Integration of web 2.0 tools in EFL classes: Barriers and solutions

Web 2.0 Araçlarının EFL sınıflarına entegrasyonu: Engeller ve Çözümler

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Abstract

Technology is in the center of all disciplines including education thanks to the rapid development of information and communication technologies. Accordingly, the influence of Web 2.0 tools has increased exponentially in education. However, a gap in literature has been observed to define the barriers and get sensible resolutions from the educators as a career saving endeavor. In this regard, this study was carried out to highlight the barriers to the integration of Web 2.0 tools in EFL classes and provide rational solutions. Thirty English teachers who have been working actively at different educational institutions abroad were chosen via convenience sampling method in this qualitative study. The participants were the members of a knowledge sharing page on Facebook for English teachers. The data were collected within 6 weeks via a comprehensive questionnaire and interview which were analyzed by Microsoft Excel and NVivo. The collected data revealed that teachers encountered problems related to lack of time, competence, infrastructure and support. They expressed that reserving a certain amount of time for training, receiving the support of the parents, administrators and colleagues, assigning mentors for novice teachers and teaching how to use time in the activities wisely can be of greatest importance to remove these barriers completely.

Keywords: Web 2.0 tools, barriers, solutions, EFL, mentor.

Özet

Teknoloji, bilgi ve iletişim teknolojilerinin hızla gelişmesi sayesinde, eğitim de dahil olmak üzere tüm disiplinlerin merkezinde yer almaktadır. Buna bağlı olarak, Web 2.0 araçlarının eğitimdeki etkisi katlanarak artmıştır. Bununla birlikte, eğitimcilerden engelleri tanımlamak ve kariyer kurtaran mantıklı kararlar alma yönünde literatürde bir boşluk gözlenmiştir. Bu bağlamda bu çalışma, Web 2.0 araçlarının EFL sınıflarına entegrasyonunun önündeki engelleri vurgulamak ve akılcı çözümler sunmak amacıyla gerçekleştirilmiştir. Bu nitel çalışmada yurt dışındaki farklı eğitim kurumlarında aktif olarak çalışmakta olan otuz İngilizce öğretmeni uygun örnekleme yöntemi ile seçilmiştir. Katılımcılar, İngilizce öğretmenleri için Facebook'ta bir bilgi paylaşım sayfasının üyeleriydi. Veriler 6 hafta içinde Microsoft Excel ve NVivo tarafından analiz edilen kapsamlı bir anket ve görüşme ile toplanmıştır. Toplanan veriler, öğretmenlerin zaman, yeterlilik, altyapı ve destek eksikliği ile ilgili sorunlarla karşılaştıklarını ortaya koymuştur. Eğitim için belirli bir süre ayırmanın, ebeveynlerin, yöneticilerin ve meslektaşların desteğini almanın, meslegin ilk yillarındaki öğretmenler için mentor atamanın ve etkinliklerde zamanın akıllıca nasıl kullanılacağını öğretmenin bu engellerin tamamen kaldırılması için büyük önem taşıyabileceğini ifade etmişlerdir.

Anahtar Kelimeler: Web 2.0 araçları, engeller, çözümler, EFL, mentor.

Introduction

Technology is a crucial instrument for language teachers to facilitate the learning of their students (Yildiz, 2021). Teachers are able to spend more time interacting with students and monitoring their progress thanks to the integration of technology into classroom instruction. The time spent preparing and giving lectures is reduced, allowing teachers to spend more time interacting with their students (Daskan & Yildiz, 2020). Information and communication technology

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(ICT herein after) plays pivotal roles in all fields thanks to their availability and numerous advantages. A number of ICT tools which are laptops, cellphones, tablets and PDAs have been produced to meet the needs of the users in different occasions. Given devices are so versatile that they allow the users to gain information, spread their ideas through posts and create content (Sanchez & Aleman, 2011; Sadiq, 2023). In this regard, envisioning a life without ICT tools is unavoidable, so reflections of it can be seen in social, personal and professional lives starkly. To illustrate, students can employ the features of their laptops to complete their projects via office programs and send by e-mail which is so convenient to be in touch with the teachers officially. Likewise, a businessman can get the offers and filter the best product to order electronically as a part of online shopping. In addition, colleagues can have a video talk through social media platforms or chat applications to exchange their information and come to mutual decisions in cooperation. Subsequently, a newly graduated engineer can see job opportunities available online with his/her mobile phone and secure the position if both parties agree. Moreover, users can develop various skills on YouTube ranging from learning how to cook and be a good public speaker. After that, ICT tools allow the parents to monitor their children's progress at schools via learning management systems, so they can take action instantly if needed. It can be stated that ICT tools have numerous dimensions to carry out different tasks in a convenient format.

The popularity of ICT tools has also triggered a need to increase the efficiency of them with numerous proxy applications. Correspondingly, the advent of Google Play, App Store and Amazon App Store has contributed significantly to use more applications actively (Peterson et al., 2020; Hur, 2023). To illustrate, an ICT tool becomes handier once used with office programs. Users can write, calculate and create presentations via Microsoft Word, Excel and PowerPoint. Additionally, users can use any chat applications such as WhatsApp, Viber and Telegram flexibly, so they can stay in touch with others whenever they want. In the same vein, GPS applications relieve the stress of the drivers to find the destination abruptly. Similarly, social media platforms such as Facebook, Instagram, Twitter, YouTube, Snapchat and others are one click away to access to rich content anytime and anywhere. Additionally, online education came about as an alternative to face-to-face education, and it was used mainly to get rid of some opportunity gaps. With the speed of data transfer

on the internet getting faster to meet the needs, this training model has become more common and is used by more people (Dzakpasu & Adom, 2017; Yildiz, 2022a). The popularity of online education has boomed since 2020, so Zoom, Microsoft Teams, Cisco Webex, Google Meet applications have been used in increasing numbers globally to receive the education continuously. Afterwards, some applications which are Spotify, Netflix, Amazon Prime, Disney Plus, have been quadrupled to entertain people with appealing features. Subsequently, children's cerebral growth and social adaptability can be sped up by exposing them to a variety of games at different points in their lives. Considering these features, it's clear that games have found widespread use in the realm of education, so some applications to play online games have also increased dramatically to have fun and develop various skills (Celik et al., 2022). Considering the given applications, it can be stated that the duration of using ICT tools has been multiplied with the help of related applications.

Apart from using ICT tools in numerous fields, they have been used extensively in education as Web 2.0 tools which refer to employing a group of technologies to add, make modifications and benefit collaboratively. Blogs, wikis, podcasts, quiz applications, video and presentation applications can be prominent examples of Web 2.0 tools in education. To name a few, YouTube can be used in various ways to expand students' learning in classes as it offers billions of valuable videos to be used in education and it is a huge resource for learning new languages and for viewing informative TV lectures and conferences (Kara & Yildiz, 2022). In addition, Kahoot and Quizizz can be used actively to check students' understanding and allow them to see their reports and learn from their mistakes. Additionally, Zip Grade can be used to design exams and grade electronically, so teachers can have a chance to see mean, median and most frequently made mistakes in a second. Moreover, Padlet can be used to make writing activities more appealing for students and activate peer learning. When students write on Padlet, all students can learn from each other. Additionally, different graphics, images, videos, presentations can be offered to enrich students' learning with supplementary materials on Padlet. Likewise, Google Form can be used without any hesitation to create short quizzes which may include different types of questions, videos, photos, audios according to the priorities of the teacher. The underlying point for these applications is that they are user-friendly, convenient, professional and revolutionary

because they permit users to construct their own learning and trigger different learning channels which are fundamental principles of inquiry-based learning.

Implementation of Web 2.0 tools in education requires professional conduct as well. Although they can be used as a vehicle to transform the education on a global scale, some adverse effects can be unavoidable if not conducted with a systematic plan and monitoring mechanism (Ziegler, 2022; Soran & Kara, 2022). Insufficient internet coverage, inadequate infrastructure, having less training period, having negative attitudes towards computer literacy, unable to reserve time due to having content-heavy curricula can be given as some examples to reduce the feasibility of Web 2.0 tools in education (Lim & Khine, 2006; Geyer, 2010). To illustrate, the educational goals cannot be realized if the internet is down several times. In addition, educational institutions' infrastructure such as network, devices, accessories should work in a trouble-free way to get the highest benefit. Likewise, lack of training period can disrupt students' learning because teachers cannot apply all the steps successfully in this situation. After that, developing computer literacy skills of the teachers in general can have far-fetching effects to raise the awareness and put Web 2.0 tools into practice successfully. Moreover, content-heavy curricula prevent the teachers from integrating Web 2.0 tools into education. Considering the given hesitations, it can be stated that taking some measures in advance can increase the positive outcomes of Web 2.0 tool enhanced education at institutions.

Purpose of the Study and Research Questions

The primary purpose of the current study is twofold. First, common barriers of Web 2.0 tool-based education were defined. Next, some rational solutions were offered to guide the pre-service and professional teachers throughout their career. Correspondingly, research questions were formed to be investigated thoroughly.

- What are some barriers to prevent successful implementation of Web 2.0 tools into EFL classes?
- What measures can be taken to resolve the barriers against employing a Web 2.0 tool enriched instruction?

Literature Review

The World Wide Web has undergone radical transformation since its launch by Tim Berners-Lee in 1991. Correspondingly, web tools have evolved drastically from Web 1.0 to Web 3.0. The former only allowed users to read basic web pages using HTML and JavaScript, such as MySpace, LiveJournal, and Geocities. The latter, like ChatGPT, Google Bard, Apple Siri, and Amazon's Alexa, use artificial intelligence to make interpretations, offer customized solutions, and create content. For example, chatbots use artificial intelligence to comprehend queries more quickly and provide effective responses. Consequently, conversations in online chat and/or with chatbots can take the form of text (text chat) or voice (voice chat), as if the user were conversing with the instructor (Yildiz, 2022b).

On the other hand, Web 2.0 tools such as YouTube, Facebook, Twitter, and Kahoot were used to join, edit, and share in an interactive environment. The term Web 2.0 was coined by O'Reilly in 2004, and its usage has expanded exponentially since that time. Web 2.0 tools have been actively used in all disciplines, particularly in education, because their theoretical background is consistent with constructivist learning theories advocated by Piaget and Vygotsky, who argued that learners should construct their learning actively in an interactive environment and progress gradually. The pace of learning, the degree of difficulty, and the type of media can be easily customized, so Web 2.0 tools have expanded the scope of the territory at educational institutions.

Some scholars (Kara, 2023; Egüz, 2020; Monje, 2014; Vurdien, 2012) argue that Web 2.0 tools have increased the success rate of students in various aspects, while others (Ertmer, 1999; Pritchett et al., 2013; Mauch & Tarman, 2016; Prasojo et al., 2019) postulate that implementing Web 2.0-based instruction in education can be a fruitless attempt. The findings of the studies differ greatly, as exemplified in detail below:

Schulz et al., (2015) highlight that Web 2.0 enhanced instruction offers unmatched potential for educational institutions, such as expanding learning sources with various alternatives, increasing efficiency, raising the quality of education, driving students to develop new skills at ease, becoming lifelong learners, and closing the gap in terms of ICT literacy. Similarly, Salehi and Salehi (2012) postulate that employing web-enhanced tools in education allows educators to switch the focus from the teacher to the student, unlocking the full potential of the students. They assert that ICT tools and modern teaching methodologies to foster communication and

interaction in classes have many common points, so they support each other for the betterment of the education offered on a global scale.

In contrast, conducting web-enhanced instruction in classes can encounter barriers. Küçük (2023) reiterates that lack of skill, insufficient competence, and inadequate infrastructure can undermine the reputation of technology-integrated classes. He asserts that investing time and money in training staff and purchasing necessary items can yield better results. Otherwise, the process can be disrupted several times, reducing the efficiency of web-enhanced education. In the same vein, Schmitz et al., (2022) divide the barriers into two broad categories: external and internal factors. The former refers to technology and equipment, while the latter is related to beliefs and skills of the teaching staff and administrators. They conclude that external barriers have significantly reduced since people have access to mobile devices at an affordable price.

Similarly, Korukluoğlu et al., (2022) conducted a study in a Turkish context on primary school students which uncovered that Web 2.0 based instruction boosted students' critical thinking skills, helping them develop good habits of asking accurate questions, seeking novel information, and demanding a more appealing classroom atmosphere. They concluded that improving students' critical thinking skills initiated a positive chain reaction that resulted in the development of their academic and personal skills, making them role models for other students. Additionally, Chen et al., (2022) conducted a study in Taiwan on primary school students, which found that Web 2.0 tools urged students to learn through inquiry, helping them figure out how to access trustworthy information and manage it during the learning process.

Being based in a time and place where so many people are dependent on electronic devices makes it difficult for teachers to instill a love of reading in their students (Yildiz, 2020). Another notable study was conducted by Nasr (2022), who measured the effects of Web 2.0 enriched reading instruction on university students, showing that the success rates of students increased dramatically after being exposed to e-reading activities. Additionally, Kara (2023) found that Web 2.0 tools enhanced students' overall performance in English, resulting in a substantial increase in their proficiency in English at a tertiary level in Iraq. Considering the aforementioned studies, it can be stated that Web

2.0 tools offer various benefits in classes, ranging from academic success to personal development.

Apart from studies that have emphasized the positive effects of Web 2.0 enhanced instruction, a growing number of studies have been carried out to warn education stakeholders about the barriers and possible solutions. To name a few, Khan et al., (2022) conducted a study in Nigeria that revealed regional discrepancies in income, a relatively slow pace of technology adoption, and a lack of mentors to train teachers on ICT literacy as chronic problems that need to be addressed for successful implementation of Web 2.0 tools. Similarly, Zakrzewski and BriAnne Newton (2022) conducted a comprehensive study on pre-service teachers in the USA, revealing that while pre-service teachers had positive views on the implementation of Web 2.0 tools, periodic orientation periods, assigning a mentor who is an expert in employing Web 2.0 tools in classes successfully, and ensuring the quality of the network were distinguishing factors that increased the satisfaction rate of web-enhanced enriched education. An insightful study was conducted by Schmitz et al. (2022), including the perceptions of teachers and students spanning 30 European countries, which uncovered that old electronic devices, low levels of ICT literacy, inflexible curriculums, a lack of support from administrators, and a lack of teachers' interest in developing their ICT skills can reduce the possibility of success. Therefore, each sub-category should be discussed to find a resolution in cooperation. They conclude that although the number of such problems is not high, they have the potential to affect other educators negatively, and undertaking some initiatives to handle this issue can be of great help in promoting the positive use of Web 2.0 tools.

Methodology

Research Design

In this study, a qualitative research design was employed, requiring the researcher to collect data through the interview and a questionnaire using the grounded theory method. As a qualitative study method, grounded theory was employed to investigate the central theme and make interpretations by following specific stages with multiple evaluations until saturation (White & Cooper, 2022). The grounded theory is an inductive method for discovering novel interpretations from gathered data.

The grounded theory method consists of several steps, including determining research questions,

collecting data in a planned and disciplined manner, converting the interview recording into a transcript, coding, classifying data based on common cases, and analyzing data until theoretical saturation (Walker & Myrick, 2006). These steps were also followed in this study, so it may be beneficial to elucidate them in greater detail. The initial stage involved the formulation of clear questions. The interview was then recorded to elicit the interviewees' genuine opinions. In the subsequent phase, the recorded version was transcribed into a modifiable format so that adjustments could be made if new data were added using the Nvivo software. This software enables researchers to evaluate the interviews meticulously (Dhakal, 2022). The subsequent step was coding to classify the themes so that distinguishing characteristics of each theme could be readily identified. The transcribed data were then classified so that interpretations could be made based on common themes.

Two open-ended questions about a barrier the teacher encountered while using one of the Web 2.0 tools in classes were asked to the participants to exemplify it and offer some sensible precautions to eliminate the possibility of having such problems in the future. The questions in the interview are presented below:

- Did you encounter any barriers against implementation of Web 2.0 tools?
- How did you overcome these barriers?

Apart from the interview, the participants answered several questions via a questionnaire, so their tendencies to use Web 2.0 tools were determined closely.

Setting, Participants, Sampling

As data were gathered virtually via Facebook Messenger and Video Talk features, there was no specific setting for this study. On a social media platform, the participants uncovered their ideas on barriers to the integration of Web 2.0 tools in education. The participants were chosen based on convenience sampling method because it accelerated data collection process dramatically. The researcher has been the member of the group for over 5 years, so s/he has known them because they have shared files and novel ideas with each other for a long time. In this research, samples were drawn from the population using the technique of convenience sampling. The researcher informed the participants about the study, and s/he started the procedures with 30 teachers who responded earlier than others. Figure 1 illustrates the nationality of each teacher respectively.
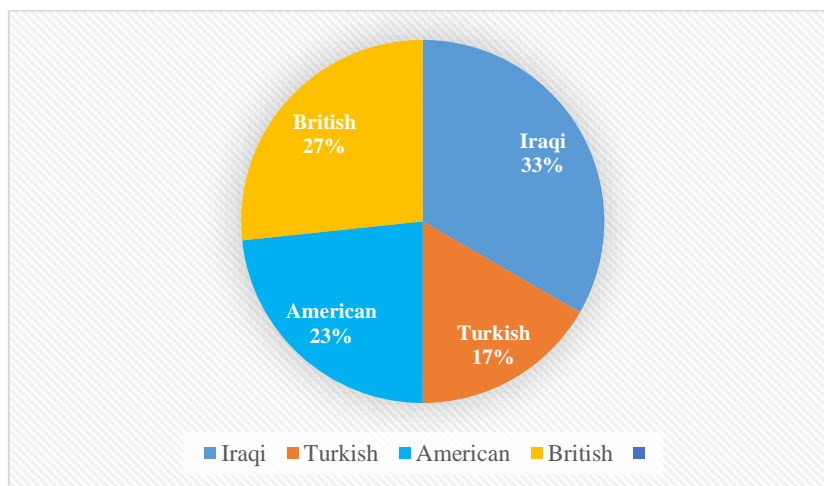

Fig 1. Nationalities of teachers

Figure 1 clearly represents that 4 different nationalities were included in this study with varying numbers. The percentage of the participants had a descending order from Iraqi to Turkish ones.

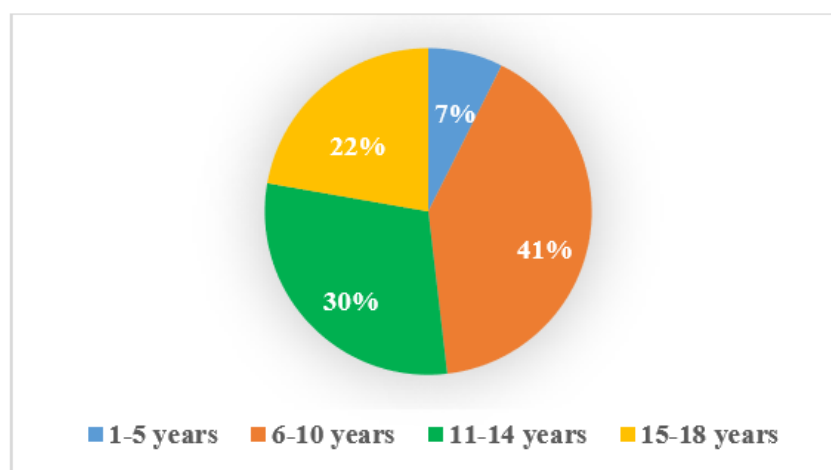Figure 2 depicts the number of years the teachers have worked so far.

Fig 2. Professional careers of teachers

According to Figure 2 illustration, it is observed that more than 40 % of the teachers have been working professionally between 6 and 10 years. In addition, the second highest category is working between 11 and 14 years. On the other hand, working between 1-5 and 15-18 years is relatively less than other categories which are 7 and 22 percent respectively.

Table 1.
Participant Demographics

Variables	Option	Frequency	%
Gender	Male	12	40
	Female	18	60
Highest Degree	Bachelor	22	73.3
	Master's	5	16.7
	PhD	3	10
Current Educational Institution	Primary School	16	53.3
	Secondary School	5	16.7
	High School	7	23.3
	University	2	6.7
Total		30	100

As shown in Table 1 clearly, female students are higher than male ones. In addition, the majority of the teachers have earned bachelor degree as the highest one. Subsequently, more than half of the teachers have been studying in a high school

Data Collection Procedure

Data collection process lasted 6 weeks in this study which included the questionnaire and the interview. Upon persuading them to be a participant in this study, the researcher shared the link of the questionnaire on relevant Facebook Page designed for English teachers who have been living abroad. In the next stage, the researcher set an appointment to have a video talk and ask items in the interview. The researcher had the interview as one on one, so it took around 4 weeks to set a common free time for both parties. Once the questionnaire and the interview were held, they had the last virtual meeting on Zoom to highlight certain points and brainstorm. Finally, collected data were fetched and analyzed by Excel and NVivo respectively. The former was employed to measure teachers' tendencies on Web 2.0 tools precisely, while the latter was used to transcribe and categorize the excerpts of the interview. In the final period, the data were cross-checked whether they complied with each other.

Research Process

This study was planned to have 6 consecutive phases, so all details could be uncovered in detail on time.

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┌─────────────────────────────┐         ┌─────────────────────────────┐
│ 1.Staying in touch with the │         │ 4. Taking an action to      │
│ teachers through a Facebook │         │ analyze collected data      │
│ Page specifically designed  │         │                             │
│ for English teachers        │         │                             │
│ working abroad              │         │                             │
└─────────────────────────────┘         └─────────────────────────────┘
              │                                       │
              ▼                                       ▼
┌─────────────────────────────┐         ┌─────────────────────────────┐
│ 2. Informing the            │         │ 5. Classfying the data to   │
│ participants and forwarding │         │ make interpretations        │
│ the questionnaire           │         │                             │
│ electronically              │         │                             │
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│ 3. Setting aside time       │         │ 6. Inserting final remarks  │
│ individually for each       │         │ based on the findings       │
│ interview                   │         │                             │
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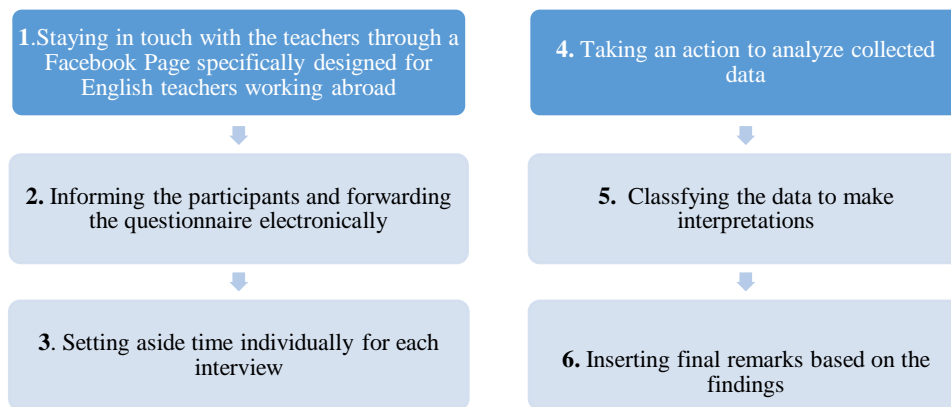
Fig 3. Stages of the study

Figure 3 illustrated the stages of the study clearly. It was observed that the study started by informing the teachers, continued with data collection process and ended by analyzing the results meticulously to make certain interpretations.

Findings and Results

The findings of the study were channeled into two groups as the questionnaire and the interview which could be explored in detail below.

The Analysis of the Questionnaire

Table 2.
Teachers' genuine opinions on Web 2.0 tools

Items	Variables	Frequency	%
What is your favorite Web 2.0 tools?	Kahoot	6	20
	Padlet	4	13.3
	Prezi	2	6.7
	YouTube	5	23.3
	Zip Grade	11	36.7
	Google Form	2	6.7
Are you in favor of using Web 2.0 tools in education?	Yes	27	90
	No	3	10
	I am not sure.	0	0
How do you take advantage of Web 2.0 tools?	As a class activity	10	33.3
	As an assignment	7	23.3
	In a hybrid format	8	26.7
	I have never used them	5	16.7
How long have you been using Web 2.0 tools for educational purposes	0-5 years	8	26.7
	6-10 years	17	56.6
	11-15 years	5	16.7
How often do you use Web 2.0 tools on a weekly basis?	Never	2	6.7
	Sometimes	8	26.7
	Usually	14	46.6
	Always	6	20
Which expression describes the administrators' genuine opinion for Web 2.0 tools integration?	Encouraging	17	56.6
	Hesitant	8	26.7
	Opposed	5	16.7
What is the colleagues' tendency to use Web 2.0 tools in classes?	Enthusiastic	25	83.3
	Hesitant	2	6.7
	Opposed	3	10
How often do you receive intensive training on Web 2.0 tools?	Never	4	13.3
	Sometimes	9	30
	Usually	15	50
	Always	2	6.7
What is the gravest barrier against using Web 2.0 tools in education successfully?	Lack of competence	5	16.7
	Lack of support	10	33.3
	Lack of time	6	20
	Lack of infrastructure	9	30

Table 2 illustrates teachers' tendencies to use Web 2.0 tools. According to the questionnaire, the teachers use Zip Grade the most frequently, while Prezi is used the least. In addition, the majority of teachers are in favor of using Web 2.0 tools in education actively. Subsequently, they take advantage of Web 2.0 tools as a class activity and assignment with varying degrees. After that, more than half of the teachers use them between 6 and 10 years. Afterwards, nearly half of the teachers reiterate that they usually use the Web 2.0 tools. Furthermore, more than half of the teachers attest that the attitudes of the administrators are encouraging. Additionally, teachers have postulated that most of the teachers are enthusiastic to integrate Web 2.0 tools into education except some hesitations. In addition, half of the teachers elucidate that they usually get intensive training on Web 2.0 tools. The last item in the questionnaire is related to the barriers against using Web 2.0 tools which shows that lack of support and lack of infrastructure are leading factors to hinder teachers in their efforts to use Web 2.0 tools periodically. These figures hint that Web 2.0 tools will play pivotal roles in their career if some obstacles are handled professionally in a systematic manner.

The Analysis of the Interview

Common themes in the interview were presented with distinguishing examples in this section.

Having Challenging YouTube Videos and Kahoot Quizzes

I have worked in various countries so far as an EFL and ESL teacher. My career has spanned more than ten years. I am interested in integrating new technologies into my lessons actively. My favorite Web 2.0 tools are YouTube and Kahoot. Although I believe that they are revolutionary applications, some problems may arise if not planned well. For example, I showed a YouTube video to connect to my topics in the past. I noticed that the degree of difficulty was beyond students' understanding in terms of the pace of the speaker. I realized that considering students' current levels can be a distinguishing factor to choose relevant videos, so students' enthusiasm can increase accordingly. Otherwise, students can gradually close their learning channels for web-enhanced tools. Subsequently, I encountered some problems while using Kahoot to present continuous. I used to choose ready materials on the website. However, the ready quiz I chose had many challenging exceptions which demotivated my students. In addition, they got confused about the basics of present

continuous. The questions included all exceptions of present continuous which I did not expand in my lessons according to the curriculum. This lesson was a fruitful one for me to have some lessons for future endeavors. I learned that assigning relevant quizzes and showing easily comprehensible videos should be my rule of thumbs in the future. (Teacher 3)

Not Setting Aside Time for Zip Grade and Padlet Orientation Period Before Practical Sessions

I have worked in 5 countries so far as an ESL teacher. I have been working actively since my graduation. I prioritize Padlet and Zip Grade in my classes as they are more convenient than others. However, I had some problems about using Padlet in the early years of my career. I conducted some exams with the enrichment of Zip Grade, but I did not orient my students about using it successfully in advance. My students took the exam without a proper training period, so they made many mistakes which urged me to repeat the exam. Thus I lost my credibility, time and money. It was uncovered that the students filled more than one option for a lot of questions. The worse part of the story was that they used a pen which made erasing process impossible. I had another serious issue while using Padlet application. I assigned a writing task to be submitted on Padlet, but I did not inform my students about noting their names. Once they completed their tasks, I figured out that they did not write their names. Fortunately, they remembered their writing works, so they highlighted later, but we wasted some valuable time until the problem was fixed in cooperation. My bitter experiences confirmed that a brief training period with some practical sessions can be a time-saver in order not to come across more serious and dreadful mistakes. (Teacher 4)

Unable to Cope with the Lost Internet Coverage and Unfair Collaboration on WhatsApp Application

I have worked in 8 countries so far as an English teacher. My career spanned more than 7 years. I was using YouTube actively to show some videos related to my topics, so their learning channels would be activated by different sources. Once the internet connection was lost in the class which reduced the quality of my lesson dramatically. I got used to typing in the search bar and being directed to the chosen video. However, the internet coverage was lost on that day. As a result, I could not enrich students' learning with different materials. Although I

made all my plans to complete the lesson with a video, I could not realize it due to having such technical issues. Starting that day, I have started downloading the videos to save in my USB flash player and reserving some supplementary materials to use my time efficiently in case a problem arises. I had another serious problem while using WhatsApp for educational purposes. I informed my students to send their essays to me by WhatsApp at a university. However, I noticed that they were pasting the same essay from one of their friends in their groups with some minor changes. After this valuable lesson, I planned all writing activities to be completed in the lesson rather than being flexible to welcome submissions in an online format. Losing the internet connection and pasting the same essay from their friends were essential problems to be handled in my classes. (Teacher 7)

Unable to Manage Time Wisely in Zip Grade Exams

I have worked in 11 countries so far as an EFL teacher. I have been working professionally since 2011. I have used many types of Web 2.0 tools in education particularly Zip Grade. I had some conflicts with my students about the duration of the exams in Zip Grade enriched exams. Although the duration was written clearly and I set the timer during the exam, my students complained several times. Then I devised a plan to develop their time-management skills with workshops. I divided the sections of the exams into manageable tasks. They took the exam section by section. Once they were ready to complete all sections within one session, they took the exam by racing against time. After several attempts, they learned how to manage their time wisely, so we have not had any problems about the duration since that time. They could answer the questions and transfer all the answers to the answer sheet within given time without causing a common nuisance. (Teacher 9)

Having E-mail Address Related Problems in Google Form Quizzes

I have worked in 13 countries so far as an English teacher. I have been working enthusiastically since 2005. I am interested in employing Google Form Quizzes for educational purposes. Once I formed a quiz after working tirelessly for days and sent the link to the students with a timer. However, I did not know that their email would be collected during the exam. Once the time started, they could not start the exam on grounds that they did not have a valid e-mail address. It took around 20 minutes to fix this issue for all students. When the exam was over, it was revealed that only 20 percent of the students could take it successfully. As a result, there was no chance but to repeat the exam by spending around 5 hours from beginning till the end. After this first-hand experience, I learned all the features of Google Form by watching some tutorials and reading some articles in the blogs. Now I know when to activate and deactivate e-mail collection feature. If I need to collect their emails, I help them create one in advance, print their email addresses and passwords individually to have peace of mind during the quizzes. Realizing the possible technical issues in advance can increase the possibility of conducting the exam successfully. Otherwise, spending a lot of time for technical issues can distract the attention from the exam to minor problems. (Teacher 13)

Unable to Create Prezi Presentations on Time

I have worked in 9 countries so far as an English teacher. I have been working actively for 15 years. Once I assigned my students at university to create presentations via Prezi. However, they were not familiar with the program. I had some brief workshops on how to create them successfully, but they were not comprehensive enough to figure out all details easily. I thought that they were digital natives who could learn further on the internet with different tutorials. However, it turned out that they could not understand well. When I welcomed their presentations, they struggled a lot to use it actively. Additionally, some students complained about the program due to not being able to use features easily. Although the topics were quite engaging, the result was dreadful. I wish I could set aside more time for further explanation. Also, offering some recorded videos could be a great time-saver for me. Now my policy is to explain all details meticulously before introducing a novel application. (Teacher 16)

Having Misinformation During a Common Exam

I have worked in 12 countries so far as an ESL teacher. I have been working actively for 14 years. I had some administrative duties in the past. During that time, I organized a Zip Grade enriched exam to be conducted for the whole school. We had some meetings to carry out it successfully. Once the exam was held, it was noticed that there were some missing points. The students did not fill their Zip Grade codes which made receiving analysis for each class and

student impossible. Additionally, some students filled multiple choice options in the wrong order because they were in a rush while filling the options in the last 5 minutes. The number of problematic papers was so high that we had to repeat the whole exam. Thus we had to prepare another unique exam, proofread all questions, make announcements on all bulletin boards and print all question booklets. It was a bitter experience for me. Since that time, I have been keeping a checklist to orient the students, teachers in advance, so troublesome issues will be eliminated in advance. (Teacher 19)

Unable to Balance the Degree of Difficulty in a Google Form Exam

I have been working actively as an EFL teacher since 2005. I am interested in integrating web-enhanced tools into education. A few years ago, I wanted to conduct some exams on Google Form. I had 4 sections to measure students' 4 skills in one exam. However, it turned out that they lost their enthusiasm as they progressed. At the end of the exam, some students complained that the number of questions to be responded was overwhelming. Once the results were announced, I observed that even the best students made a lot of mistakes which were more than tolerable. It was a turning point in my professional career. After this exam, I divided the sections into manageable chunks. For example, the students were required to answer the questions section by section rather than answering all sections at once. In addition, I merged some questions to eliminate some barriers in their minds, so they could answer less questions. (Teacher 22)

Using Web 2.0 tools as Homework

I have been working actively as an English teacher for 15 years. During my early years of career, I supposed that we had to stick to the curriculum, so I did not enrich any of my lessons with web-enhanced tools. However, my policy was to assign some homework via Kahoot, Google Form or Padlet. All procedures seemed fine at first. However, I carried out a general exam whether they were doing the homework themselves or not. The results revealed that the students got help from someone else whose English was better than them. As a result, it was a fruitless attempt for me. Starting that time, I have employed a hybrid system in my classes. The students took the exam with web-enhanced tools such as Zip Grade or Kahoot. I also assigned them as homework to take them again until they had no mistake. At the end of the year, this cycle yielded better results. Their

performance improved dramatically. I suggest my colleagues to use traditional and online assessment tools harmoniously. (Teacher 27)

Unable to Progress According to the Syllabus

I have been working actively as an EFL teacher for 8 years. I was inexperienced during my early years of the career, so I made some grave mistakes. For example, I was obsessed with integrating web-enhanced tools into education. However, I did not proceed according to the expectations of the administrations based on the syllabus. As a result, I was three units behind the syllabus when my students took the exam. The results were terrible as expected. After the exam, my students and parents filed a complaint for my grave fault. I was investigated thoroughly after this incident. They issued a warning letter for me by hinting a more severe punishment in the following cases. The school administration assigned two mentors to monitor all my files and actions for the betterment of the education, but this process was a stressful one for me. I was afraid of being sacked sooner or later. In the following years, I mastered as a professional teacher. I integrated web-enhanced tools into the education if time allows after completing all procedures based on the syllabus. I suggest my colleagues to keep the balance between the expectations of the syllabus and enriching lessons with relevant web-enhanced tools. (Teacher 30)

Discussion

This study was carried out to investigate the barriers of Web 2.0 tools and offer sensible solutions. Correspondingly, the obtained findings represented that the barriers could be handled if certain criteria were met in advance. Considering the findings of the questionnaire, several points were emphasized. To name a few, the popularity of Zip Grade has grown tremendously thanks to its various advantages such as conducting exams for large volume of students, grading instantly in a second, getting detailed feedback for each student and class, observing the most frequently made mistakes. This finding was in line with Saenkhot and Boonmoh`s (2019) study which unearthed that Zip Grade transformed the assessment system from a tiring process to practical one. Subsequently, approximately all teachers reported that they were in favor of using Web 2.0 tools in education despite some minor hindrances which was consistent with Ningsih and Mulyono's (2019) study which uncovered that students' perceptions on using Web 2.0 tools

were mostly positive. In addition, teachers reiterated that they took advantage of Web 2.0 tools in various formats such as a class activity, an assignment or in a hybrid format. This finding was supported in Conole and Alevizou's (2010) study which indicated that there were numerous ways to integrate Web 2.0 tools into education. Moreover, more than half of the teachers elucidated that they have been using Web 2.0 tools between 6 and 10 years. Crook (2012) asserts that the adoption rate of web-enhanced tools in education has been higher in digital natives because they are born in the age when there are ubiquitous examples of tools to be used in education and daily life. After that, nearly half of the teachers preferred choosing the frequency adverb ''usually'' which showed that it was their habit to employ a web-enhanced tool instruction in classes. Kongchan (2008) and Abubakr et al. (2022) postulate that digital natives are capable of finding logical solutions to Web 2.0 tool related issues, so they know how to take advantage of these tools wisely. Another point to deserve special attention was the attitudes of administrators and colleagues towards a web-enhanced tool enriched classroom which revealed that they were supportive to implement them in increasing numbers. Şenel (2016) states that the success rate of web-enhanced education increases accordingly once all units at a school work collaboratively and harmoniously. Furthermore, half of the teachers highlighted that they received intensive training on web-enhanced tools frequently. This finding confirms that stakeholders of education are aware of the significance of them to have more engaging classes (Alhassan, 2017). Subsequently, a number of teachers reiterated that lack of support was a serious hindrance while putting a Web 2.0 tool-based instruction into practice. This insufficient support may be related to technical help, parents' or students' attitudes to embrace this type of instruction, receiving professional help from top-notch experts on integrated technology in education or expecting assistance from colleagues and administrators to find some common grounds and implement it in cooperation. Pritchett et al. (2013) contend that lack of support can be a demotivating factor for the teachers, so taking necessary measures can be of greatest importance to increase the success rate of the program.

Apart from the questionnaire, the findings of the interview shed light on essential points. To name a few, balancing the degree of difficulty was observed as a serious issue which can increase or decrease the satisfaction rate. Dohn (2009) asserts that challenging tasks which are beyond students' understanding can have adverse effects in education, thereby, increasing the difficulty gradually should be the rule of thumb for educators. In addition, setting aside insufficient time for orientation period was noticed as a troublesome point both for teachers and students. Doherty (2011) elucidates that reserving time for the training of teachers and students can increase the chance of realizing educational goals, otherwise, it can be unavoidable to be in chaotic situations. Additionally, planning the activities within the class can reflect more trustable results was another finding of the interview. The teachers stated that using Web 2.0 tools only as homework can have opposite effects because they can get help from web-sources or people around them. They suggested using hybrid version to use primary tests in classes and assign some tasks to develop their learning. Crook et al. (2008) assert that urging the students to join web-enhanced activities by racing time in class can yield better results than only assigning as homework.

Conclusion and Recommendations

This study was sought to determine major barriers of Web 2.0 tools in education and offer constructive feedback and alternative solutions to remove these barriers for the sake of having a world-renowned education system by receiving 30 teachers' opinions with their international working experience as an EFL or ESL teacher. The analyzed data revealed that some problems were prevalent such as lack of support, time, infrastructure or competence. However, the promising point was that all problems could be solved if parents, teachers, administrators and policy makers have some common grounds to gather, discuss and set guidelines to remove the barriers gradually. In addition, most teachers highlight that the advantages of Web 2.0 tools are far more than the disadvantages.

Some recommendations can be made for future studies. This study encompassed 30 teachers from 4 countries who have been working abroad. Further studies can be carried out to increase the sample with higher participants from many different countries so that the population can be represented more accurately. Additionally, primary means of data collection was online sources which can be extended with face-to face data collection tools. In addition, only qualitative data collection tools were used in this study. Further studies can be conducted to measure the effects of teachers' attitudes on students' learning rate. Furthermore, most of the teachers have been working in primary school level which

can be equalized with other stages of education to have a clearer image about various institutions.

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