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LANGUAGE TEACHING THROUGH WEB 2.0 TOOLS: THE ATTITUDES OF PRE-SERVICE TEACHERS OF ENGLISH

WEB 2.0 ARAÇLARI YOLUYLA DİL ÖĞRETİMİ: İNGİLİZCE ÖĞRETMEN ADAYLARININ TUTUMLARI

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ÖZ

Bu araştırma, yabancı dil öğretmeni adaylarının dil öğretim sürecinde Web 2.0 araçlarını kullanmaya yönelik tutumlarını cinsiyet, aile gelir düzeyleri ve sınıflar açısından incelemeyi amaçlamıştır. Kullanılan araştırma araçları ve veriler yönünden, araştırma betimsel tarama modeline bir örnektir. Katılımcılar Türkiye'deki devlet üniversitelerinde okuyan 1. sınıf ve 4. sınıf İngilizce Öğretmenliğinde okuyan öğretmen adaylarından oluşmaktadır. Veri toplama aracı olarak Hartshorne ve Ajjan (2009) tarafından geliştirilen "Web 2.0 Araçları Tutum Ölçeğinin" uyarlanmış hali kullanılmıştır. Veri toplama sürecinde ölçek toplam 60 öğrenciye uygulanmıştır. Bulgular, gruplar arasında cinsiyet veya aile geliri açısından istatistiksel olarak anlamlı bir fark olmamasına rağmen, öğrencilerin kayıt oldukları akademik yılla ilgili sonuçlarda eşitsizlikler olduğunu göstermiştir. Sonuç olarak, öğrencilerin yabancı dil öğretiminde Web 2.0 teknolojilerini benimseme konusunda ne hissettikleri üzerinde hem cinsiyetin hem de sosyoekonomik durumun herhangi bir etkisi olmadığı, ancak öğrencilerin bu eğilime yönelik tutumlarının akademik kariyerleri boyunca daha iyi yönde değiştiği gözlemlenmiştir. Bu nedenle, Web 2.0 teknolojilerinin üniversite eğitiminin erken aşamalarında sınıflara tanıtılması önerildi.

ABSTRACT

The purpose of this research was to investigate how gender, socioeconomic status, and year of study influenced the attitudes of prospective language teachers on the use of Web 2.0 tools in language teaching. This research is an example of a descriptive survey model. The participants consisted of 1st and 4th-grade pre-service ELT teachers from a state university in Turkey. The data was obtained using an adapted version of the "Web 2.0 Attitude Scale" by Hartshorne and Ajjan (2009). The findings showed that although there were no statistically significant differences between the groups concerning gender or family income, there were disparities in the outcomes related to the students' academic year of enrolment. Consequently, neither gender nor socioeconomic status had any impact on how students felt about adopting Web 2.0 technologies in foreign language instruction, but students' attitudes towards this trend changed for the better throughout their academic careers. It was suggested that Web 2.0 technologies be introduced into the syllabuses at earlier stages of university education.

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Introduction

Language teaching in the 21st century requires the integration of technology as in other fields of education. Although the technology was initially assumed to be limited to overhead projectors, computers, or televisions, the concept of educational technology has changed a lot with the latest development in technology. Traditionally, education has consisted of attending classes or lectures in person, reading textbooks, or receiving written materials. Without schools, textbooks, and blackboards, education was assumed to be impossible to take place (Al-Kathiri, 2015). It is fair to say that the introduction of the Internet was a major turning point since countless online educational components are available today thanks to the Internet. One of them is certainly Web 2.0 tools. The phrase "Web 2.0," first used by O'Reilly in 2005, describes the next iteration of dynamic websites., web-based services and applications that provide users the ability to produce their content. These services are most valued because of their interactive features that enable the users to shape the content with the involvement of many participants in a collaborative way.

Due to the quick turnover of hardware and software components, the majority of current technological research runs the risk of having a limited shelf life (Chun et al., 2016). Technology has been developing and evolving at such a pace that people assume it is "old" just in a few years. Therefore, the influence of technology is also claimed to be an ongoing process that brings about rapid and continuous changes in education. Web 2.0 tools are like the transporters of these changes into the classroom context. Such technologies enable several people to collaborate instead of working alone. They include several features that are unique to instructors seeking to expand learning outside the classroom (Haygood et al., 2012). Moreover, some of these tools also increase the active involvement of the learners in the learning process by taking responsibility for their learning process. In this sense, Kahoot and Quizizz applications are examples of such learning tools which allow teachers to prepare evaluation tasks and exams. The learners join the tests via their mobile phone applications by using the instant code created by the system and answer the questions competitively prepared by the teachers. Although this competitive process is increased in such classroom-based activities, the main aim is to extend the formative feature of assessment in the teaching and learning process since these tests are usually organized to last for 10 or 15 minutes. Getting familiar with these applications can also allow the teachers to get feedback from the students about their instant learning situation, but a teacher must consider that overuse of them might cause boredom among students. Therefore, it's crucial to include these apps in lessons without disrupting the flow of the lessons themselves.

Using Web 2.0 Tools in Foreign Language Teaching

Social networking is widely regarded as one of the most favourable applications of Web 2.0 technologies. It's a technology that allows people to develop online communities by having members post profiles and connect in real-time (Wolf & College, 2007). According to Chen and Bryer (2012), the concept of utilizing social networking for educational reasons dates back to the 1960s Social Constructivism movement. After the social constructivist perspective, the Connectivist theory integrated social media tools, and Goldie (2016) proposed social learning. Following this proposal, research conducted by Turkmen (2012) set out to examine whether or not social media might be employed to create a more conducive learning setting for EFL students. Based on his findings, the researcher proposed that students may benefit from using a familiar social networking site to organize and coordinate acts of knowledge creation. The research concluded that using online social networking technologies in language classrooms increases both students' interest and motivation.

Owing to the rapid advance of information and communication technology (ICT), English language teaching methodologies are constantly changing via incorporating Web 2.0 or ICT tools into courses. The roles and requirements of EFL instructors have evolved in response to the increased use of technology in classrooms (Taşçı, 2022). To help students reach their full potential in the English subject area, currently, it is widely acknowledged that educators must effectively implement Web 2.0 tools in language classes. In this sense, Alkaromah et al. (2020) surveyed advanced placement English language learners on their attitudes regarding the usage of technology in an educational context. The researchers used a qualitative case study technique to learn how high school students feel about and interact with technology. It was concluded that pupils' abilities to utilize advanced features inside a mobile application are severely constrained. In contrast to such studies seeking suitable ways of integrating technology into language teaching, some other researchers worry that the usage of

nonstandard forms of language in digital contexts is degrading, deforming, and violating the language itself (Thurlow, 2006). Accordingly, it is not surprising that instructors often question whether they are using technology appropriately in their classes. However, it is impossible to eliminate the technology used in today's education concept. Because technology is so prevalent and linked with human activity, teaching a language without any kind of technological implication would result in an extremely limited and unnatural educational environment.

Improving the teaching-learning process for foreign language learners calls for more digital competency on the part of future educators. Nonetheless, teachers' Web 2.0 adoption and usage may be affected by many aspects that are unique to each educator. To investigate the part that demographic aspects such as age, gender, and level of motivation have in the teachers' technology habits, Guillén-Gámez et al. (2019) conducted a survey study. They found no evidence of a significant difference in personality traits or teaching styles of pre-service language teachers. Their research also indicated that there were no discernible disparities between the genders in terms of digital pedagogical competency, although there were variances throughout the age spectrum. In another study conducted, Hilao and Wichadee (2017) compared male and female college students' attitudes about mobile devices as a language learning aid, as well as their usage of mobile phones to learn English and improvement in their language skills. Students of both genders used and view smartphones similarly for language learning, with no substantial differences between the groups. In their cross-cultural study, Dara-Tafazoli et al. (2019) also found that gender, age, and level of education had no role in the participants' perceptions of computer-assisted language learning (CALL) in either the Iranian or Spanish countries.

Using Web 2.0 Tools in Foreign Language Teacher Education

Despite widespread agreement that incorporating technology into language instruction has positive results, several have voiced worry regarding the adequate training of language instructors. Language teacher education programs have been criticized for their lack of attention to computer-assisted language learning (CALL) by certain researchers (Kessler 2006; Hubbard 2008; Healey et al. 2011). Concerns have also been raised that instructors are not likely to use technology in their classrooms even after receiving training in its use (Egbert et al., 2002; Hegelheimer, 2006; Hubbard, 2008). In this vein, Okan and Taraf (2013) carried out a case study to investigate the potential of adding blogs to second-language teacher preparation for better educating future teachers and increasing their proficiency with information and communication technology. The research consisted of a six-week program including 20 third-year English Language Teaching students from a state university in Turkey. Information was gathered through a pre-study questionnaire, a pos*t*-study questionnaire, and participants' responses to a follow-up class assessment report. Findings from the research showed that learners viewed blogs positively as a means of educating them to become future educators since they matched their needs and expectations and improved their ICT abilities.

It is a well-known fact that the quality of teacher training has a direct correlation with the candidate teachers' level of motivation and enthusiasm for their profession (Şimşek, 2005). When it comes to predicting the future course of a teacher's attitude toward his/her job, the behavioural dimension of the attitude can be particularly helpful to create a positive approach. Indeed, what teachers think and feel about their jobs is important because it shapes their behaviours. As Çeliköz and Çetin (2004) stressed, prospective teachers will be better able to fulfil their roles as educators if they have an optimistic perspective on the profession. In this case, teachers will be more motivated to inspire their pupils, have better verbal and nonverbal communication with them, keep their schedules organized, and be open to new methods of teaching. Teachers should be open to adopting new technologies since they are an integral element of today's classrooms. This might be especially helpful for the teaching of foreign languages since it could provide students with extensive exposure to the material and inspire them to actively learn.

Inequalities in income and other aspects of social life make it difficult for those on the lower ends of the income scale to meet the challenges of modern life (Önem, 2014). However, integrating technology might lessen this disparity among the learners. Over the last several decades, teachers of foreign languages have relied on Web 2.0 tools to satisfy this need. Although advantages of Web 2.0 services are anticipated owing to their capacity to boost student participation, offer platforms for learner publishing and reflection, and build a joint and dynamic educational atmosphere (Ferdig 2007), there is a lack of empirical research investigating how future language

teachers appreciate Web 2.0 applications in the foreign language teaching process. In this regard, this research aimed to investigate how pre-service language teachers' attitudes about using Web 2.0 tools in language teaching change according to their genders, family income levels, and years of study. Therefore, this research sought possible explanations for the following research question:

1. Is there a significant difference between the attitudes of 1st and 4th year pre-service ELT teachers towards using Web 2.0 tools in foreign language teaching in terms of their;

a) gender?

b) family income?

c) year of study?

Methodology

Participants

This survey study was carried out with the first and fourth-year students from ELT departments of state universities in Turkey. A random sampling method was utilized to choose the participants of the research. By definition, random sampling is a sample strategy in which survey respondents are selected at random by the researchers (Wallen & Fraenkel, 2013). All the participants were asked for their consent to answer the questionnaire by stating that the data they provided would be kept private and used only for research purposes. The participants also signed the form that stated their consent to participate in this research. As seen in Table 1, 60 students in total, 30 from the first year and 30 from the fourth year, took part in the study.

Table 1. Demographic Information about The Participants

Year of Study	Male participants	Female participants	Total
1st	15 (25%)	15 (25%)	30
4th	15 (25%)	15 (25%)	30
Total	30 (50%)	30 (50%)	60

Data Collection Instruments

An adapted version of Hartshorne and Ajjan's (2009) "Web 2.0 Attitude Scale" was used to collect data on future educators' attitudes toward language teaching through Web 2.0 tools. The scale included only five-point Liker*t*-type items. The total number of items was 34. The options, 5=Strongly Agree, 4=Mostly Agree, 3=Modestly Agree, 2=Partially Agree, and 1=Strongly Disagree were the scores assigned to the measuring instrument. The purpose of the scale was to analyse what influences students' decisions to use Web 2.0 tools in the classroom. Questions were designed to measure participants' levels of self-efficacy, peer influence, superior influence, compatibility with the intervention, technological readiness, and other factors related to their use of the intervention. Hartshorne and Ajjan (2009) used the internal consistency reliability coefficient (Cronbach's alpha) to measure the internal reliability of the scale which ranged from .80 to .97, an acceptable level according to Nunnally (1978). The Cronbach's alpha of the modified version of the scale was 0.88, suggesting high reliability. Moreover, the adopted scale is one-dimensional. The maximum possible score on the scale is 170 while the lowest possible score is 34. Similarly, the maximum score in the mean of a participant's attitude can be 5 and the lowest mean score can be 1. A high score in the adapted version of the scale suggests a favourable attitude toward using Web 2.0 tools while a low score shows a negative attitude.

The study was approved and registered by the Ethical Board of Nevsehir Haci Bektas Veli University at the meeting held on December 26th, 2022, with the corresponding decision number of 2022.13.438.

Data Analysis

Homogeneity and normal distribution of the participants were considered to determine the suitable parametric tests before the data analysis process and using SPSS 23, an independent sample *t*-test and ANOVA were employed to analyse the data. The independent sample *t*-test analysis was used to examine whether or not

candidate teachers' views on using Web 2.0 resources in language instruction varied by gender and year of study respectively. On the other hand, ANOVA was used as a parametric test to compare the participants in terms of their family income since there were three groups according to their family income levels: below minimum wage, minimum wage, and over minimum wage groups (minimum wage: around 450 USD).

Results

Before applying a statistical test, descriptive analysis of the data was gathered through SPSS23 to expose the mean scores of each variable group. As shown in Table 2, male students' attitudes toward using Web 2.0 tools in language teaching are lower than female students (M: 3.86, F: 3.99). Similarly, the mean scores of attitude toward using Web 2.0 tools in language teaching are different between 1st and 4th-year students (3.37, 4.48).

Table 2. Means of attitude scores according to gender, year of study and family income

	Groups	N	Means of Attitude Scores
Gender	Male	30	3.86
	Female	30	3.99
Year of study	1st grade	30	3.37
	4th grade	30	4.48
Family income	Below Min. Wage	9	3.63
	Min. Wage	31	4.02
	Over Min. Wage	20	3.84

Comparison of Groups - Gender Variable

An independent sample *t*-test was conducted to reveal if the differences between mean scores of gender groups are statistically significant and the results can be seen in Table 3.

Table 3. Independent sample *t*-test results for the gender variable

Variable	95% CI	Mean Difference	M/F	*t*-value	p-value
Gender	-.5, .25	-.13	30/30	.68	.5

For the gender variable, the *t*-test indicated that the value of Levene's test for equality of variances was below .05 (.009), which meant that the results of "equal variances not assumed" should be reported. As it is presented in Table 3, regarding the gender variable (Male mean=3.86, sd=.53, N=30; Female mean=3.99, sd=.64, N=30), the 95% CI for the difference in mean scores was -.5, .25 (t=.68, p=.5), which meant that the difference between the groups was not statistically significant. This finding indicated that gender did not influence the attitudes of students toward using Web 2.0 tools in language teaching.

Comparison of Groups - The Year of Study Variable

According to the year of study, the students consisted of two groups: 1st and 4th years. Similar to the gender variable, an independent sample *t*-test was carried out to reveal whether the differences between the mean attitude scores of the two groups were statistically significant and the results can be seen in Table 4.

Table 4. Independent sample *t*-test results for the year of study variable

Variable	95% CI	Mean Difference	M/F	*t*-value	p-value
Year of study	-1.21, -.10	-1.11	30/30	-21	.001

For the year of study variable, as can be seen in Table 4, the *t*-test indicated that the value of Levene's test for equality of variances was over .05 (.41), which meant that the results of "equal variances assumed" should be

reported. As can be displayed in Table 4 below, for the year of study variable (1st year: mean=3.37, sd=.15, N=30; 4th year: mean=4.48, sd=.19, N=30), the 95% CI for the difference in mean scores was -1.21, -.10 (t=-20.50, p=.41), meaning the difference between the groups was statistically meaningful. This finding indicated that the year of study influenced the attitudes of students toward using Web 2.0 tools in language teaching. Since the mean attitude score of 4th-year students was higher than that of the 1st-year students, it can be claimed that the students developed a positive attitude toward using Web 2.0 tools in language teaching as their year of study increased.

Comparison of The Groups – Family Income Variable

The data were analysed via one-way ANOVA to test whether the differences among the mean scores of groups are statistically meaningful and the results can be seen in Table 5.

Table 5. One-Way ANOVA results for the family income variable

				95% Confidence Interval	
(I) Family Income	(J) Family Income	Mean Difference (I-J)	Sig.	Lower Bound	Upper Bound
Below Min. Wage	Min. Wage	-,39413	,545	-1,6528	,8645
	Above Min. Wage	-,21885	,828	-1,4326	,9949
Min. Wage	Below Min. Wage	,39413	,545	-,8645	1,6528
	Above Min. Wage	,17528	,676	-,3405	,6911
Above Min. Wage	Below Min. Wage	,21885	,828	-,9949	1,4326
	Min. Wage	-,17528	,676	-,6911	,3405

For the family income variable, it was seen that the differences between groups in terms of their attitude scores were not statistically significant at the .05 level (sig.=.40). Since there was not a meaningful difference between the variants, Games-Howell posthoc test was applied. As can be seen in Table 5, all the differences between the groups were not statistically significant at the .05 level, which meant that family income did not influence the attitudes of students towards using Web 2.0 tools in foreign language teaching.

Discussion and Conclusion

Teacher roles and requirements have shifted in response to the increased use of technological aids in English as a foreign language (EFL) programs. To be precise, educators in the English as a Foreign Language field should be able to use their technological expertise in lesson planning and delivery (Öz, 2015). As a result, current teacher education programs must include instruction in the latest technologies and methodologies for instructing foreign language students. The literature, however, raises the concern that schools are not using technology effectively (Fabry & Higgs, 1997). This concern is the main motive for the current research to investigate future teachers' attitudes toward employing Web 2.0 tools in foreign language teaching. This research revealed the attitudes of pre-service language teachers towards using Web 2.0 tools in foreign language teaching. As presented in the findings section, there weren't any statistically significant differences in the prospective teachers' attitude scores in terms of their gender and family income levels. On the other hand, the year of study was found to be a determining factor in participants' attitude scores. According to this finding, final-grade pre-service teachers had higher attitude scores than the first-year pre-service teachers about utilizing Web 2.0 tools in foreign language teaching.

It is generally agreed that using technology to teach a foreign language has many advantages, and many pieces of research back up this claim. In the context of teaching English, the availability of a virtually infinite supply of genuine resources made possible by modern technology has been shown to significantly increase students' motivation to study the language (Tomlinson, 2009; Larsen-Freeman and Anderson, 2013). The inclusion of technology in the classroom makes lessons more engaging and encourages student participation. With a greater emphasis on student agency, educators shift from information gatekeepers to instructional designers and facilitators. Considering these facts, the results of the current study showed that candidate language teachers overall had affirmative attitudes towards using Web 2.0 tools in language teaching (minimum average score: 3.37

/ 5). This can be expected due to the digital era that pre-service teachers are born into. Indeed, pre-service teachers today are categorized as digital natives since they have grown up with the latest technology, and they have different thinking styles and abilities than the older generation labelled as digital immigrants (Prensky, 2001). Moreover, the findings of many related studies were in parallel with the finding of the current research (e.g. Muskens, 1999; Salaberry, 2001; Turkmen, 2012; Okan & Taraf, 2013).

Gender as a variable has been a determining factor in many research types due to its influence on individual traits. Therefore, it was determined as a variable that might lead to differences in the attitude levels of pre-service language teachers towards Web 2.0 use. However, the results of this study revealed that pre-service teachers' attitude scores were not affected by the gender variable. In this vein, this study showed that both male and female pre-service teachers have positive attitudes toward using Web 2.0 tools in language teaching. The research findings related to gender comply with the results of previous studies (e.g. Guillén-Gámez et al., 2019; Dara-Tafazoli et al., 2019; Hilao & Wichadee, 2017) focusing on gender as a variable determining the attitude towards technology use in foreign language teaching. Regarding gender, it can be concluded that both male and female pre-service teachers nowadays are born into many technological devices and described as 'digital natives' (Prensky, 2001), and therefore, it is not surprising that both genders have positive attitudes towards using Web 2.0 tools in foreign language teaching. Moreover, the gap between low and high-income students' access to technology has been narrowing owing to the prevalence of technology in all phases of our life. Consequently, it is reasonable to assume that low-income and high-income pre-service language teachers have similar attitudes on using Web 2.0 tools in the context of foreign language teaching. In order to improve

The difference between the attitude scores of 1st and 4th-grade students was the only statistically significant result as mentioned in the findings. Although pre-service teachers' attitude scores were high in all categories, students' year of study was found to be a determining factor in a higher positive attitude towards using Web 2.0 tools in language teaching. The courses provided at university education, especially language teaching pedagogical courses, and the longer time spent during university education can be the main reasons that led the 4th year students to have a higher positive attitude towards integrating technology into language teaching. Furthermore, the practicum experiences of the final-year students might be an important factor to develop a positive attitude towards using technology in language teaching due to their on-site experiences at placement school and in real classrooms to learn how to teach a foreign language.

Implications and Suggestions

Literature supports the fact that integrating technology in language teaching has many advantages. There are several ways in which students' linguistic abilities might benefit from the implementation of technological tools in classrooms, including but not limited to: increased exposure to native speakers, expanded vocabulary, and fine-tuned pronunciation (Craig & Patten, 2007). Students who have easier access to technology also have a broader understanding of the world and its people. The studies also show that students in computer-assisted reading classes do better on multiple-choice assessments of reading comprehension in a shorter amount of time (Hong, 1997). Furthermore, in technology-enhanced classrooms, reading becomes fun, exciting, and straightforward (Ariew & Erçetin, 2004). Students' ability to compose, as well as their interest in and enthusiasm for writing, are bolstered by technological aids, and the use of digital writing tools boosts classroom participation and group work (Williams & Beam, 2019). Learning a new language with the help of technology is a great way to save both time and money, as well as to provide students the freedom to study whenever and wherever. The findings of this study suggest some points be taken into consideration for the language teacher education programs in Turkey. For instance, pre-service teachers might improve their positive attitudes towards using Web 2.0 tools in language teaching if they are introduced to these facilities in the earlier stages of their university education. The results of this study indicated that 1st-grade students have significantly lower positive attitudes towards using Web 2.0 tools in language teaching. Therefore, a course and content related to the use of Web 2.0 tools might be added to the language teacher education program in the first year.

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GENİŞLETİLMİŞ ÖZET

21. yüzyılda dil öğretimi, diğer eğitim alanlarında olduğu gibi teknolojinin sürece dâhil edilmesini gerektirmektedir. Teknoloji ilk başlarda tepegöz, bilgisayar ya da televizyon olarak algılansa da teknolojideki son gelişmelerle eğitim teknolojisi kavramı çok değişti. Geleneksel olarak eğitim, derslere veya derslere bizzat katılmak, ders kitaplarını okumak veya yazılı materyaller almaktan ibaretti. Okullar, ders kitapları ve kara tahtalar olmadan eğitimin gerçekleşmesinin imkânsız olduğu varsayılıyordu (Al-Kathiri, 2015). İnternet sayesinde sayısız çevrimiçi eğitim bileşeni mevcut olduğundan, İnternet'in tanıtımının büyük bir dönüm noktası olduğunu söylemek doğru olur. Bunlardan biri kesinlikle Web 2.0 araçlarıdır. İlk olarak 2005 yılında O'Reilly tarafından kullanılan "Web 2.0" ifadesi, kullanıcılara kendi içeriklerini üretme yeteneği sağlayan dinamik web siteleri, web tabanlı hizmetler ve uygulamaların bir sonraki yinelemesini tanımlar. Bu hizmetler çoğunlukla, kullanıcıların içeriği birçok katılımcının katılımıyla işbirlikçi bir şekilde şekillendirmesine olanak tanıyan etkileşimli özellikleri nedeniyle değerlidir. Donanım ve yazılım bileşenlerinin hızlı devri nedeniyle, mevcut teknolojik araştırmaların çoğu, sınırlı bir raf ömrüne sahip olma riskini taşır (Chun ve diğerleri, 2016). Bu nedenle teknolojinin etkisinin eğitimde hızlı ve sürekli değişimleri beraberinde getiren süregelen bir süreç olduğu da iddia edilmektedir.

Son birkaç on yılda, yabancı dil öğretmenleri teknoloji ihtiyaçlarını karşılamak için Web 2.0 araçlarını kullanmaktadırlar. Web 2.0 hizmetlerinin öğrenci katılımını artırma, yayınlama ve yansıtma için platformlar sunma, ortak ve dinamik bir eğitim atmosferi oluşturma kapasiteleri nedeniyle avantajları beklenmesine rağmen (Ferdig 2007), hizmet öncesi dil öğretmenlerinin bakış açılarını araştıran deneye dayalı araştırma eksikliği vardır. Bu bağlamda, bu araştırma, öğretmen adaylarının yabancı dil öğretiminde Web 2.0 araçlarını kullanmaya yönelik tutumlarının cinsiyetlerine, aile gelir düzeylerine ve eğitim yıllarına göre nasıl değiştiğini araştırmayı amaçlamıştır.

Bu çalışma, Türkiye'deki devlet üniversitelerinin ELT bölümlerindeki birinci ve dördüncü sınıf öğrencileri ile gerçekleştirilmiştir. Araştırmanın katılımcılarını seçmek için tesadüfi örnekleme yöntemi kullanılmıştır. Tüm katılımcılardan, verdikleri bilgilerin gizli tutulacağı ve yalnızca araştırma amacıyla kullanılacağı belirtilerek anketi yanıtlamaları için onayları istenmiştir. Hartshorne ve Ajjan'ın (2009) "Web 2.0 Tutum Ölçeği"nin uyarlanmış hali, hizmet öncesi dil öğretmenlerinin Web 2.0 araçlarıyla dil öğretimine bakış açılarına ilişkin verileri toplamak için kullanılmıştır. Ölçek sadece beşli Likert tipi maddeler içermektedir. Sorular, katılımcıların öz yeterlik, akran etkisi, üstün etki, müdahaleye uygunluk, teknolojik hazırlık ve müdahaleyi kullanmalarıyla ilgili diğer faktörleri ölçmek için tasarlanmıştır. Veriler SPSS 23 kullanılarak iki farklı istatistiksel analize tabi tutulmuştur; *t*-testi ve ANOVA. Öğretmen adaylarının dil öğretiminde Web 2.0 kaynaklarının kullanımına ilişkin görüşlerinin sırasıyla cinsiyete ve eğitim yılına göre değişip değişmediğini incelemek için bağımsız örneklem *t*-testi analizi kullanılmıştır. Öte yandan, aile gelir düzeylerine göre asgari ücret altı, asgari ücret ve asgari ücret üstü grupları olmak üzere üç grup olduğundan, katılımcıların aile gelirlerine göre karşılaştırılmasında parametrik bir test olarak ANOVA kullanılmıştır. Veri analiz sürecinden önce uygun parametrik testlerin belirlenmesinde katılımcıların homojenliği ve normal dağılımı da göz önünde bulundurulmuştur.

İstatistiksel bir test uygulanmadan önce, her bir değişken grubunun ortalama puanlarını ortaya çıkarmak için verilerin tanımlayıcı analizi SPSS23 aracılığıyla toplanmıştır. Erkek öğrencilerin dil öğretiminde Web 2.0 araçlarını kullanma tutumları kız öğrencilere göre daha düşük çıkmıştır. Benzer şekilde, dil öğretiminde Web 2.0 araçlarını kullanmaya yönelik tutum puan ortalamaları da 1. ve 4. sınıf öğrencileri arasında farklılık göstermiştir (3.37, 4.48). Cinsiyet gruplarının ortalama puanları arasındaki farkın istatistiksel analizine göre gruplar arasındaki fark istatistiksel olarak anlamlı bulunmamıştır. Eğitim yılı değişkeni için ise *t*-test sonuçları gruplar arasında anlamlı farklılık olduğunu göstermiştir. Bu sonuca dayanarak 4. sınıf öğrencilerinin tutum puan ortalamaları 1. sınıf öğrencilerine göre daha yüksek olduğu için öğrencilerin öğrenim yılı arttıkça Web 2.0 araçlarını dil öğretiminde kullanmaya yönelik olumlu tutum geliştirdikleri görülmüştür. Son olarak ise, aile geliri değişkeni için ANOVA, tutum puanları açısından gruplar arasındaki farkın. 05 düzeyinde istatistiksel olarak anlamlı olmadığını göstermiştir (sig.=.40). Bu durumda ise, aile gelirinin öğrencilerin yabancı dil öğretiminde Web 2.0 araçlarını kullanma tutumlarını etkilemediği anlamına geldiği şeklinde değerlendirilmiştir.

Mevcut çalışmanın sonuçları yabancı dil öğretmeni adaylarının genel olarak Web 2.0 araçlarını dil öğretiminde kullanmaya yönelik olumlu tutumlara sahip olduklarını göstermiştir (minimum ortalama puan: 3.37 / 5). Literatür, teknolojiyi dil öğretimine bütünleşmiş etmenin birçok avantajı olduğu gerçeğini desteklemektedir. Elde edilen sonuçlara dayanarak, bu çalışma Türkiye'deki dil öğretmeni yetiştirme programlarında bazı değişiklikler önermiştir. Örneğin, öğretmen adayları, üniversite eğitimlerinin ilk aşamalarında bu araçlarla tanıştırılırlarsa, dil

öğretiminde Web 2.0 araçlarını kullanmaya yönelik olumlu tutumlarını geliştirebilirler. Bu çalışmanın sonuçları, 1. sınıf öğrencilerinin dil öğretiminde Web 2.0 araçlarını kullanmaya yönelik olumlu tutumlarının önemli ölçüde daha düşük olduğunu göstermiştir. Bu nedenle ilk yıl dil öğretmenliği programına Web 2.0 araçlarının kullanımına ilişkin bir ders veya içerik eklenebilir. Ayrıca öğrencilerin teknolojik bilgi farkındalığını artırmak için eğitimleri süresince bu alana yönelik içeriklerin derslerde ön plana çıkarılması önerilebilir. Bu konuda hiçbir öğretmen adayının eksikliği olmaması için öğretmenlik uygulaması derslerinde teknoloji kullanıma yönelik özel bir ders planlanması ve bu derse göre dönütler verilmesi de önerilmiştir.