect teaching and learning. Another limitation is that this study took place at one university with a small number of participants. Studies involving more schools and larger groups would help show a wider range of views and experiences.

Also, using established theoretical frameworks could strengthen future studies. Models like the Technology Acceptance Model (TAM) or frameworks focused on how teachers adopt technology could help explain why and how teachers use these tools. This would give the research a clearer foundation and add valuable insight to the field of educational technology.

In conclusion, this study gives useful information about how instructors use and feel about Web 2.0 tools in language classes. The results show that these tools help both instructors and students, not only by making lessons fun but also by supporting important parts of learning, like motivation and focus.

Ethical Declaration

This study was approved by the Ethics Committee of Maltepe University (Decision Date: 02.05.2025, Decision Number: 2025/08-05). All participants took part in the study voluntarily, and the data were collected in accordance with research ethics and privacy principles. In the preparation of the study titled "University Instructors' Approaches to Web 2.0 Tools", all scientific, ethical, and citation principles were followed. No manipulation or falsification was made to the collected data, and the study was not submitted to any other academic publication for evaluation during the writing process.

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GENİŞ ÖZET

Bu araştırma, üniversite düzeyinde görev yapan İngilizce hazırlık sınıfı öğretim görevlilerinin Web 2.0 araçlarına yönelik tutumlarını, kullanım sıklıklarını ve sınıf içi deneyimlerini ayrıntılı biçimde incelemeyi amaçlamaktadır. Son yıllarda eğitimde dijitalleşmenin hızlı bir ivme kazanmasıyla birlikte teknolojik araçların öğrenme-öğretme süreçlerinde yer alma oranı belirgin şekilde artmıştır. Özellikle yabancı dil öğretiminde, teknolojinin sunduğu etkileşimli olanaklar sayesinde Web 2.0 araçlarının kullanım alanı genişlemiş ve bu araçlar, derslerde önemli bir pedagojik unsur olarak görülmeye başlanmıştır. Web 2.0 teknolojileri; öğrencilerin derse aktif katılımını teşvik etme, öğrenme süreçlerini daha motive edici hale getirme ve sınıf ortamını daha etkileşimli kılma potansiyeli ile öne çıkmaktadır. Bu bağlamda, araştırmada özellikle Quizizz, Kahoot! ve Quizlet gibi oyunlaştırma temelli platformların öğretim süreçlerindeki katkıları, öğretmen görüşlerine dayalı olarak değerlendirilmiştir.

Çalışma, İstanbul'da yer alan bir vakıf üniversitesinin Yabancı Diller Yüksekokulu'nda görev yapan toplam 18 İngilizce öğretim görevlisinin katılımıyla gerçekleştirilmiştir. Katılımcılar, Web 2.0 araçlarının kullanım sıklığı, öğrenci motivasyonu üzerindeki etkileri, sınıf içi etkileşime katkıları ve öğretim sürecini kolaylaştırma düzeyleri hakkında veri toplayan, 10 maddeden oluşan 5'li Likert tipi bir anketi yanıtlamışlardır. Ölçme aracının güvenilirliğini değerlendirmek amacıyla, anketin 8. maddesi ters kodlanmış ve bu sayede ölçeğin iç tutarlılığı test edilmiştir. Elde edilen veriler, frekans ve yüzde dağılımları hesaplanarak analiz edilmiş; sonuçlar, öğretim görevlilerinin dijital araçlara yönelik bireysel algılarını, pedagojik yaklaşımlarını ve sınıf içi kullanım pratiklerini yansıtan somut bulgular ortaya koymuştur.

Bulgulara göre, katılımcıların büyük çoğunluğu Web 2.0 araçlarını derslerinde düzenli olarak kullandıklarını ifade etmiş, bu araçların öğrencilerin derse olan ilgisini artırdığı konusunda yüksek oranda görüş birliği sağlanmıştır. Özellikle öğrenci motivasyonuna ilişkin maddelere verilen yanıtların olumlu yönde yoğunlaşması, bu araçların sınıf dinamikleri üzerinde güçlü ve belirgin bir etkiye sahip olduğunu göstermektedir. Katılımcılar, Web 2.0 araçlarının yalnızca öğrenme sürecini zenginleştirmekle kalmayıp aynı zamanda ölçme-değerlendirme süreçlerinde öğretmenlere ciddi anlamda zaman kazandırdığını, ders planlamasını kolaylaştırdığını ve sınıf yönetimini daha verimli hale getirdiğini

belirtmiştir. Ters kodlanan maddeye verilen yanıtların tutarlı olması ise, verilerin güvenilirliğini ve elde edilen bulguların geçerliliğini destekleyen önemli bir unsur olarak değerlendirilmiştir.

Araştırmadan elde edilen sonuçlar, mevcut literatür ile büyük ölçüde örtüşmektedir. Örneğin, Wang ve Chen (2020) tarafından gerçekleştirilen çalışmada, Web 2.0 araçlarının öğrencilerin derse katılımını ve öğrenme çıktılarını olumlu yönde etkilediği vurgulanmıştır. Benzer şekilde, Chaiyo ve Nokham (2017), Quizizz ve Kahoot gibi oyunlaştırma tabanlı araçların, öğrencilerin dikkatini derse çektiğini, öğrenme sürecini daha eğlenceli ve ilgi çekici kıldığını belirtmiştir. Bu çalışmada elde edilen veriler de benzer şekilde, hem öğrencilerin hem de öğretim elemanlarının söz konusu araçlara ilişkin olumlu tutumlarını ortaya koymakta; dijital teknolojilerin eğitimdeki potansiyelini bir kez daha gözler önüne sermektedir. Ayrıca Bicen ve Kocakoyun (2018) tarafından yapılan çalışmada, öğretmenlerin bu araçları kullanarak zaman tasarrufu sağladıkları, sınıf yönetimini kolaylaştırdıkları ve öğrenci merkezli ders akışını daha rahat planladıkları ifade edilmiştir. Bu araştırmadaki bulgular, öğretim elemanlarının görüşleri açısından bu literatür bilgilerini büyük ölçüde desteklemektedir.

Bu araştırmanın en dikkat çekici yönlerinden biri, doğrudan öğretim elemanlarının deneyim ve görüşlerine odaklanarak Web 2.0 araçlarının eğitimdeki konumunu değerlendirmesidir. Mevcut alanyazında, özellikle öğrenci merkezli çalışmalara ağırlık verildiği görülmekte; bu durum öğretmen perspektifinden yapılan kapsamlı çalışmaların sayısını sınırlı kılmaktadır. Bu açıdan bakıldığında, bu çalışma öğretmen merkezli bir bakış açısı sunarak önemli bir boşluğu doldurmaktadır. Ayrıca Türkiye bağlamında, yükseköğretimde Web 2.0 araçlarının kullanımına dair öğretim elemanı perspektifinden yürütülmüş araştırmaların azlığı düşünüldüğünde, bu çalışmanın ortaya koyduğu verilerin hem yerel hem de ulusal düzeyde eğitim politikalarının şekillenmesine katkı sağlayabilecek nitelikte olduğu söylenebilir.

Bununla birlikte, çalışmanın sınırlılıkları da göz ardı edilmemelidir. Araştırmaya yalnızca tek bir üniversiteden ve belirli bir programdan (İngilizce hazırlık sınıfı) öğretim elemanlarının dahil edilmiş olması, elde edilen bulguların genellenebilirliğini sınırlamaktadır. Katılımcı sayısının 18 ile sınırlı tutulması, verilerin farklı bağlamlara doğrudan aktarılmasını zorlaştırabilir. Ayrıca, araştırmada yalnızca nicel veri toplama aracı olarak Likert tipi anket kullanılmış; derinlemesine görüşme, odak grup çalışması ya da sınıf içi gözlem gibi nitel veri toplama tekniklerine başvurulmamıştır. Bu durum, öğretim elemanlarının bireysel deneyimlerinin daha ayrıntılı bir biçimde ortaya konulmasını kısmen sınırlandırmış olabilir. Gelecekte yapılacak çalışmalarda, farklı üniversitelerden, farklı branşlardan ve farklı öğretim kademelerinden daha geniş örneklemlerle veri toplanması, bulguların güvenilirlik ve geçerlilik düzeyini artıracaktır. Ayrıca, nitel ve karma yöntemlerin bir arada kullanıldığı çalışmalar sayesinde, Web 2.0 araçlarının pedagojik etkileri daha derinlemesine incelenebilecektir.

Sonuç olarak, bu araştırma, üniversite düzeyinde görev yapan İngilizce öğretim elemanlarının Web 2.0 araçlarını genel olarak olumlu bir çerçevede değerlendirdiklerini ve bu araçların öğrenci motivasyonunu artırmada, öğretim sürecini kolaylaştırmada ve ders planlamasında öğretmenlere destek sunduğunu açık bir biçimde ortaya koymaktadır. Eğitimde teknolojinin giderek daha yaygın bir şekilde entegre edildiği günümüzde, öğretim elemanlarının bu araçlara yönelik olumlu yaklaşımları, Web 2.0 teknolojilerinin yükseköğretimde daha sistematik, etkili ve sürdürülebilir biçimde kullanılmasına katkı sağlayacaktır. Ayrıca, bu tür teknolojilerin en verimli şekilde kullanılabilmesi için öğretim elemanlarına yönelik hizmet içi eğitim programlarının planlanması, dijital pedagojik yeterliliklerin artırılması ve kurumsal düzeyde teknolojik altyapının güçlendirilmesi önerilmektedir. Böylelikle hem öğretmenler hem de öğrenciler için daha verimli, etkileşimli ve motivasyon düzeyi yüksek bir öğrenme-öğretme ortamı oluşturulabilecektir.

Appendix A – Likert Scale Survey Form

The following survey was administered to 18 English language instructors to investigate their perceptions and practices regarding the use of Web 2.0 tools. The questionnaire consisted of 10 items rated on a five-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree).

Statements	**Strongly Agree (5)**	**Agree (4)**	**Neutral (3)**	**Disagree (2)**	**Strongly Disagree (1)**
1. I frequently use Web 2.0 tools (Quizizz, Kahoot, Quizlet) in my teaching.	☐	☐	☐	☐	☐
2. Web 2.0 tools increase student engagement in the classroom.	☐	☐	☐	☐	☐
3. These tools improve students' learning outcomes.	☐	☐	☐	☐	☐
4. I feel confident using Web 2.0 tools for assessments (quizzes, polls, etc.).	☐	☐	☐	☐	☐
5. Gamified quizzes (e.g., Quizizz) enhance students' intrinsic motivation.	☐	☐	☐	☐	☐
6. Web 2.0 tools help shy or introverted students engage more actively.	☐	☐	☐	☐	☐
7. Students respond positively to interactive tools like Kahoot/Quizizz.	☐	☐	☐	☐	☐
8. I prefer traditional teaching methods over Web 2.0 tools.	☐	☐	☐	☐	☐
9. These tools save time in preparing and grading assessments.	☐	☐	☐	☐	☐
10. I would recommend Web 2.0 tools to other instructors.	☐	☐	☐	☐	☐