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Greek Adult Students' Attitudes Towards Web 2.0 Tools in EFL Online Learning: A Mixed-Methods Approach

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Abstract

The purpose of this study was to explore Greek adult learners' attitudes toward Web 2.0 tools integration in online English as a Foreign Language (EFL) education. The researcher followed a mixed-methods approach, integrating quantitative and qualitative research methodology. The findings reveal that Greek adult learners feel comfortable using Web 2.0 tools daily. The study presents benefits such as increased engagement, access to diverse materials, and collaborative learning. However, challenges like technical issues and lack of teacher-student interaction need to be considered to optimize learners' EFL journey. Among the key factors for the Web 2.0 tools' successful integration are teachers' and students' familiarization and training, ease of use, technical support, and the tools' continuous improvement. Teachers play a crucial role in guiding, supporting, and motivating students to leverage Web 2.0 tools effectively.

Keywords

Οι στάσεις των Ελλήνων Ενηλίκων Μαθητών προς τα Εργαλεία Web 2.0 στην Εκμάθηση Αγγλικών μέσω του Διαδικτύου: Μια Μεικτή Μεθοδολογική Προσέγγιση

Μαρία Ελένη Βικελίδου

Περίληψη

Ο σκοπός αυτής της έρευνας ήταν η διερεύνηση των στάσεων των Ελλήνων ενήλικων μαθητών αναφορικά με την ενσωμάτωση των εργαλείων Web 2.0 στην διαδικτυακή εκμάθηση Αγγλικών. Η ερευνήτρια ακολούθησε μια μεικτή μεθοδολογία με την αξιοποίηση ποσοτικής και ποιοτικής μεθοδολογίας. Η έρευνα αποκαλύπτει ότι οι Έλληνες ενήλικοι μαθητές χρησιμοποιούν συχνά τα εργαλεία Web 2.0 και αισθάνονται άνετα με αυτά. Τα αποτελέσματα φανερώνουν πλεονεκτήματα όπως η αυξημένη διάδραση, η πρόσβαση σε ποικίλα υλικά και η συνεργατική μάθηση. Ωστόσο, προκλήσεις όπως τεχνικά προβήματα και η έλλειψη αλληλεπίδρασης με τον εκπαιδευτικό πρέπει να αντιμετωπιστούν για τη βελτιστοποίηση της εκμάθησης. Κύριοι παράγοντες για την επιτυχή ενσωμάτωση τους στη διαδικτυακή εκπαίδευση είναι η εξοικείωση και επιμόρφωση τόσο των εκπαιδευτικών όσο και των μαθητών, η ευκολία χρήσης, η τεχνική υποστήριξη και η συνεχή βελτίωση των εργαλείων. Οι εκπαιδευτικοί παίζουν καθοριστικό ρόλο στην καθοδήγηση, υποστήριξη και κινητοποίηση των μαθητών για την αποτελεσματική χρήση των εργαλείων Web 2.0.

Λέξεις – Κλειδιά

εργαλεία Web 2.0, εκμάθηση Αγγλικών ως Ξένη Γλώσσα, διαδικτυακή εκπαίδευση

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EFL: English as a Foreign Language

CALL: Computer-Assisted Language Learning

ICT: Information and Communication Technology

RSS: Really Simple Syndication

VLEs: Virtual Learning Environments

1. Introduction

According to Clark (2005), the educational setting is constantly developing, necessitating the need for educational opportunities to be promoted, expanded, and deepened. Focusing on lifelong learning and adult education is essential. Governments have been working to motivate adults to re-engage with education, emphasizing both personal development and economic and social benefits (Desjardins, 2009). Creative strategies are necessary to attract adult learners to lifelong learning (European Commission, 2015).

The integration of digital tools in education could help address challenges in adult education (Martin & Williamson, 2002), particularly in foreign language learning. Effectively incorporating Web 2.0 tools into EFL instruction can improve learning outcomes, increase engagement, and enhance employment prospects (Vukomanovic, 2018). Nevertheless, Web 2.0 tools' integration in online EFL education presents implications due to factors including teachers' and students' attitudes, a lack of technological literacy, and insufficient technological resources (Shishkovskaya & Sokolova, 2015).

This study attempts to explore and assess Greek adult learners' perspectives regarding Web 2.0 tools' integration. More specifically, it aims to leverage a mixed-methods approach, employing quantitative and qualitative research methods to thoroughly investigate Greek adult learners' perceptions concerning the digital tools' integration into adult online EFL education.

Luca (2024) supports that educators, instructional designers, and policymakers should recognize the benefits derived from integrating Web 2.0 tools in online EFL instruction. This is particularly important in Greece in order to promote learners' language skills in the target language and create more effective online EFL experiences. Finally, studies on the integration of Web 2.0 tools in the Greek educational context are limited, and, therefore, the researcher aims to contribute to the existing gap. This attempt may enable the development of more efficient online EFL instruction accommodating diverse learner needs and preferences.

In the first part of the dissertation, the literature review (Section 2) explores CALL, ICT in EFL classrooms, and Web 2.0 tools, including their benefits, drawbacks, and integration in Greek education. It also examines teachers' and students' perspectives on technology in EFL education and online EFL education in Greece. The second part (Section 3) outlines the research methodology, namely the research purpose, questions, design, tools, sampling, and participants. The third part (Section 4) presents the quantitative and qualitative results while the fourth part (Section 5) offers an analysis. Finally, the dissertation concludes (Section 6) with a summary of the findings, their implications, and suggestions for further research.

2. Literature Review

This section provides an overview of the integration of technology into EFL education. It traces the evolution of Computer-assisted language learning (CALL) and delves into the broader role of technology in teaching and learning English. Additionally, it explores Web 2.0 tools, highlighting their characteristics, key applications, benefits, and drawbacks in EFL education and, more specifically, in Greek educational settings. Finally, the review focuses on the perspectives of teachers and students concerning Web 2.0 tools' integration in EFL education, while also addressing online EFL education models and the E-Learning framework.

2.1 CALL (Computer-assisted language learning)

Levy (1997, p. 1) defines 'computer-assisted language learning' (CALL) as "an approach to language teaching and learning in which computer technology is used as an aid to the presentation, reinforcement, and evaluation of material to be learned, that usually includes a substantial interactive element.". That is, CALL employs technology not only as a tool but also as a fundamental element of the EFL learning process. It also highlights learners' involvement in actively taking advantage of computer technology to develop their language skills. CALL has emerged as a sophisticated area of literacy expertise (Thomas et al., 2012) and can be divided into three separate phases, as outlined by Stevie (2011), described below.

2.1.1 Behavioristic CALL

The initial phase referred to as Behaviorist CALL, was integrated from the 1960s to the 1970s in the United States and was grounded in prevailing behaviorist learning theories (Warschauer, 1996). The primary focus was on repetitive language drills since they were considered effective for learning. The design was influenced by Taylor's model (1980) 'computer as a tutor', where the computer-facilitated the delivery of educational content to students. This allowed learners to advance at their own pace.
Warschauer (1996, pp. 3-20) highlights the key principles in favor of this approach:

- Learners who repeatedly encounter the same material benefit and enhance their learning process.
- "A computer is ideal for carrying out repeated drills since the machine does not get bored with presenting the same material" while it can offer quick non-critical feedback.
- Computers can offer personalized learning experiences, thereby enabling teachers to optimize classroom time effectively.

These ideas led to the development of several Computer-Assisted Language Learning (CALL) tutoring systems. In the late 1970s, behavioristic language learning approaches were dismissed both in terms of theory and teaching methods. Additionally, the advent of microcomputers offered more opportunities. These factors led to undermining behavioristic CALL, introducing a new phase, the Communicative CALL.

2.1.2 Communicative CALL

The second phase of CALL emerged in the 1980s and 1990s and is called Communicative CALL (Warschauer, 1996). It was inspired by the communicative teaching approach. During this phase, computers were used to promote conversation, writing, or critical assessments. Learners were encouraged to produce authentic language rather than pre-constructed language, while teachers refrained from explicitly correcting students' errors. According to Underwood (1984), communicative CALL has the following features:

- Emphasizes the use of language forms.
- Focuses on the implicit teaching of grammar.
- Encourages students to produce authentic expressions.
- Refrains from both correcting students' errors and rewarding them.
- Accepts various students' answers.
- Exclusively integrates the target language.
- Avoids tasks that can be completed through traditional textbooks.

However, toward the end of the 1980s, many educators expressed dissatisfaction with the effectiveness of CALL since computers were used in an old-fashioned manner (Kenning & Kenning, 1990; Rüschoff, 1993). Kenning and Kenning (1990, p. 90) argued that the computer "finds itself making a greater contribution to marginal rather than to central

elements" in language teaching. In addition, there was dissatisfaction with teaching separate and isolated language skills, which led to an evaluation of the overall effectiveness of the communicative approach. Most educators were then interested in teaching more interactively by employing other language learning approaches, i.e., the project-based approach. This led to the development of the third phase of CALL described below.

2.1.3 Integrative CALL

The third phase of CALL, which was introduced in the 2000s and remains prevalent today, is known as Integrative CALL (Warschauer, 2004). This phase was influenced by the evolution of the Internet and multimedia and altered the methods by which learning occurs. Yamazaki (2014) claims that integrative CALL leverages diverse learning tools to promote genuine learning conditions, including both synchronous and asynchronous communication methods. Warschauer (2004) argued that learners are given several opportunities to interact with foreign or native students worldwide through immediate and cost-effective correspondence.

To conclude, Hoppinager (2009) suggests that integrating CALL into EFL environments can positively influence both the learning and teaching process. As Warschauer (2004, pp. 3-20) notes, CALL "can be a tutor which offers language drills or skill practice; a stimulus for discussion and interaction" while it can also serve as a tool for conducting research. The evolution of the Internet has contributed to CALL being used for worldwide communication and as a provider of numerous authentic resources. Finally, Garrett (1991) highlights that computer use is not a method but a means through which several methods, approaches, and educational philosophies can be implemented.

In conclusion, the value and impact of CALL depend on how it is used rather than on the medium itself since it can change teaching and learning methodologies through the dynamic use of technology, the Internet, and multimedia.

2.2 Information and Communication Technology (ICT)

This section presents the definition of Information and Communication Technology (ICT) and explores its integration in the EFL context. It also provides an overview of its rapid development and numerous benefits.

2.2.1 Definition

Information and Communication Technology (ICT) involves the integration of several digital tools and multimedia resources to access, transfer, save, and manage information. (Unesco IIEP Learning Portal). According to Fu (2013, p. 112), these include "computers, the Internet, and electronic delivery systems", i.e., smartphones, projectors, and software applications. ICT "refers to technologies that provide access to information through telecommunication" (Ratheeswari, 2018, p. 45). ICT plays a pivotal role in EFL education as it enhances connectivity and promotes both productivity and innovation. This section explores how ICT empowers educators to leverage these technology-based pedagogies to cater to EFL learners' diverse needs and challenges. By using ICT tools and multimedia resources, educators can create inclusive and engaging learning environments (Tsiplakides, 2023).

2.2.2 ICT in the EFL Classroom

The implementation of ICT in the EFL classroom, in contrast with conventional teaching methods, has experienced rapid growth. It introduces user-friendlier and more easily accessible applications that enhance language learning and communication (Kenning, 2007). ICT tools, such as learning applications and interactive whiteboards, give students many opportunities to engage with the language learning process dynamically.

Hidayati (2016) claims that ICT integration in EFL education creates immersive learning environments, where students are encouraged to practice their pronunciation through a twofold approach. In the first, learners are provided with speech recognition applications that enable personalized practice and corrective feedback. Therefore, students can improve their pronunciation skills independently. In the second, they are encouraged to communicate with foreign and/or native English speakers worldwide via Web 2.0 tools, such as Zoom or Skype (Kobis & Tomatala, 2020). These platforms help learners practice genuine communication and, therefore, students can apply their language skills in real-world situations. Such applications also provide immediate feedback and, therefore, promote students' language learning development.

Moreover, ICT integration contributes to students' engagement and collaboration in the learning process by increasing their creativity and autonomy (Ahmadi, 2018). Interactive

tools offer students the opportunity to collaborate on projects, exchange their views, and receive peer feedback, facilitating cooperative learning. Additionally, these tools encourage differentiated instruction by accommodating learners' diverse language learning needs and styles, thus improving their overall language proficiency.

Finally, Subasi, Tas, & Solmaz (2022) highlight that the development of ICT in the EFL context requires the use of its applications in the learning environment since it contributes to the development of students' EFL proficiency. In particular, the integration of multimedia material, including videos, podcasts, and interactive e-books, offers multisensory input tailored to diverse learning styles and enhances students' comprehension and retention. Finally, the use of learning management systems (LMS) enables teachers to observe student progress, assign homework, and offer resources, thereby creating a more effective and supportive learning environment.

2.3 Web 2.0 Tools: Definition and Characteristics

Web 2.0 tools are Internet tools that help users create content and interact with other users. They differ from Web 1.0 tools which enable users to acquire information (O'Reilly, 2005). The latter points to computer connectivity and improving technology effectiveness for computers. In contrast, Web 2.0 tools focus on connecting users and enhancing technology effectiveness for them. Therefore, Web 2.0 tools differ in terms of interactivity. Web 2.0 tools' users are not passive recipients of information but active content creators (Anderson, 2007). According to Boateng et al. (2010), Web 2.0 tools constitute a collection of technologies that facilitate Internet use. The following table depicts the distinctions between Web 1.0 and Web 2.0 tools as outlined by O'Reilly (2005).

Web 1.0 Tools	Web 2.0 Tools
Encyclopedia	Wikipedia
Personal Websites	Blogs
Publishing	Participation
	Syndication (RSS)

Figure 1. Model depicting distinctions between Web 1.0 and Web 2.0 (O'Reilly, 2005)

According to O'Reilley (2005), "the social Web is about conversations, interpersonal networking, personalization, and individualism. It is the people-centric Web." In an interview with Baumann (2006), O'Reilly analyzes different design concepts that support Web 2.0 applications. Besides identifying the 'network effect', he emphasizes key characteristics of Web 2.0 tools, including 'knowledge', 'information sharing', and 'user participation'. He also underlines 'collective intelligence', which refers to analyzing reviews and generated, edited, and published tags and/or links by users to gather a common resource of knowledge. In turn, Anderson (2007) highlights the emergence of Web 2.0 tools characterized by a modified design that facilitates co-creation and immediate communication, promotes user interaction, and allows for collaboration globally. The following section attempts to examine the major Web 2.0 applications.

2.4 Key Web 2.0 Applications

Considering the transition from Web 1.0 to Web 2.0, the available tools are countless and continually evolving since new applications are integrated daily (Anderson, 2007). Hence, this section focuses on the primary Web 2.0 applications, namely blogs, RSS, and social networks. The following presentation is indicative and includes these applications due to their potential in teaching in EFL contexts.

2.4.1 Blogs

Blogs are online platforms that allow Internet users to express their thoughts, photos, and videos publicly. That is, Internet users add their unique personal expressions and can access the opinions of other users chronologically (Powell, 2017). The characteristics of blogs include interactivity and provision of both positive and negative responses through the form of comments. According to Ward (2007), users can access an abundance of information without browsing countless websites every day. Moreover, blogs are user-friendly and cost-free, justifying their expanding appeal (Okolo, 2019). Blogger, LiveJournal, WordPress, Tumblr, and Edublogs are some of the most popular blogging tools available.

Blogs can be effectively used in an English classroom. For example, introducing a class blog for literature discussions could enhance students' critical thinking, writing skills, and engagement with literature. Teachers can select a user-friendly platform such as WordPress

or Edublogs and create a class blog where every student can be involved. They can set up the blog including categories relevant to the course material, such as different novels, themes, or literary periods. To implement it, teachers can start with a workshop offering guidelines concerning blog use and covering basic steps such as creating posts, adding images and videos, and commenting. Students can be assigned weekly blog posts reviewing novel chapters, offering their interpretation through creative writing. Additionally, teachers can promote interactive discussions by encouraging students to comment on classmates' posts. Students can also be asked to create vlogs discussing their readings or role-play.

By integrating blogs into the EFL classroom, students practice writing skills, enhance critical thinking, are actively engaged, and feel confident and secure in a community that encourages collaboration and offers continuous support among its members. In this view, teachers can create a dynamic and motivating learning environment that leverages the benefits of technology to improve traditional teaching practices.

2.4.2 RSS

RSS (Really Simple Syndication) enables Internet users to stay informed about news, real-time information, and worldwide developments by distributing the content of publications from selected websites to users upon publication (Patel et. al, 2012). According to Okolo (2019), the development of mobile devices, including phones, tablets, and iPads, has enabled the use of RSS without requiring the use of a computer or laptop. He also claims that RSS gives users the chance to customize the daily news they receive based on their interests. There is a large amount of RSS applications including Reeder, Feedly, NewsBlur, and Google Alerts.

2.4.3 Social Networks

Social networks, emerging along the advent of Web 2.0 tools, refer to websites that allow users to create profiles and engage with other users forming an online community (Hussein et al., 2009). Okolo (2019, p. 7) claims that social networks "are web-based services" that enable users to create a public or semi-public profile, make connections with other users, and navigate through their connections as well as those of others within the platform. There

is ongoing research examining the benefits of using them for educational purposes. Social networks can either be vertical or horizontal (Sfetcu, 2017). In the former, users can share their preferences while, in the latter, they interact with other users. Twitter, TikTok, WhatsApp, Instagram, Facebook, and YouTube are some of the most popular social networks.

For instance, YouTube is one social network that can be effectively integrated into the EFL classroom (Rinis & Vlachos, 2013). It can be used as a platform where teachers upload educational videos, including grammar theory, vocabulary practice, and pronunciation tips. Additionally, videos of native English speakers, such as TED Talks, can be added to expose learners to real-world language use. This can encourage students to watch videos, comment, and participate in discussions. They can also assign homework like presenting video summaries so that students can practice speaking. YouTube is a network that offers endless opportunities for effective language learning in the EFL classroom.

Other important Web 2.0 tools include microblogging, chatting, collaborative writing, image processing and video-editing applications, personal file-sharing services, podcasts for audio content, and quiz development platforms. The following section aims to depict the advantages of using Web 2.0 tools in education.

2.5 Benefits of Using Web 2.0 Tools in EFL Education

The presence of Web 2.0 tools is evident in EFL education by empowering educators to create a learning environment that leverages information and values Internet freedom (Başal & Aytan, 2014). Web 2.0 tools promote creativity, facilitate information exchange, and foster user collaboration (Hew & Cheung, 2013). Additionally, they assist in creating a dynamic and student-centered EFL learning space, where learners are active participants and contributors rather than passive observers (Tzotzou, 2018).

Moreover, Web 2.0 tools, including Zoom and Skype, have the potential to enable communication across the world and, therefore, promote learners' engagement and collaboration through real-time screen discussions regardless of their geographical position (Mohammed et al., 2020). Hafner & Miller (2011) emphasize the significance of other Web 2.0 tools, such as YouTube and Podcasts, in giving EFL learners opportunities to browse

information and gain knowledge on diverse topics from worldwide experts. In turn, blogs and social networks serve as a tool that encourages students to publish their thoughts within an online community promoting learner autonomy and motivation, while also boosting inspiration and interaction (Başal & Aytan, 2014).

Mohammed et al. (2020) argue that e-learning and virtual learning environments (VLEs) mostly rely on Web 2.0 tools. Using these tools allows longer discussions on various topics that may not be included in the curriculum. Consequently, their integration fosters a broader space for learning. In a similar vein, Mc Dermott (2013), who explored the integration of social media in the instruction of French as a foreign language, observed that the majority of students were active participants and developed their language skills.

Borau et al. (2009) focused on leveraging Twitter to develop learners' communicative and cultural proficiency. Hafner and Miller (2011) also explored the impact of using YouTube and blogs to promote students' metacognitive and autonomous learning. Moreover, Brenner (2014) studied the benefits of digital storytelling while Flores (2015) delved into the ways gamification can effectively enhance learners' engagement and language skills. Finally, Tzotzou (2018) conducted research within the Greek-state school context to examine the Web 2.0 tools' integration into EFL learning. She concluded that these tools offer several advantages, including interactive learning opportunities and genuine communication.

Peachey (2019) provides an overview of the benefits of Web 2.0 tools in contributing to:

- Socialization,
- Collaboration,
- Creativity,
- Authenticity, and
- Sharing

One example of using these tools in an EFL classroom is through Zoom or Skype to host virtual language exchange programs (Khreisat, 2021). These tools facilitate students' engagement in real-time communication with native or foreign language speakers on a global scale. This promotes genuine language practice. Students can participate in organized language exchange sessions by discussing, sharing ideas, and receiving feedback. This way, they can improve their language skills and enhance their understanding of other cultures.

Furthermore, other platforms like YouTube and blogs give learners the ability to access original language resources, including talks, videos, and podcasts to discover various topics and support their learning. These tools enhance personalized learning and contribute to the development of learners' language skills.

To conclude, there is ample evidence that the use of Web 2.0 tools in EFL education can offer learners numerous benefits if they align with curriculum objectives and after careful preparation and smooth integration (Başal & Aytan, 2014). The following section aims to present the disadvantages of using Web 2.0 tools in education.

2.6 Drawbacks of Using Web 2.0 Tools in EFL Education

Even though the benefits of integrating Web 2.0 tools in education are numerous, some scholars, such as Ellet et al. (1996), contend that their integration is an expensive indulgence. In addition, Wartella and Jennings (2000) fear that frequent Internet access and exposure to websites with inappropriate content may have negative impacts on learners in various ways. They also state that the primary challenges that teachers confront when incorporating Web 2.0 tools in teaching, such as technical difficulties and time consumption.

Additionally, Dogruer et al. (2010) focus on the lack of teacher training concerning using new technologies in education and, therefore, concludes that a comprehensive pedagogical framework for incorporating Web 2.0 tools needs to be formulated. In turn, Cuban (2001) cautions against approaching the integration of Web 2.0 tools in education as a one-size-fits-all solution. Teachers, educators, curriculum developers, administrators, and other stakeholders should carefully assess these tools and realize their limitations to leverage their benefits and enhance the overall learning experience.

Research studies conducted by Fahandidis et al. (2004) and Motamedi (2020) emphasize an important observation about teachers and their perspectives toward technology integration in their pedagogical training. In particular, a substantial number of teachers view their training as lacking adequate preparation and specialization in the integration of digital tools in educational contexts. Hence, teachers feel inadequately equipped to implement digital tools in their teaching practices.

Therefore, a comprehensive curriculum, adequate training, well-designed educational resources, and *technology-equipped* teaching and learning spaces are prerequisites for integrating Web 2.0 tools effectively (Palaigeorgiou & Grammatikopoulou, 2016). The following section provides an overview of Greek research endeavors that focused on leveraging the integration of Web 2.0 tools in all levels of Greek education.

2.7 Web 2.0 Tools in Greek Education

Information and Communication Technology (ICT) as well as the increasing popularity of social media has impacted education (Kofou & Anastasiadou, 2014). The rapid development of Web 2.0 tools has drawn researchers' attention in Greece (Anastasiades & Kotsidis, 2015). The following sections shed light on previous studies regarding the integration of Web 2.0 tools in Greek primary, elementary, and higher education.

2.7.1 Web 2.0 Tools Integration in Greek Primary Education

Studies concerning the integration of Web 2.0 tools are rather limited. In this part of the dissertation, the researcher will present and critically analyze some studies that were conducted in Greece that examined the success of the integration of Wikis in Greek education.

Aimatidou and Sakaretsanou (2012) used qualitative methods to observe 16 preschool learners' interaction with a Wiki at two kindergartens in Patra, Greece. The aim was to improve students' learning about food chains. They attempted to guide teachers in using technology and evaluating its effectiveness in motivating children. The findings revealed teachers' and students' positive attitudes, highlighting children's familiarity and successful engagement with computers. The teaching intervention was successful and children learned about food chains. However, the researchers suggested the need for larger-scale research to get a better understanding of Wiki technology integration in preschool education.

Tsingou's (2012) qualitative study focused on exploring sixth-grade students' collaboration using a Wiki to learn more about Renaissance painters. The research attempted to assess the effects of this technology on students' engagement with the topic, their ability to research and present multimedia content, and their ability to collaborate within groups. Participants with previous experience with ICT collaborated to research the lives and works of nine

Renaissance painters. The findings suggested increased teamwork and excitement for the integration of technology in learning. Additionally, the use of the Wiki enabled the development of students' visual literacy since learners directly interacted with painters' artwork.

Finally, Kakkou et al. (2012) focused on 11 older primary learners who engaged with Web 2.0 tools. Researchers aimed to familiarize students with different types of presentations. They employed a mixed-methods approach to identify how students use Web 2.0 tools to create presentations. The findings showed students' satisfaction with the project, adjustment to Web 2.0 tools, and increased collaboration, aided by remote communication. Creating a website encouraged learners to share results and receive feedback and, therefore, created a positive learning environment.

These studies are interesting and offer valuable insights into the issues under discussion. More specifically, these studies by Aimatidou and Sakaretsanou (2012), Tsingou (2012), and Kakkou et al. (2012) indicate the benefits of technology integration in EFL education. Moreover, they highlight the pivotal role of technology in enhancing collaboration and communication and facilitating knowledge sharing. These tools promote engagement and enable skill development. However, further research is necessary to explore the long-term effects of technology integration in different educational contexts. This is necessary to secure students' continuous learning.

2.7.2 Web 2.0 Tools Integration in Greek Secondary Education

In this section, the researcher will present and critically analyze some studies that were conducted in Greece that examined the success of the integration of Web 2.0 tools in Greek Secondary education. Mavrommataki and Sidiropoulou (2009) examined the integration of Wiki technology in teaching third-grade biology. Employing a research learning pedagogical approach tailored for junior high school students, the researchers were interested in what advancements could be introduced in teaching methods. Wikis enabled students' active participation in the learning process by leveraging a collaborative platform for discussion, content creation, and knowledge sharing. The findings show the effectiveness of integrating Wiki technology, offering students opportunities for interaction, collaboration, and better comprehension. Overall, the study highlights the benefits of

employing collaborative digital tools like Wikis in education, leading to student engagement, collaboration, and skills development.

In turn, Tzortzakis, Kostakis, and Vlachokyriakou (2009) examined the integration of wikis and blogs to enhance inter-thematic teaching with high school learners. Students in groups of three were assigned distinct roles within the collaborative project. This approach aimed to clarify how Web 2.0 tools enhance educational scenarios and promote interactive, student-centered learning. The findings indicate the effectiveness of this teaching method and emphasize its ability to increase engagement and collaboration. Moreover, the study highlighted the necessity of students' division into groups and the assignment of different roles in optimizing the effectiveness of inter-thematic teaching through Web 2.0 tools. Overall, the findings reveal the effectiveness of Web 2.0 tools in creating interactive, learner-centered, collaborative experiences. Finally, they emphasize the dynamic nature of technology integration in education.

To summarize, both studies indicate the beneficial impact of employing Web 2.0 tools, particularly Wikis, in education. These tools were found to enhance student engagement, collaboration, and comprehension. Additionally, structured group work was considered a crucial factor in maximizing the effectiveness of these tools. However, both studies stress the importance of further research to explore long-term impacts, integration techniques, and teacher training needs.

2.7.3 Web 2.0 Tools Integration in Greek Higher Education

This section will delve into a presentation and critical analysis of some studies conducted in Greece about the success of Web 2.0 tools integration in Greek Higher education.

Ziogkou and Demetriades (2010) aimed to explore the effectiveness of employing wiki technology in the education among undergraduates at the Aristotle University of Thessaloniki, Department of Informatics. The researchers used a qualitative approach, involving 27 participants grouped into teams of three, to explore Wikis' effects on group cooperation, student engagement, and learning outcomes. The findings indicate that Wikis enhanced student engagement and collaboration since they benefited from the opportunity to observe the progress of other teams. This observation enhanced their work. Overall, the

study highlights the advantages of wiki technology integration in education, stressing its ability to foster collaboration, engagement, and improved learning outcomes.

Davrazos et al. (2011) conducted two studies. In the first one, 10 teachers specialized in Informatics used a Wiki to co-create lesson plans. In the first study, the introduction of wikis and encouragement for collaboration did not manage to engage students due to the absence of a specific educational framework and the personal nature of lesson planning. However, the generalizability of the findings is restricted due to the small sample size. In contrast, the second study which involved 50 students in an "Introduction to Web Science" course through the use of wiki technology for collaborative essay writing found positive results. The students demonstrated increased interest and active participation on account of the presence of a defined pedagogical framework. Overall, students were more enthusiastic, active, and collaborative about using wikis for essay development due to a well-defined pedagogical outline.

Finally, Tselios et al. (2011) explored the learning advantages of employing wiki-mediated activities within the framework of the "Introduction to Web Science" course at the University of Patra which involved 29 students. Instructional sessions focused on the fundamental concepts and functionalities of wikis as well as practical exercises designed to familiarize the students with the tool. The participants were then put into groups and assigned specific roles to collaboratively write essays on the wiki platform regarding the pros and cons of Facebook. The study showed profound improvement in learning objectives, especially among students whose performance was initially lower. The beneficial contributions of wikis to student collaboration and motivation were also reported. Nevertheless, further research is necessary to explore the specific extent and mechanisms through which students profited from the integrated wiki activities.

In summary, the studies by Ziogkou and Demetriades (2010), Davrazos et al. (2011), and Tselios et al. (2011) highlight the positive effects of wiki technology integration in education. In particular, wikis were found to enhance collaboration, engagement, and learning outcomes when combined with the presence of a well-defined pedagogical framework. However, studies focusing on the integration of Web 2.0 tools in the Greek educational context are limited. Anastasiades and Kotsidis (2015) claim that previous studies on lower educational levels failed to yield outcomes because the sample sizes were small, making generalizations difficult due to insufficient data. This emphasizes the

importance of this research endeavor in providing insights into adult EFL learners' attitudes concerning digital tools.

Overall, the studies on Web 2.0 tools integration in Greek education across different levels – primary, secondary, and higher education – collectively highlight the transformative potential of technology and the benefits of Web 2.0 tools integration in enhancing learning experiences in EFL education. These tools encourage student engagement, collaboration, motivation, and improved learning outcomes. Nonetheless, further research is necessary to examine long-term effects, integration strategies, as well as teacher training requirements to guarantee the improvement of educational methods.

2.8 Teachers' Perspectives on Integrating Technology in Language Education

In this part of the dissertation, emphasis is placed on teachers' perspectives on the integration of technology in language education. Comprehending educators' views on using these tools in teaching English can contribute to implementing effective instructional practices.

Liang (2021) attempted to shed light on teachers' attitudes toward the integration of Web 2.0 tools in EFL education by following a mixed-methods approach. The findings revealed that teachers, even though they may have favorable views of technology integration, use technology to support their own teaching practices instead of using it to actively involve learners in the learning process. Therefore, it is imperative to offer teachers training workshops that approach these challenges.

Moreover, Karkoulia's study (2016), focusing on teachers' attitudes toward Web 2.0 tools integration, confirmed that a significant number of educators hold positive views. More specifically, educators are aware that "since we live in a digital, multicultural world, education should equip students with 21st-century skills, New Literacies and promote Cultural Pluralism." (p. 46). Additionally, teachers are moving toward a state of 'normalization', incorporating various digital tools. However, the infrequent use by the teachers, insufficient training, and the absence of Web 2.0 tools from the curriculum suggest that these tools should be fully integrated in education.

Finally, in their study, Panousi and Zorbas (2020) sought to explore EFL teachers' attitudes toward Web 2.0 tools integration in education, revealing positive attitudes among teachers. The latter "make use of technology in their lessons when they are given the opportunity." (p. 75). However, as far as the availability of technological equipment is concerned, private institutions surpass public ones. The latter only partially integrates digital tools due to time constraints. Panousi and Zorbas (2020) conclude that efforts should be made to integrate digital tools into the curriculum fully.

In conclusion, considering EFL teachers' primarily positive attitudes towards Web 2.0 tools integration, measures should be taken to bridge the gap between attitude and application so that they can fully leverage Web 2.0 tools advantages and enhance active learning. This requires access to technological resources and teachers' professional development to ensure that challenges are addressed. The following section focuses on students' perspectives on Web 2.0 tools integration.

2.9 Students' Perspectives on Integrating Technology in Language Education

In this section of the dissertation, the focus shifts to students' perspectives on the integration of technology in language education. Focusing on both teachers' and students' perspectives is essential for the effective implementation of Web 2.0 tools.

Kofou and Anastasiadou (2014) conducted a study at the 2nd Model Experimental School in Thessaloniki, Greece, to explore learners' attitudes toward Web 2.0 tools integration by distributing a questionnaire. Participants were familiar with various tools, including YouTube, Skype, and MySpace. They also think that these tools lead to "networking, collaboration and learning, mainly wikis and video showcasing…digital literacy, inventive thinking, research and information use, creativity and innovation." (Kofou & Anastasiadou, 2014, p. 21). Participants also highlighted the necessity for teacher training and digital equipment.

Another study conducted in UK higher education by Echeng and Usoro (2016) explored students' attitudes toward Web 2.0 tools integration in learning. Students mentioned that these tools are not thoroughly used due to accessibility issues and lack of motivation. In addition, there was a substantial number of students who sought guidelines and were

interested in interactive discussion platforms including audio, text, and video. Echeng and Usoro (2016, p. 103) claim that it is crucial to duplicate this study in various cultural environments to compare and contrast with existing findings.

Moreover, Den Exter et al. (2012) delved into the integration of Web 2.0 tools for collaborative learning in higher education by presenting and evaluating two case studies from Australian universities. They conclude that digital tools can benefit students attending online classes, especially in terms of content and teacher-student interaction. Students leverage these tools' user-friendly nature and flexibility, especially when they align with "teacher guidance, clear instruction, and the need to match the design of Web 2.0 learning systems with pedagogical goals and the student-teacher context." (p. 233).

Finally, Chagas and Pedro (2021) explored how the use of Web 2.0 tools leads to the development of Portuguese undergraduate students' communication skills. They conclude that students are positive toward the integration of digital tools into reading and writing since they enhance students' digital literacy. In contrast, learners' attitudes toward communication skills are generally limited, stressing the need for implementing new teaching and learning methods that leverage technology use, particularly for this purpose.

In conclusion, Web 2.0 tools integration has the potential to enhance learning and promote collaboration, creativity, and digital literacy. However, conducting more studies is necessary to understand the factors affecting learners' perceptions and address the challenges they face.

2.10 Online EFL Education in Greece

During the Covid-19 pandemic, Online EFL education emerged and spread widely in Greece (Michalopoulou, 2020). Online platforms, including Zoom, Webex, Skype, and Google Meet, were utilized to continue EFL learning. Many researchers have emphasized the benefits of online EFL education.

More specifically, Michalopoulou's study (2020) explored Greek online students' and teachers' beliefs about the role of online EFL teachers in Skype-based synchronous courses. The findings revealed teachers' and learners' satisfaction with online courses. Interestingly, students mentioned higher satisfaction with online courses compared to teachers. Teachers' comfort level with technology contributes to their overall satisfaction with online teaching,

affecting their attitudes on the effectiveness of online language courses. Both groups agree that it is primarily the teachers' responsibility to tech-savvy to support online education. However, Zagkos et al. (2022, p.1), who explored the perceptions of 807 students from five Greek universities toward online learning, found that most students believe that "face-to-face teaching cannot be replaced by distance learning.". Students reported that distance learning has affected teachers' and classmates' relationships. Additionally, the findings indicate noticeable educational inequalities deriving from a lack of digital equipment and infrastructure, suggesting the need for further research.

2.11 The E-Learning Model

Numerous educational models can contribute to language learning by integrating new technologies. This section focuses only on the e-learning model since it aligns with the paper's scope and topic.

Many scholars attempted to define e-learning. Waterhouse (2003) defines it as a computer technology medium that can promote learning and teaching applications. Additionally, The European Commission (2001, p. 1) outlines the e-learning model as "the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration." Finally, Frolova (2017, p. 116) defined e-learning as "a complex process of creating an educational space for people to share knowledge and acquire skills via new informational technologies." E-learning fosters an engaging language learning and teaching approach, encouraging learners to enhance their global awareness (Abed, 2019). Moreover, it facilitates independent learning and allows for differentiation (Nedeva & Dimova, 2010). Soliman (2014) claims that the e-learning model contributes to the development of students' language skills. Various E-learning resources offer students opportunities to practice reading, listening, speaking, and writing while accommodating different learning styles. This is further justified by students' ability to select material from several resources. Finally, this model increases learners' study time in English and, therefore, promotes their language proficiency (Abed, 2019). It's worth mentioning that during the Covid-19 pandemic, the e-learning model effectively contributed to and facilitated education (Rashid & Yadav, 2020).

2.12 Conclusion

The literature review has focused on exploring the various facets of integrating technology, particularly Web 2.0 tools, in EFL education, with an emphasis on Greek education. It began with an overview of CALL, including behavioristic, communicative, and integrative approaches, delved into the role of technology in teaching and learning English, and emphasized the significance of ICT in the EFL classroom.

Furthermore, it provided the definition and characteristics of Web 2.0 tools, highlighting key applications such as blogs, RSS, and social networks. Their benefits and drawbacks in EFL education were also analyzed. Additionally, it explored the integration of Web 2.0 tools in Greek primary, secondary, and higher education and offered insights into both teachers' and students' perspectives.

However, there is still a noticeable research gap. This latter is attributed to the lack of in-depth studies focusing specifically on the effectiveness and implementation challenges of integrating Web 2.0 tools in adults' online EFL education in Greece. Consequently, the present study attempts to address this gap by conducting a detailed examination of the aforementioned.

3. The Research

The following section explains the purpose and the research questions of the present study. It also describes the research design, research tools, sampling, and the process of data collection.

3.1 Research Purpose

This study attempts to explore Greek adult students' attitudes toward the integration of Web 2.0 tools in online EFL education. Considering the growing demand for online EFL learning and the increased interest in adult learning in Greece, the researcher is interested in delving into Web 2.0 tools' contribution to students' overall learning experience and understanding their attitudes.

According to Luca (2024), educators, instructional designers, and policymakers should recognize the advantages provided by Web 2.0 tools' integration. This realization can facilitate the development of more effective online EFL instruction in Greece, enabling the enhancement of learners' language skills in the target language. Finally, it is worth mentioning that studies about the integration of Web 2.0 tools in the Greek educational context are limited, and, therefore, further research is needed to fill the existing gap. In addition, the evolving nature of technology necessitates the need for further research to seek ways to contribute to the development of more effective online EFL instruction tailored to the specific needs and experiences of Greek adult learners.

3.2 Research Questions

The researcher aimed to gather information on the following aspects to provide answers to the following research questions:

1. How do adult learners in Greece perceive Web 2.0 tools in the context of online English language learning?
2. What is the frequency of use of Web 2.0 tools among Greek adult learners for English language learning purposes?

3. What is the level of comfort experienced by Greek adult learners when using Web 2.0 tools for online English language learning?

4. What are the perceived benefits of using Web 2.0 tools in online English language learning among adult learners in Greece?

5. What are the challenges faced by Greek adult learners when using Web 2.0 tools for online English language learning?

6. How do Greek adult learners rate the significance of integrating Web 2.0 tools into online English language learning environments?

7. What are the factors affecting the successful integration of Web 2.0 tools into online English language learning environments from the perspective of Greek adult learners?

8. What role do teachers play in enabling the use of Web 2.0 tools for English language learning among Greek adult learners?

3.3 Research Design

The chosen methodology involves a 'mixed methods' approach, integrating both quantitative and qualitative techniques to gather data and confirm findings while avoiding any limitations derived from using only one method of research (Cresswell, 2009). Concerning the quantitative part of the research, a questionnaire was distributed to Greek adult EFL learners attending EFL online courses via the Internet to address the research questions. The SPSS software was utilized to analyze data. A qualitative study was also employed involving the same target group, that is, Greek adult EFL learners attending EFL online courses.

Concerning the qualitative part of the study, Zoom interviews were held to gather open-ended data to further explore the research questions, including qualitative data analysis (Creswell, 2009). The researcher implemented a concurrent approach to gather and observe both data types simultaneously (Johnson & Christensen, 2004). This approach is optimal because it offers rich and detailed input. Quantitative measures in combination with open-ended discussions were essential for the researcher to understand their experiences and perceptions, and, therefore, gather comprehensive data.

3.4 Research Methodology

3.4.1   Quantitative Instrument: the Questionnaire

In this study, a survey was used to carry out the research. According to Gürbüz (2017), a survey is a method used to collect information from a sample of participants. To categorize it, it is important to focus on the approach employed by the researcher to gather data (Leedy & Ormorod, 2001). Surveys can offer insights into particular demographics nationally or locally. The researcher employed quantitative research, namely a survey via a structured questionnaire. This design is optimal for the collection of numerical data from diverse demographic groups of Greek adult EFL learners attending online EFL courses (Gu, 2016). The following stages and specific tasks were followed (Dörneyi, 2003):

Questionnaire Development

The researcher developed a structured questionnaire including 17 closed-ended questions, 3 open-ended questions, and 2 Likert scales to address the study questions. Following the framework suggested by Dörneyi (2003), the questionnaire integrates both factual and attitudinal questions. The first were designed to gather demographic information such as age and gender. The latter were designed to delve into participants' interests, needs, preferences, and challenges. Clear instructions were provided to encourage active participation. Given the participants' varied ages, proficiency levels, and familiarity with technology, the questionnaire was written in Greek.

Pilot Study

A pilot study was carried out to identify the potential challenges in the questionnaire and the data collection process. More specifically, a few Greek adult EFL learners were encouraged to conduct the pilot study on the questionnaire. This process was essential in enabling the researcher to recognize potential difficulties. However, the pilot study's participants were excluded from the final survey to prevent potential partiality (Zorbas, 2020).

Distribution

As far as the data collection tools were concerned, the researcher distributed the final version of the questionnaire to the target population via Gmail. The particular choice was considered optimal for leveraging its broad use and offering participants a familiar platform. It also attempted to enhance participation and honest responses while ensuring participants' anonymity.

Data Collection

To collect the data, the researcher observed participants' response rates, encouraged active engagement, and used reminders to boost participation.

Data Analysis

Regarding data analysis, the researcher leveraged both descriptive and inferential statistics to interpret, analyze, and summarize students' answers (Woodrow, 2014), This method facilitated the identification of similarities and differences among the participants (Boynton & Greenhalgh, 2004). The collected data was coded through the SPSS statistical software. As noted by Arkkelin (2014), the SPSS software is user-friendly and supports various types of analyses.

Sampling

Concerning the selection of an appropriate sample, the researcher chose simple random sampling. According to (Singh, 2003, p. 71), this method is the "simplest and most common method of selecting a sample, in which the sample is selected unit by unit, with equal probability of selection for each unit at each draw". It is a commonly used survey technique, especially for homogeneous and evenly distributed populations. It ensures that everyone has an equal chance of being selected based on chance. Additionally, this method offers unbiased and representative results. The sample group involved 8 Greek adult EFL learners of both sexes attending online courses through the Zoom platform. The researcher used a

simple random sampling method, selecting participants based on accessibility and willingness to participate (Stratton, 2021).

Pilot Study Plan:

1. **Preparation:** The questionnaire was prepared, revised, and finalized the by the researcher.
2. **Implementation:** The pilot questionnaire along with a cover letter was distributed to a small sample of participants, namely 8, via email to identify any challenges regarding its clarity and comprehension, in terms of syntax, phrasing, and technical implications. The researcher did not allow the participants involved to answer the final version of the questionnaire to prevent potential biases.
3. **Feedback:** The feedback received from the pilot study participants improved the questionnaire's efficacy and led to adjustments.
4. **Refinement:** The researcher reviewed the questionnaire built on respondents' comments to enhance its clarity and relevance and prepared the final version.

In summary, the use of a structured questionnaire was necessary to collect data from Greek adult EFL learners. The SPSS software in combination with descriptive and inferential statistics facilitated the analysis of the gathered data. The significance of the pilot study lies in its attempt to refine the research instrument and enhance the study's validity and reliability.

Participants

Concerning the questionnaire, the sample involved 66 Greek adult EFL learners of both sexes attending EFL online courses through the Zoom platform, covering diverse educational levels and different proficiency levels of English. More specifically, the gender distribution among respondents was as follows: 50 women and 16 men, indicating a predominance of female participants in the sample group.

3.4.2 Qualitative Instrument: the Interviews

The qualitative data were collected via Zoom interviews taking into consideration students' familiarity with the particular platform. The researcher conducted semi-structured interviews to further explore the research questions. According to Albaret and Deas (2023), semi-structured interviews include a combination of predetermined questions and provide the researcher with the flexibility to explore topics more thoroughly. This format contributes to a more comprehensive understanding of participants' experiences and attitudes. That is, learners were motivated to express their views toward the integration of Web 2.0 tools in EFL online learning based on their own EFL journey.

Sampling

The qualitative data for this study were collected via Zoom interviews, leveraging learners' familiarity with the platform to facilitate ease of participation. To select participants, convenience sampling was used since it enabled the efficient recruitment of students who were eager to participate. That is, participants were chosen based on their availability and willingness to share their experiences, leading to various perspectives on the integration of Web 2.0 tools in their EFL journey (Albaret & Deas, 2023). Students were encouraged to openly discuss their experiences, which enriched the data with personal insights. To address any ethical considerations, the researcher ensured confidentiality and made participation voluntary, thus creating a respectful and safe interview environment.

Participants

The interviewees of the present study come from different backgrounds. According to the Council of Europe (2020), Interviewee 1 is a 25-year-old woman from Florina. She has an advanced level of English (C1) and holds a Bachelor's degree. Interviewee 2 is a 37-year-old woman from Thessaloniki. She has a proficient level of English (C2) and has graduated from a Technological Educational Institute. Interviewee 3 is a 28-year-old man from Serres who holds a Master's degree. His English proficiency level is B2. Interviewee 4 is a 33-year-old man from Athens. His level of English is B1 and holds a Bachelor's degree. Interviewee

5 is a 41-year-old woman from Naxos. Her level of English is B2 and holds a Master's degree.

Additionally, Interviewees 1 and 3 have been learning English online for three years, Interviewee 2 for two years, and Interviewees 4 and 5 for 1 year. All interviewees have attended EFL lessons in traditional language schools or through private lessons. Therefore, their different perspectives contribute to a unique conversation.

3.5 Conclusion

In this section, the researcher has presented the research purpose, questions, design, methodology, and sampling techniques to explore Greek adult students' attitudes toward Web 2.0 tools integration in EFL online learning. By employing a mixed methods approach, this study has attempted to examine learners' diverse perspectives and understand their preferences, needs, and challenges. The following section provides an extensive presentation of the results from both the quantitative and qualitative instruments.

4. Presentation of the Results

This section attempts to present the results from the quantitative and qualitative instruments. The former will be presented and analyzed using the SPSS software. Subsequently, the latter will be interpreted via thematic analysis. This aims to uncover participants' perceptions regarding the Web 2.0 tools' integration into online EFL education.

4.1 Quantitative Results

The first three tables refer to demographic data. In particular, the respondents were 66 in total. 75.8% (50) of them were female and 24.2% (16) were male, indicating a predominance of women in the sample group (Table 1).

Γένος
66 απαντήσεις

● Άνδρας
● Γυναίκα

75,8%

24,2%
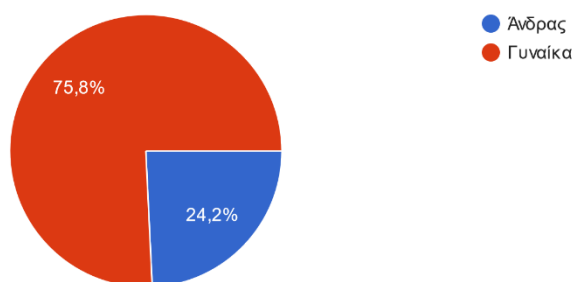
Table 1: Sample Distribution by Gender

Moreover, participants' ages were categorized into five groups. The distribution is as follows (Table 2): 12.1% of participants were 55 and above, 12.1% were between 18-24, 19.7% were between 25-34, and an equal percentage (19.7%) belonged to the 35-44 age range. The majority of the respondents (36.4%) were between 45-54 years old.

Ηλικία
66 απαντήσεις
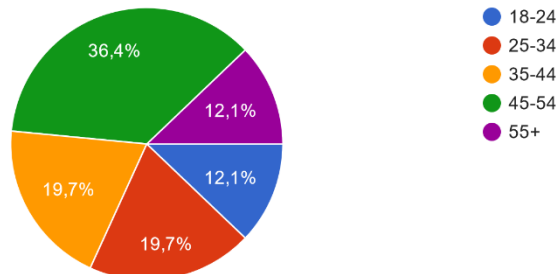
Table 2: Sample Distribution by Age

The educational backgrounds of respondents varied, with the following distribution: 9.1% (6) were high school graduates, 10.6% (7) graduated from a Technical Educational Institute (απόφοιτος Α.Ε.Ι και Τ.Ε.Ι.), 27.3% (18) held a postgraduate degree, 34.8% (23) were university graduates, and 6.1% (4) had obtained a doctoral degree (Table 3).

Εκπαιδευτικό Υπόβαθρο
66 απαντήσεις
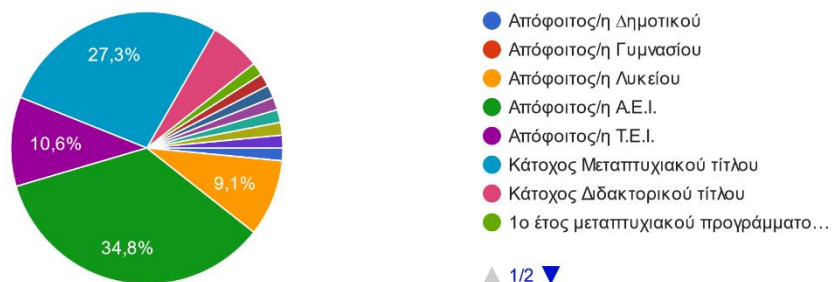
Table 3: Sample Distribution by Educational Level

When asked what device they use to browse the Internet, the breakdown of responses is as follows (Table 4):

- Computer: 19.7%
- Laptop: 33.7% (including 1.5% who also selected tablet)

- Mobile phone: 44.4% (including 1.5% who also selected laptop, 1.5% who also selected tablet, and 1.5% who selected all of them)
- Tablet: 4.5% (including 1.5% who also selected laptop and 1.5% who also selected mobile phone)
- Laptop and tablet: 1.5%
- Laptop and mobile phone: 1.5%
- All of them: 1.5%

The results show that most respondents (44.4%) prefer to browse the Internet using their mobile phones. Laptops constitute the next most popular choice since 33.7% of respondents stated using them. Computers are the third option, being used by 19.7% of the respondents. Tablets are the least favored device since only 4.5% of respondents chose them. Overall, mobile phones are the preferred choice for Internet browsing, followed by laptops and computers.

Ποια συσκευή χρησιμοποιείτε για να περιηγηθείτε στο Διαδίκτυο; (π.χ. υπολογιστής, φορητός υπολογιστής, τάμπλετ, κινητό τηλέφωνο, κλπ.). (...τε την επιλογή "Άλλο", παρακαλώ συμπληρώστε.)
66 απαντήσεις
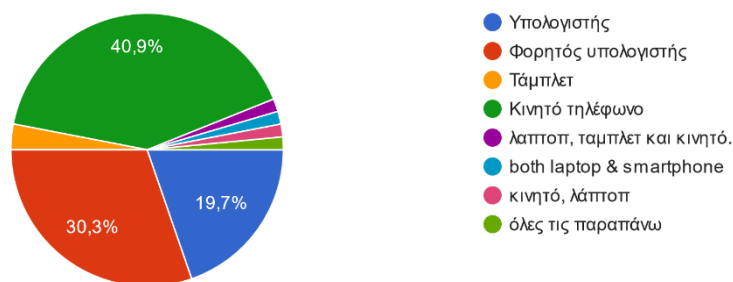
Table 4: Sample Distribution by Internet Browsing Device

Participants were also asked about their preference for book formats, with the following results (Table 5):

- 78.8% (52 participants) preferred hardcover books.

- 21.2% (14 participants) preferred electronic books.

This reveals a strong preference for hardcover books among the respondents.

Προτιμάτε βιβλία με σκληρό εξώφυλλο (έντυπα) ή ηλεκτρονικά βιβλία;
66 απαντήσεις

- Βιβλία με σκληρό εξώφυλλο
- Ηλεκτρονικά βιβλία

21,2%

78,8%
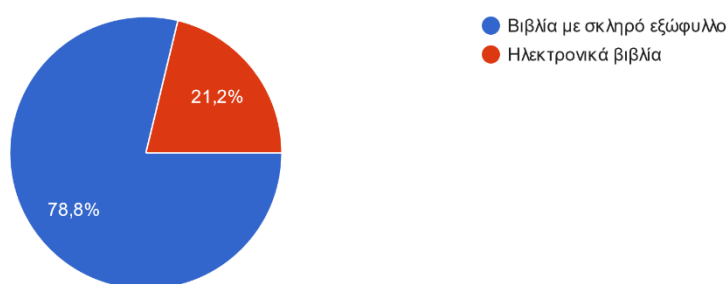
Table 5: Sample Distribution by Book Format Preferences

Apart from the above, the research also investigated how often the participants use technology in their English language classes. Their responses are presented below (Table 6):

- 60.6% (40 participants) reported using technology daily.
- 36.4% (24 participants) reported using technology weekly.
- 1.5% (1 participant) stated they never use technology in their English classes.
- 1.5% (1 participant) reported rare usage of technology.

The answers reveal that the majority of respondents (60.6%) use technology in their EFL classes daily, while a significant portion (36.4%) use it weekly. Only a small minority either never use technology or use it rarely.

Πόσο συχνά χρησιμοποιείτε τεχνολογία στα μαθήματα αγγλικής γλώσσας σας;
66 απαντήσεις
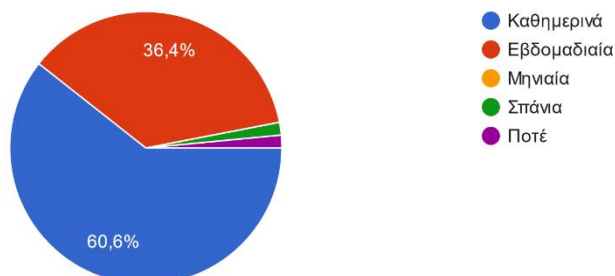
Table 6: Sample Distribution by EFL Class Technology Usage Frequency

The survey also examined the frequency of Internet usage for completing English language learning tasks, revealing the following (Table 7):

- 43.9% (29 participants) reported using the Internet daily.
- 27.3% (18 participants) stated they use the Internet almost daily.
- 24.2% (16 participants) mentioned using the Internet several times a week.
- 4.5% (3 participants) reported rare usage of the internet for these purposes.

These results indicate that a most participants (71.2%) leverage the Internet, using it either daily or almost daily, to complete their English language homework. Another substantial portion (24.2%) uses the Internet several times a week. Only a small minority (4.5%) reported rare usage of the Internet for these purposes.

Πόσο συχνά χρησιμοποιείτε το Διαδίκτυο για να κάνετε τα καθήκοντά σας (π.χ. ασκήσεις, εκθέσεις κλπ.) στο πλαίσιο της εκμάθησης της αγγλικής γλώσσας;

66 απαντήσεις

Καθημερινά
Σχεδόν καθημερινά
Μερικές φορές την εβδομάδα
Σπάνια
Ποτέ
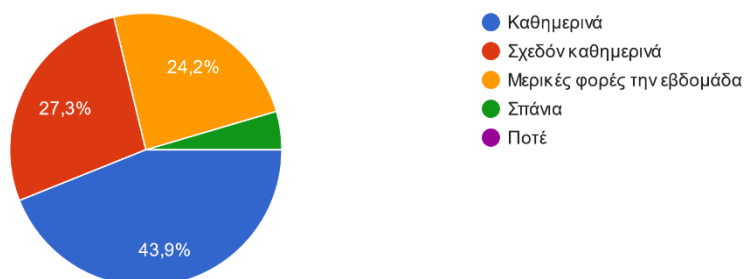
Table 7: Sample Distribution by Internet Usage for English Language Learning Tasks

The participants were also inquired about whether using the Internet assists them in completing their English language learning homework more quickly. Respondents reported as follows (Table 8):

- 77.3% (51 participants) answered "yes", indicating that they find it quicker to complete their homework with the help of the Internet.
- 22.7% (15 participants) answered "no", revealing that they do not require less time to complete their homework when using the Internet.

These findings suggest that most respondents (77.3%) view the Internet as a tool that facilitates the completion of their English homework. On the other hand, a smaller number of respondents (22.7%) do not share the same view.

Χρειάζεστε λιγότερο χρόνο για να κάνετε τα καθήκοντά σας (π.χ. ασκήσεις, εκθέσεις κλπ.) όταν χρησιμοποιείτε το Διαδίκτυο, στο πλαίσιο της εκμάθησης της αγγλικής γλώσσας;

66 απαντήσεις
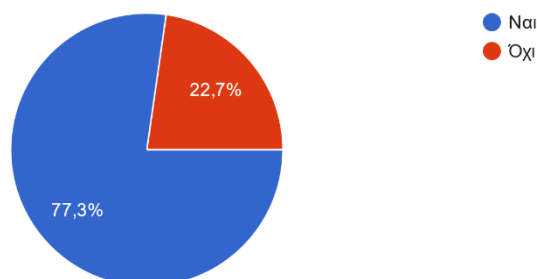
Table 8: Sample Distribution by Views on Internet Assistance in English Language Learning Homework Speed

Concerning whether teachers use technology in their online lessons, respondents answered as follows (Table 9):

- 97% (64 participants) responded "yes".
- 3% (2 participants) responded "no".

These findings indicate that the majority of teachers integrate technology into their lessons to facilitate EFL learning.

Χρησιμοποιούν οι δάσκαλοί σας τεχνολογία στα μαθήματά τους;
66 απαντήσεις
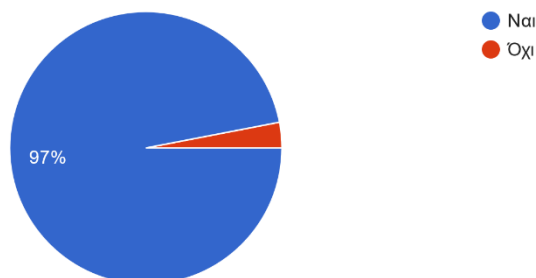
Table 9: Distribution of Sample by Teachers' Use of Technology in Online Lessons

Respondents were also asked whether their teachers have recommended any online tools or applications to help them in their lessons. Their responses show the following (Table 10):

- 90.9% (60 participants) responded "yes", revealing most teachers' willingness to assist students in their EFL journey.
- 9.1% (6 participants) responded "no".

These findings indicate that a significant proportion of teachers (90.9%) integrate online tools and applications into their practices, recommending them to students to enhance their learning experiences.

Έχουν οι δάσκαλοί σας προτείνει κάποιο διαδικτυακό εργαλείο ή εφαρμογή που μπορεί να σας βοηθήσει στα μαθήματά σας;

66 απαντήσεις
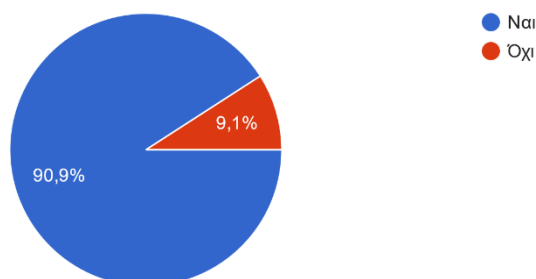
Table 10: Sample Distribution by Teacher Recommendations of Online Tools for Student Learning

The survey assessed participants' self-reported levels of experience with technology use, using a Likert scale ranging from 1 to 5. 1 indicates little experience and 5 indicates extensive experience. The distribution of responses is as follows (Table 11):

- 1= Little experience: 1.5% (1 participant)
- 2= Some experience: 0%
- 3= Moderate experience: 16.7% (11 participants)
- 4= Substantial experience: 36.4% (24 participants)
- 5= Extensive experience: 45.5% (30 participants)

These findings reveal that most participants consider themselves tech-savvy since they rated their experience highly (5). This indicates that they are aware of several digital tools and are comfortable leveraging them daily. In addition to that, a significant portion of respondents (36.4%) believe they have substantial experience, rating it as a 4. On the other hand, only one respondent (1.5%) rated their experience with technology as little (1).

Πόση εμπειρία έχετε στην τεχνολογία και στη χρήση της; (1 = μικρή εμπειρία, 5 = μεγάλη εμπειρία,

66 απαντήσεις
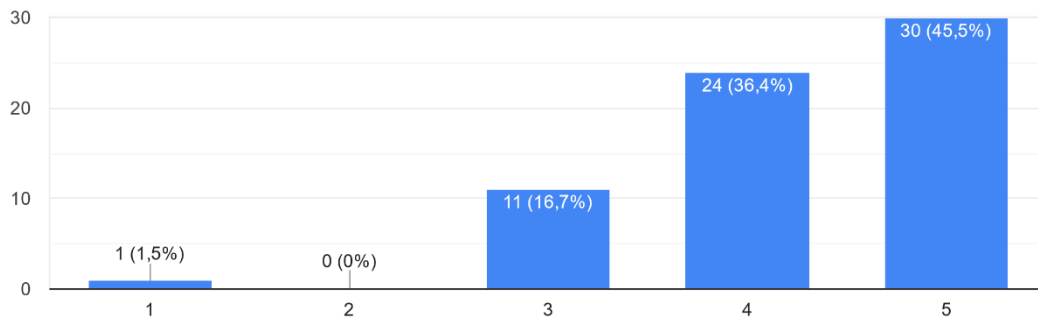
Table 11: Sample Distribution by Self-Reported Technology Experience Levels

When asked about the frequency of interaction with Web 2.0 tools (e.g., social media, Wikipedia, YouTube, etc.) for personal use, students responded as follows (Table 12):

- 1.5% (1 participant) reported interacting with Web 2.0 tools monthly.
- 12.1% (8 participants) reported interacting with Web 2.0 tools weekly.
- 86.4% (57 participants) reported interacting with Web 2.0 tools daily.

These findings suggest that the majority of participants (86.4%) engage with Web 2.0 tools daily for personal use, emphasizing a high level of integration of these tools into their daily routines. In addition, a noteworthy portion of respondents (12.1%) interact with these tools weekly, while only a small percentage (1.5%) reported monthly engagement.

Πόσο συχνά αλληλεπιδράτε με εργαλεία Web 2.0 (π.χ. κοινωνικά δίκτυα, βικιπαίδεια, youtube, κλπ.) για προσωπική χρήση;

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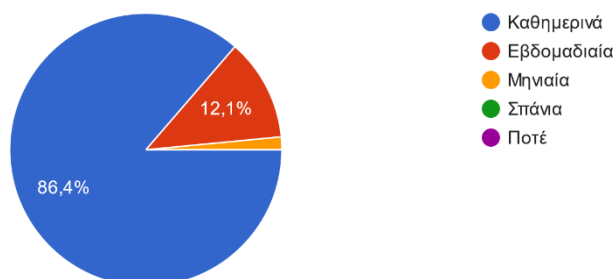
Table 12: Sample Distribution by Frequency of Interaction with Web 2.0 Tools

The survey investigated whether participants have ever used Web 2.0 tools to learn a foreign language, resulting in the following findings (Table 13):

- 86.4% (57 participants) responded positively.
- 13.6% (9 participants) responded negatively.

These results show that a significant majority of participants (86.4%) have leveraged Web 2.0 tools benefits in their language learning journey, illustrating their popularity and effectiveness in EFL learning. However, a smaller portion of respondents (13.6%) have not used these tools for the same purpose.

Έχετε χρησιμοποιήσει ποτέ εργαλεία Web 2.0 για να μάθετε μια ξένη γλώσσα;
66 απαντήσεις
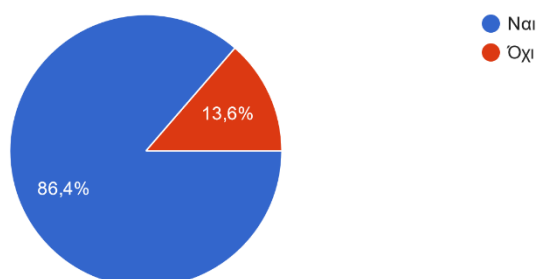
Table 13: Sample Distribution by Usage of Web 2.0 Tools for Learning Foreign Languages

When participants were asked which Web 2.0 tools they use in order to learn a foreign language, they responded as follows (Table 14):

- 44.3% (27 respondents) use YouTube.
- 23% (13 respondents) use Google Docs and Microsoft Teams.
- 13.1% (8 respondents) use social media platforms such as Facebook, Twitter, and LinkedIn.
- 3.3% (2 respondents) use Wikipedia.
- 3.3% (2 respondents) use blogging platforms such as WordPress and Blogger.
- 3.3% (2 respondents) use the MLC platform (referring to the researcher's specific language learning center's resources).
- 3.3% (2 respondents) use Zoom.
- 3.3% (2 respondents) chose "everything".
- 1.6% (1 respondent) uses Duolingo.
- 1.6% (1 respondent) uses a combination of Teams, Wiki, YouTube, and Google Search.

The survey indicates that respondents use several Web 2.0 tools for EFL purposes. YouTube is the most popular tool (44.3%) which shows students' appeal to video content. Collaborative platforms like Google Docs and Microsoft Teams are also significant (23%), highlighting the need for collaboration opportunities. Social media's interactive nature also plays a role in EFL learning. Wikipedia, blogging platforms, and Zoom are less preferred

by students. Some respondents prefer using a combination of tools, highlighting the variety of options available to accommodate different learning styles.

Εάν ναι, ποια εργαλεία Web 2.0 έχετε χρησιμοποιήσει για τη μάθηση μιας ξένης γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο", παρακαλώ συμπληρώστε.)
61 απαντήσεις

- Κοινωνικά δίκτυα όπως το Facebook,…
- Πλατφόρμες κοινοποίησης βίντεο όπ…
- Βικιπαίδεια
- Υπηρεσίες blogging όπως το WordPr…
- Εργαλεία συνεργασίας και κοινής εργα…
- MLC
- mlc platform
- Duolingo

△ 1/2 ▽
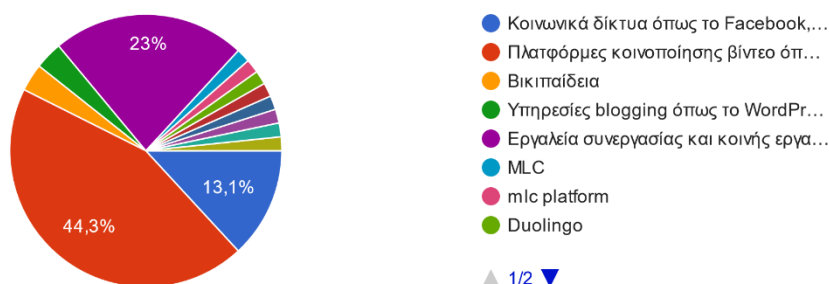
Table 14: Sample Distribution by Web 2.0 Tool Usage Distribution for Foreign Language Learning

The survey explored participants' comfort levels in using Web 2.0 tools for language learning, using a scale ranging from 1 to 5. 1 represents feeling very uncomfortable and 5 represents feeling very comfortable. The distribution of responses is as follows (Table 15):

- 1: 1.5% (1 participant)
- 2: 0%
- 3: 27.4% (18 participants)
- 4: 39.4% (26 participants)
- 5: 31.8% (21 participants)

These findings suggest that a significant portion of participants (39.4%) feel very comfortable (rated as 4) using Web 2.0 tools for language learning, followed by 31.8% who rated their comfort level as 5, revealing a high level of comfort. Moreover, 27.4% of participants rated their comfort level as 3, indicating moderate comfort. Only a small minority of respondents (1.5%) reported feeling very uncomfortable (rated as 1) with using Web 2.0 tools for language learning purposes.

Σε κλίμακα από 1 έως 5, πόσο άνετα νιώθετε χρησιμοποιώντας εργαλεία Web 2.0 για τη μάθηση γλωσσών; (1 = πολύ άβολα, 5 = πολύ άνετα)

66 απαντήσεις
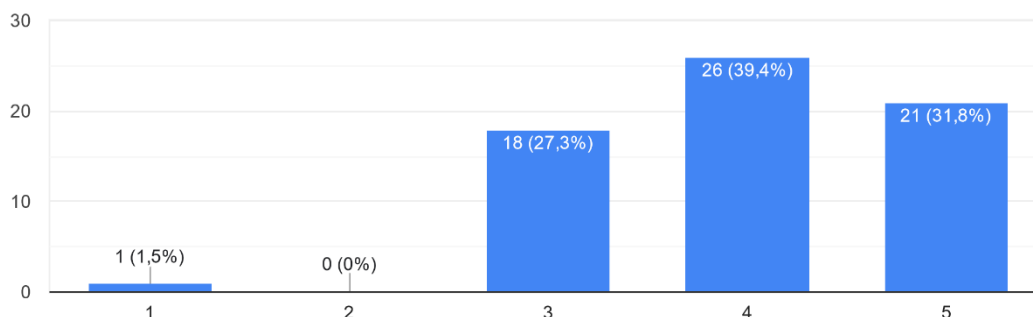
Table 15: Sample Distribution by Comfort Levels in Using Web 2.0 Tools for Language Learning: Participant Distribution

The survey also investigated participants' perspectives concerning the advantages of using Web 2.0 tools for learning a foreign language. The findings suggest numerous benefits of using Web 2.0 tools for learning a foreign language (Table 16):

- **Encourages active student participation (50%)**: This shows that half of the respondents believe that using Web 2.0 tools can encourage their active participation and, therefore, contribute to a better understanding of the language.
- **Provides access to rich materials (81.8%)**: A significant number of respondents chose access to a wide range of resources as an advantage of Web 2.0 tools, suggesting that this improves their EFL experience and accommodates their different learning styles.
- **Encourages collaborative learning (34.8%)**: Collaboration among learners creates a sense of community and enables the exchange of ideas, experiences, and feedback. Therefore, language acquisition is facilitated through collaborative activities.

- **Offers immediate feedback (56.1%)**: More than half of the respondents believe that immediate feedback is crucial for language learning since it assists them in identifying and correcting mistakes.

- **Increases student interest and engagement (47%)**: Almost half of the respondents expressed the view that the interactive nature of Web 2.0 tools attracts their interest and increases their participation. That is, language learning becomes more enjoyable and effective.

- **Freedom of time and elimination of distances (1.5%)**: Surprisingly, only 1.5% of respondents referred to the flexibility offered by Web 2.0 tools concerning schedules and geographical barriers.

- **Offers greater convenience (1.5%)**: Learning through Web 2.0 tools offers convenience as it can be done remotely. Therefore, students do not have to commute to physical language learning centers.

- **Ability to learn from home at convenient times and days (1.5%)**: This further emphasizes the convenience that Web 2.0 tools provide in EFL learning. Students are given the opportunity to adjust their learning schedule based on their preferences and responsibilities.

- **Feel comfortable when working in your own space (1.5%)**: Some students benefit from working in their own space since they feel more comfortable and can often be more productive.

- **Save travel time to go to the tutoring center (1.5%)**: Students can save time and effort compared to commuting to traditional language learning centers. In addition, the latter can often be more expensive.

In summary, these findings suggest the numerous benefits of integrating Web 2.0 tools in EFL learning. These range from enhanced engagement and access to resources to flexibility and convenience in learning. This underscores the importance of leveraging these tools to optimize language learning and accommodate learners' diverse needs and preferences. Educators and policymakers should consider these benefits to select appropriate tools and implement effective strategies to improve adult EFL education.

Ποια είναι τα πλεονεκτήματα της χρήσης εργαλείων Web 2.0 για τη μάθηση ξένης γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο", παρακαλώ συμπληρώστε.)

66 απαντήσεις

Ενθαρρύνει την ενεργή συμμετο…	33 (50%)
Προσφέρει πρόσβαση σε πλού…	54 (81,8%)
Ενθαρρύνει τη συνεργατική μά…	23 (34,8%)
Παρέχει άμεση ανατροφοδότηση	37 (56,1%)
Αυξάνει το ενδιαφέρον και την κ…	31 (47%)
Ελευθερία χρόνου και εκμηδεν…	1 (1,5%)
Προσφέρει μεγαλύτερη ευκολία…	1 (1,5%)
Δυνατότητα εκμάθησης απο το…	1 (1,5%)
νιώθεις άνετα να δουλεύεις στο…	1 (1,5%)
Γλυτώνω μετακίνηση για να πά…	1 (1,5%)
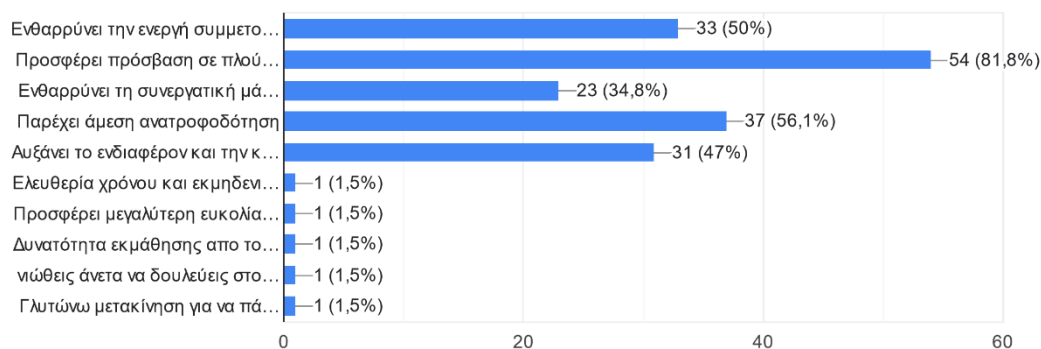
Table 16: Sample Distribution by the Advantages of Using Web 2.0 Tools for EFL Learning

The participants were also inquired about the difficulties or shortcomings they encounter when using Web 2.0 tools for learning a foreign language. The distribution of responses is as follows (Table 17):

- 16.7% (11 respondents) referred to the insufficient quality or accuracy of information.
- 48.5% (32 respondents) mentioned a lack of interaction with the teacher.
- 27.3% (18 respondents) expressed concerns about the Web 2.0 tools' limited ability to adapt to students' needs.
- 65.2% (43 respondents) reported facing technical problems (e.g., internet connection, software errors, etc.).
- 15.2% (10 respondents) expressed concerns about unsafe use or exposure to unwanted content.
- 1.5% (1 respondent) stated, "I do not identify shortcomings".
- 1.5% (1 respondent) stated "none".

The results reveal a variety of challenges faced by language learners using Web 2.0 tools. These include information quality, limited interaction with instructors, adaptability

constraints, technical difficulties, and safety issues. Educators should focus on addressing these challenges to achieve the effectiveness of Web 2.0 platforms and optimize the learning experience in virtual environments.

Ποιες είναι οι δυσκολίες ή οι ανεπάρκειες της χρήσης εργαλείων Web 2.0 για τη μάθηση μιας ξένης γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο", παρακαλώ συμπληρώστε.)

66 απαντήσεις

Ανεπαρκής ποιότητα ή ακρίβει…	11 (16,7%)
Έλλειψη αλληλεπίδρασης με τον…	32 (48,5%)
Περιορισμένη δυνατότητα προ…	18 (27,3%)
Τεχνικά προβλήματα (π.χ. σύνδ…	43 (65,2%)
Επικίνδυνη χρήση ή έκθεση σε…	10 (15,2%)
Δεν εντοπίζω ανεπάρκειες	1 (1,5%)
Καμια	1 (1,5%)
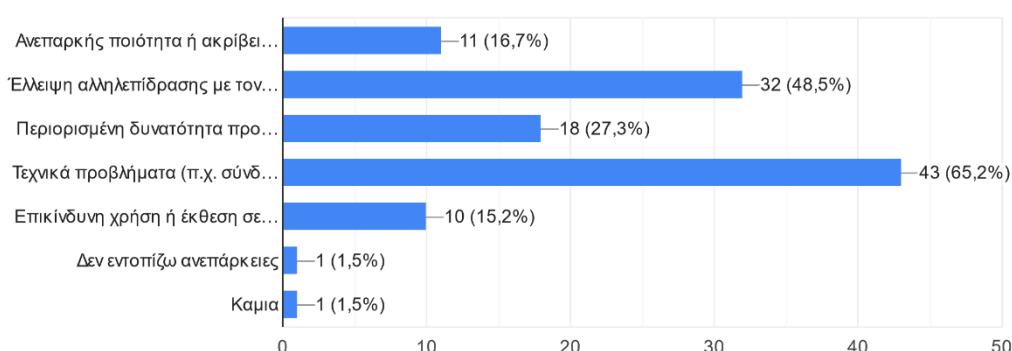
Table 17: Sample Distribution by Difficulties or Shortcomings of Using Web 2.0 Tools for Learning a Foreign Language

When asked about whether the integration of Web 2.0 tools can enhance their EFL learning experience, participants responded as follows (Table 18):

- 98.5% (65 participants) responded affirmatively, suggesting that they believe the integration of Web 2.0 tools can improve their learning experience.
- 0% responded negatively, suggesting that none of the participants disagreed with the idea that Web 2.0 tools could improve their learning experience.
- 1.5% (1 participant) responded with "I hope", expressing optimism about the potential advantages but without full certainty and confidence.

These findings illustrate extreme support (98.5%) toward the idea that integrating Web 2.0 tools can enhance students' EFL learning experience. The lack of any negative responses

demonstrates a strong consensus among respondents concerning the potential benefits of integrating such tools into EFL education.

Κατά τη γνώμη σας, μπορεί η ενσωμάτωση εργαλείων Web 2.0 να βελτιώσει την εμπειρία σας στην μάθηση της αγγλικής γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο", παρακαλώ συμπληρώστε.)
66 απαντήσεις
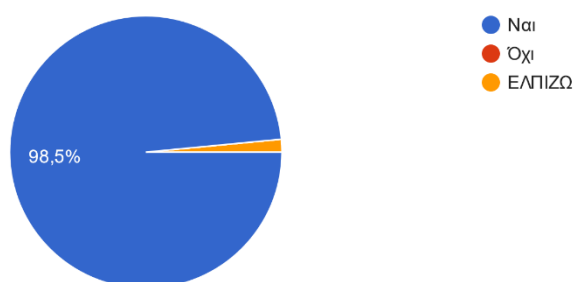
Table 18: Sample Distribution by Impact of Web 2.0 Tools on EFL Learning Experience

When asked about their views on the importance of integrating Web 2.0 tools in online English language learning, participants responded (Table 19):

- 9.1% (6 participants) rated the importance as "moderate".
- 42.4% (28 participants) rated the importance as "significant".
- 48.5% (32 participants) rated the importance as "very significant".

These findings demonstrate a consensus among a majority of participants (91.4%) concerning the significant to very significant importance of integrating Web 2.0 tools in online EFL learning. Even though a smaller proportion (9.1%) considered its importance moderate, it is widely accepted that such tools can enhance the online EFL learning experience. Overall, the results indicate a generally positive attitude toward the integration of Web 2.0 tools in online EFL learning, emphasizing their contribution to facilitating and improving students' language learning experience.

Πώς θα αξιολογούσατε τη σημασία της ενσωμάτωσης εργαλείων Web 2.0 στη διαδικτυακή μάθηση της αγγλικής ως ξένης γλώσσας;

66 απαντήσεις
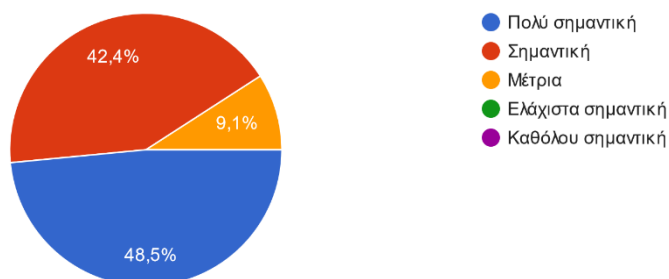
Table 19: Sample Distribution by Assessment of the Importance of Integrating Web 2.0 Tools in Online EFL Learning

When participants were asked about the critical factors for the successful integration of Web 2.0 tools into online EFL instruction, the following factors emerged:

1. **Familiarity and Training**: Both students and teachers should be trained in using Web 2.0 tools.

2. **Ease of Use and Quality**: The tools should be user-friendly, reliable, and accessible to all students.

3. **Support and Interaction**: Guidance should be offered to both teachers and students. Additionally, teacher-student interaction is important for maintaining engagement.

4. **Technical Issues and Accessibility**: The tools should be accessible on various devices and operating systems.

5. **Content and Interactivity**: The content should be clear and interactive to offer engaging learning opportunities.

6. **Continuous Improvement**: The tools should be regularly updated based on user feedback.

7. **Cost**: The chosen tools should be both of high quality and affordable.

8. **Motivation**: Teachers' encouragement is necessary to increase student participation and engagement with the tools.

9. **Security and Privacy**: Students' privacy and security should be ensured while using these tools.

Overall, Web 2.0 tools' successful integration in EFL lessons depends on various factors. Emphasis is also placed on training, usability, assistance, and continuous development.

In relation to the previous question, participants were asked about teachers' role in facilitating the use of Web 2.0 tools for language learning. Based on their answers, we can infer several key points:

Teachers should be aware of these tools and their use and leverage them to create interactive and engaging lessons while providing continuous guidance and support. That is, teachers have to present, explain, and demonstrate tools' effective usage. They need to understand that Web 2.0 tools are not competitors and should incorporate them in their teaching methods tailored to students' diverse needs and styles. Offering guidelines on the effective use of these tools for EFL learning is essential. Finally, teachers' and students' collaboration is vital for the successful integration of these tools in EFL learning.

Overall, teachers are seen as facilitators and supporters in the process of incorporating Web 2.0 tools in online EFL learning. Emphasis is placed on the significance of their active involvement, encouragement, and continuous support for students' learning.

Participants were also asked whether they had any additional comments or suggestions regarding the use of Web 2.0 tools in online English as a Foreign Language learning. Of the total number of 66 participants, 51 reported they had no additional comments. 15 participants responded as follows:

- "Teachers should utilize a variety of tools."
- "Web 2.0 tools offer more direct contact and interaction with user needs."
- "Web 2.0 tools provide a superior learning experience compared to traditional physical presence."
- "Interaction of students with the tools is necessary."
- "Tool selection should be based on user needs."

- "Web 2.0 tools should facilitate interaction and collaboration."
- "Web 2.0 tools should provide immediacy and encourage tool usage."
- "Web 2.0 tools in combination with AI, make lessons more interesting."
- "Web 2.0 tools make lessons more interesting."
- "Web 2.0 tools contribute to a more effective learning method for adults as they save time and energy."
- "Teacher training in Web 2.0 tools is necessary."
- "The use of Web 2.0 tools is supplementary and does not replace the teacher."
- "I would like Web 2.0 tools to be utilized to a greater extent."
- "Web 2.0 tools should be further improved."
- "Specifically designed tools should be created to aid in speaking and writing, which have historically been challenging for students."
- "Teachers should follow the latest technology trends, e.g., utilizing AI."

Based on participants' responses, they collectively agree on the benefits of Web 2.0 tools in language learning, reporting increased engagement, superior learning experiences, flexibility and accessibility, collaboration and interaction, and the supplementary role of Web 2.0 tools combined with the integration of AI. Overall, respondents expressed positive attitudes toward Web 2.0 tools integration in EFL learning, noting the enrichment of their online EFL learning experience. However, there are areas for improvement, one being the necessity for teacher training. Teachers must be informed about the ways they can effectively leverage these tools. Finally, respondents expressed the desire for these tools' improvement, particularly in enhancing speaking and writing skills.

4.2 Qualitative Results

The students were given questions based on the interview schedule to gauge their opinions on incorporating Web 2.0 tools into online EFL learning. The first question referred to the device they use to browse the Internet and their answers are as follows (Table 20):

Interviewee 1: Tablet and mobile phone.
Interviewee 2: Tablet, mobile, and computer.
Interviewee 3: Laptop and mobile phone.
Interviewee 4: Laptop and mobile phone.
Interviewee 5: Computer and mobile phone.

Table 20: Internet Browsing Device Responses

The interviewees were also asked to express their preference between printed books and e-books. It can be concluded that there isn't a one-size-fits-all answer. Each interviewee has their reasons for choosing a specific format often depending on the reading purpose. Interviewees 1, 3, and 4 prefer e-books for their accessibility, interactivity, and practicality. Interviewee 2 prefers print books for learning because it enables note-taking and Interviewee 5 has become used to both formats. The respondents' answers are summarized below (Table 21).

Interviewee 1: "I prefer e-books because they provide access to rich material and are usually more interactive and enjoyable."
Interviewee 2: "I prefer print books when it comes to learning because I feel the need to make notes on the pages. As for attending classes, I prefer e-books."
Interviewee 3: "I enjoy reading literature in print format, but I prefer using online resources for learning English."
Interviewee 4: "I prefer e-books because I'm very familiar with technology use and I find it very practical."
Interviewee 5: "Well, it depends. I am used to using print books but since I started online English lessons, I have become used to online ones, too."

Table 21: Book Format Preferences Responses

The interviewees were also asked about how often they use technology in their English language classes. Based on their responses (Table 22), all individuals use technology daily in their EFL classes. This highlights shows that teachers rely on technology, which is a useful tool contributing to and facilitating learners' EFL lessons.

Interviewee 1: "Daily, as I attend online English classes."
Interviewee 2: "I use it every day."
Interviewee 3: "Every day."
Interviewee 4: "Every day."
Interviewee 5: "We use technology every day."

Table 22: EFL Class Technology Usage Frequency Responses

Additionally, the interviewer asked students how often they use the Internet to do their English language learning tasks, such as exercises and reports. From the responses provided (Table 23), the students frequently use the Internet to complete their English language learning tasks which means that they recognize its significance. Interviewee 1 mentions using the Internet several times a week based on the requirements of each EFL lesson. Interviewee 2 mentions the daily use of the Internet to get ideas and explanations on unfamiliar concepts. Its flexibility and immediacy are also highlighted. Interviewee 3 reports using the Internet role to access websites and tools that facilitate his learning. Interviewee 4 mentions almost daily Internet usage through online dictionaries and educational videos. Interviewee 5 also uses the Internet multiple times a week to complete assignments. Overall, all responses suggest that the Internet supports and enables the EFL learning process.

Interviewee 1: "Several times a week, depending on the exercises and requirements of each lesson."
Interviewee 2: "Every day because it helps me get ideas, and I can search for anything I don't know at any time."
Interviewee 3: "Certainly, because it grants me access to websites and tools that facilitate my learning process."
Interviewee 4: "Almost daily. I use online dictionaries and watch educational videos."
Interviewee 5: "Multiple times a week, to complete assignments."

Table 23: Internet Usage for English Language Learning Tasks Responses

Moreover, interviewees were asked whether they needed less time to complete their homework when they used the Internet (Table 24). All interviewees believe that using the Internet helps them complete their tasks more easily and quickly. This is due to reasons such as easier and faster access to information and the ability to briefly review and revise previously taught material.

Interviewee 1: "Yes, because I can more easily solve my doubts such as unknown words, or quickly review a grammar phenomenon."
Interviewee 2: "Of course, because any information is easily accessible, and I can answer my questions."
Interviewee 3: "Certainly."
Interviewee 4: "Yes, it goes without saying!"
Interviewee 5: "Sure."

Table 24: Internet Assistance in English Language Learning Homework Speed Responses

Concerning whether the interviewees' teachers use technology in their classes, students unanimously responded positively suggesting a widespread integration of technology as a teaching tool within EFL learning and potentially emphasizing the importance of technology integration into EFL instruction to enhance student engagement (Table 25).

Interviewee 1: "Yes, all of my teachers use it."
Interviewee 2: "Yes, in every lesson."
Interviewee 3: "Yes, all of them but I can see that some are more experienced than others."
Interviewee 4: "Yes, and they point out its benefits."
Interviewee 5: "Yes."

Table 25: Teachers' Use of Technology in Lesson Responses

The interviewer proceeded with asking the interviewees whether their teachers had recommended any online tools or applications that could help them with their studies (Table 26). From their responses, it can be concluded that some tools are commonly leveraged by students. WordReference is common as it is a very useful online dictionary tool. Interviewees also show an interest in YouTube, Blogger, and Netflix. Additionally, AI's significance in education is highlighted since students appear to rely on ChatGPT and Grammarly for their writing tasks. Finally, Duolingo and Netflix also appeal to learners due to their practicality.

Interviewee 1: "Yes. I mainly use Duolingo and WordReference as a dictionary."
Interviewee 2: "Yes, the following: ChatGPT, Word reference, Cambridge Dictionary, Grammarly, and YouTube."
Interviewee 3: "My teachers have recommended many tools, but I mostly use ChatGPT, YouTube, Blogger, and Netflix."

Interviewee 4: "Of course. The ones I use weekly are WordReference, Grammarly, ChatGPT, and TEDx."
Interviewee 5: "Yes, a lot. I mostly use WordReference, Grammarly, and YouTube."

Table 26: Teacher Recommendations of Online Tools for Student Learning Responses

Regarding the interviewees' experience with technology and its use, all interviewees are significantly experienced (Table 27). Interviewees 3 and 4 are the most experienced, followed by Interviewees 1 and 2. The response of Interviewee 5 is slightly lower compared to the others. However, Interviewee 5 expresses a willingness to learn, indicating her positive attitude toward technology. All the responses underscore students' familiarity with technology and suggest the necessity for these tools' integration into online EFL learning.

Interviewee 1: "I would consider my experience with technology and its use to be at level 4."
Interviewee 2: "Close to 4."
Interviewee 3: "I would say 5."
Interviewee 4: "I believe 5."
Interviewee 5: "I'm not sure. I think it is between 3 and 4. I'm still learning things."

Table 27: Technology Experience Levels Responses

When interviewees were asked about how often they interact with Web 2.0 tools for personal use, they all mentioned daily usage (Table 28). This shows that students highly interact with online platforms and support the integration of these tools into their daily lives.

Interviewee 1: "Every day, as most of my peers do."
Interviewee 2: "Every day. I think everyone does so."
Interviewee 3: "Every day."
Interviewee 4: "Every day."
Interviewee 5: "Every day."

Table 28: Frequency of Interaction with Web 2.0 Tools Responses

Then, the interviewees were asked whether they had used Web 2.0 tools to learn a foreign language (Table 29). All interviewees provided positive answers, suggesting that they recognize the importance and effectiveness of Web 2.0 tools for EFL learning. The researcher can also infer that these participants have actively engaged with digital tools in their EFL learning journeys.

Interviewee 1: "Yes."
Interviewee 2: "Yes."
Interviewee 3: "Yes."
Interviewee 4: "Of course."
Interviewee 5: "Yes."

Table 29: Usage of Web 2.0 Tools for Learning Foreign Languages Responses

Considering that all interviewees responded positively to the previous question, they were asked to mention which Web 2.0 tools they have used to learn a foreign language (Table 30). All interviewees have used a variety of Web 2.0 tools, including Facebook and Twitter, YouTube, Microsoft Teams and Zoom, as well as language learning apps like Duolingo and writing apps like WordPress and Blogger. Additionally, they are aware of AI apps like Grammarly and ChatGPT, which they use to enhance their EFL acquisition.

Interviewee 1: "I have mainly used social networks like Facebook and Twitter, as well as video-sharing platforms like YouTube. I have also used Microsoft Teams and Zoom quite a bit."
Interviewee 2: "I have used social networks, mainly Facebook, which includes pages with interesting learning tips. YouTube is also a tool I often use because it helps me with pronunciation and listening through its videos and songs. Finally, I use WordPress and Blogger where I search for unknown words and review grammar."
Interviewee 3: "In the past, I tried learning English with Duolingo. It could not replace online EFL learning. In parallel with my online learning, I use YouTube, Zoom, Grammarly, Blogger, and ChatGPT."
Interviewee 4: "I use a lot of educational videos on YouTube and TEDx. I also rely on Zoom for interactive practice sessions and ChatGPT."
Interviewee 5: "Duolingo is an app I often use to enhance my vocabulary. I also like listening to English songs and reading the lyrics on YouTube. I find it very helpful."

Table 30: Web 2.0 Tool Usage Responses for Foreign Language Learning

In relation to how comfortable interviewees feel using Web 2.0 tools for language learning (Table 31), they all expressed a high level of comfort in using these tools. Interviewees 2, 3, and 4 rated their comfort level at 5. Interviewee 1 rated their comfort level at 4, potentially indicating the complexity of some of these tools. Finally, Interviewee 5's comfort level depends on the tool she uses, assessing it between 4 and 5.

Interviewee 1: "I feel quite comfortable using these tools, so I would choose 4 because some of them are more complex to use."
Interviewee 2: I think it's 5."
Interviewee: "I would rate it at 5"

| Interviewee 4: "Definitely 5." |
| Interviewee 5: "It depends on the tool. I would say again somewhere between 4 and 5." |

Table 31: Comfort Levels in Using Web 2.0 Tools for Language Learning Responses

Furthermore, the interviewees were presented with a list of advantages of using Web 2.0 tools for EFL learning derived from the questionnaire and were encouraged to mention and comment on the ones they agreed with (Table 32). The interviewees mentioned many advantages. More specifically, they reported active participation, access to diverse materials, and collaborative learning opportunities. However, there were some reservations about face-to-face interaction. Additionally, they highlighted that the tools offer immediate feedback, interaction, and flexibility, which allows them to spend their time more efficiently. Finally, they were enthusiastic about the opportunities these tools provide for content creation and sharing. Their responses suggest a positive attitude toward Web 2.0 tools.

| Interviewee 1: |
| 1. "Encourages active student participation. |
| 2. Provides access to rich material, although the source may not always be reliable, so caution is required. |
| 3. Encourages collaborative learning, although it does not replace face-to-face teaching and collaboration. |
| 4. Provides immediate feedback because as a student, I have direct contact with the teacher, although the interaction is different through a screen. |
| 5. Increases interest and engagement of students because the videos and applications recommended by my teachers make me feel like I'm learning in a non-traditional way. |

6. I would also add flexibility, as I don't waste time commuting and can use that time for review."
Interviewee 2: 1. "Encourages active student participation: These tools make me feel more confident, encouraging me to actively participate. 2. Provides access to rich material allowing me to select what suits your learning requirements most effectively. 3. Encourages collaborative learning, even though I may sometimes feel uncomfortable due to the lack of face-to-face interaction. 4. Increases interest and engagement of students because they are interactive and fun. 5. They also provide flexibility in learning."
Interviewee 3: 1. "Provides access to rich material which can cover my learning needs and preferences. 2. Increases interest and engagement of students because they provide collaborative and interactive features. 3. I'm particularly intrigued by the opportunity they provide me to generate and share my content."
Interviewee 4: "Honestly, all of the above."
Interviewee 5: 1. "Encourages active student participation. 2. Provides access to rich material, even though teacher guidance is needed to master their use. 3. Provides immediate feedback since they provide scores and percentages as well as key and/or sample answers. 4. Increases interest and engagement thanks to their diverse topics and features."

Table 32: Advantages of Web 2.0 Tools for EFL Learning Responses

Moving on to another important aspect of the present study, the researcher asked interviewees about the difficulties they have faced when using Web 2.0 tools for EFl learning (Table 33). The interviewees mentioned doubts about the reliability of online information and concerns about the tools' limited adaptability to different learning needs. Technical difficulties are also common issues students often deal with. Moreover, the absence of face-to-face interaction with teachers occasionally leads to feelings of loneliness among learners. Safety risks, such as exposure to unwanted content and potential virus threats, are also challenges. Overall, these responses indicate the importance of addressing these issues and accommodating students' needs to enhance Web 2.0 tools integration in online EFL education.

Interviewee 1:

1. "Insufficient quality or accuracy of information, as I have encountered unreliable sources.
2. Lack of interaction with the teacher, although it's not absent, it's just different. The only difference is the lack of interaction during breaks due to the nature of the class.
3. Limited ability to adapt to students' needs can sometimes occur because the teacher may not easily identify students' needs or their different learning styles.
4. Technical issues (e.g., internet connection, software errors)
5. Unsafe use or exposure to unwanted content. I have encountered ads containing unwanted content."

Interviewee 2:

1. "Insufficient quality or accuracy of information, as there is a constant sense of uncertainty about the trustworthiness of websites.
2. Limited ability to adapt to students' needs.
3. Technical issues (e.g., internet connection, software errors) are common, although typically stemming from my internet connection rather than the tool itself.

4. It's essential to exercise caution in selecting tools to use, as certain websites may contain viruses."
Interviewee 3: 1. "Technical issues that may disrupt my concentration and focus. 2. The lack of intrapersonal communication can occasionally lead to feelings of loneliness. Learning is a collaborative activity and requires interaction between the teacher and students."
Interviewee 4: "I would only choose technical issues and mostly issues with Internet connection."
Interviewee 5: 1. "Insufficient quality or accuracy of information, especially since everyone can post whatever they want. 2. Technical issues are common due to my internet connection. 3. Lack of interaction and emotional connection with the teacher due to the nature of the class."

Table 33: Disadvantages of Web 2.0 Tools for EFL Learning Responses

When the interviewees were asked to express their opinion on whether the integration of Web 2.0 tools could improve their experience in learning English (Table 34), all of them responded positively. This strengthens the view that Web 2.0 tools can improve student learning. They express confidence in their use provided that they are used correctly and offer several options to accommodate different needs. Additionally, Interviewee 3's response, stating "undoubtedly for all the advantages mentioned previously," suggests a strong belief in the benefits mentioned earlier in the conversation. Overall, the interviewees' consensus indicates their positive attitudes toward Web 2.0 tools integration in online EFL education.

Interviewee 1: "Certainly, if they are used correctly and a variety of tools are provided."
Interviewee 2: "Of course, if they are specialized and there is a variety to cover different needs."
Interviewee 3: "Undoubtedly for all the advantages mentioned previously."
Interviewee 4: "Yes, if they are user-friendly in addition to teacher guidance."
Interviewee 5: "Yes. After attempting to learn English traditionally in the past, I believe these tools make the lesson more interesting and provide a gaming experience."

Table 34: Responses on the Integration of Web 2.0 Tools for EFL Learning Enhancement

All interviewees expressed a strong belief in the importance of integrating these tools into online EFL education (Table 35). They emphasize the tools' ability to accommodate diverse needs, increase engagement and motivation, and make learning more interactive and enjoyable.

Interviewee 1: "Very important because it facilitates learning through the variety of tools that cover different needs and preferences of students for all skills. Personally, videos help me a lot in the listening aspect."
Interviewee 2: "Very important because I prefer online material since it keeps me engaged and motivated."
Interviewee 3: "Very important because it facilitates the learning process and assists the teacher in creating a more fun and interactive lesson. It also transforms learning into an enjoyable experience akin to playing a game rather than a tedious task."
Interviewee 4: "Very important since these tools cover students's diverse needs and cater to their preferences."
Interviewee 5: "Very important. I believe that traditional learning may become obsolete in the future, especially after the introduction of AI. Web tools offer numerous benefits

and have changed the educational landscape. I couldn't go back to traditional learning methods."

Table 35: Responses on Assessing the Importance of Integrating Web 2.0 Tools in Online Learning of English as a Foreign Language

When interviewees were asked to describe the factors they think are critical to the successful integration of Web 2.0 tools into online English language learning (Table 36), they mentioned several points. In summary, the successful integration of Web 2.0 tools into online EFL learning depends on proper guidance and continuous tool updates, familiarity with the tools and knowing which ones to use, user-friendliness, engagement, accessibility across different devices, and provision of immediate feedback such as scores. These insights stress the importance of teacher support in maximizing the efficacy of these online learning tools.

Interviewee 1: "The key factors for me are proper guidance for use by teachers, their continuous updating, and their constant suggestions for new tools that are reliable and effective."
Interviewee 2: "Familiarity with the tools and knowing which ones to use."
Interviewee 3: "I believe these tools must be easy to use, engaging, and accessible across different devices. I also prefer tools that provide instant feedback, like scores, so I find this feature quite useful."
Interviewee 4: "I think the most crucial factors are teacher guidance and access to tools that are available at no cost."
Interviewee 5: "I haven't always been familiar with technology because of my age. I'm continuously learning how to use these tools. So, I believe these tools should be easy to use. I also expect guidance from my teachers to select the appropriate educational tools and use them beneficially."

Table 36: Factors for Successful Integration of Web 2.0 Tools in Online EFL Learning Responses

Concerning the interviewees' viewpoints about teachers' role in facilitating the use of Web 2.0 tools for language learning purposes (Table 37), they all stress the crucial role of teachers as facilitators. They expect teachers to choose interactive and interesting tools, recommend user-friendly and reliable options, demonstrate the available tools, and provide continuous support.

Interviewee 1: "Teachers should choose interactive and interesting tools to keep students interested. They should also recommend only user-friendly and reliable tools."
Interviewee 2: "Teachers' explanation of available tools and ways of usage."
Interviewee 3: "I think that many students are unaware of the variety and usefulness of these tools. The teachers have to guide us, illustrate these tools' significance, demonstrate their functionality, and provide guidance on how to effectively use them on our own."
Interviewee 4: "Teachers due to their profession and experience are more knowledgeable regarding the tools which are educational, accessible, free of charge, and user-friendly. They should always inform students about the different options they have and make suggestions based on students' interests and needs."
Interviewee 5: "Once again, I will mention the need for teachers to demonstrate where these tools can be found and how they can be properly used to facilitate students' learning."

Table 37: Interviewee Perspectives on Teachers' Facilitation of Web 2.0 Tools for Language Learning

Finally, the interviewees were inquired about whether they prefer online English language learning classes or face-to-face classes in a traditional language school (Table 38). They all selected the first for reasons such as comfort, flexibility, and the ability to choose teachers regardless of their location. They appeal to the convenience offered by remote learning as they all have busy schedules. However, they are concerned about excessive screen time and

lack of teacher-student interaction. Consequently, educators should consider the importance of maintaining interaction.

Interviewee 1: "I prefer online classes because I feel more comfortable in my space. Also, technology has influenced every aspect of our lives in different ways, including language learning. The flexibility offered by online classes is incredible."
Interviewee 2: "I prefer online due to time constraints. They offer flexibility and the convenience of learning from home. However, if I were a school student, I might prefer a tutoring center for the interaction I would want with my classmates. Also, I believe online classes are more effective for adults because they can focus, whereas, for children, it might be easy to lose focus."
Interviewee 3: "I prefer online classes as an adult because I have the flexibility and the comfort of home. Also, I can find the right educator for me even if we're not in the same city. However, being in front of the screen for a long time can be tiring."
Interviewee 4: "I prefer online classes. I am now used to them. I find them very convenient and flexible."
Interviewee 5: "Having experienced both face-to-face instruction and online lessons, I would choose the latter. I like the fact that I can learn from the comfort of my house without having to lose valuable time commuting to the language center. I also enjoy the digital tools used in the lessons."

Table 38: Preference Comparison: Online English Language Learning Classes vs. Face-to-Face Traditional Language School Classes - Interviewee Responses

Conclusion

In this section, the researcher attempted to present the results gathered from the quantitative and qualitative studies with Greek adult EFL learners to comprehensively understand their perceptions regarding Web 2.0 tools integration in online EFL education. It also aimed to

provide insights into the potential benefits and challenges of using Web 2.0. These findings serve as a foundation leading to the following discussion, where the researcher will analyze the results, refer to the implications, and make suggestions for further research.

5. Discussion of the Results – Limitations and Suggestions for Further Research

In this section, the researcher will analyze the results from the previous section and provide answers to the research questions based on the data collected. Furthermore, this section will explore limitations and offer suggestions for further research.

5.1 Frequency of Use of Web 2.0 Tools

The mixed-methods approach offers a comprehensive overview of the frequency and context in which Web 2.0 tools are used by participants for personal and educational purposes in EFL learning.

The survey and interviews indicate a high reliance on the Internet for EFL learning tasks. Quantitatively, 43.9% of respondents reported daily use and 27.3% reported daily use, concluding that 71.2% depend heavily on the Internet. Qualitatively, interview responses aligned with these findings. More specifically, all interviewees mentioned that they frequently use the Internet to access material, gather ideas, and clarify doubts. These results are further justified by the fact that a significant majority of survey respondents (77.3%) believe that the Internet facilitates the completion of their homework more quickly and effectively, which is also supported by interviewees.

Moreover, 86.4% of survey respondents interact with Web 2.0 tools daily for personal use, paralleling with all interviewees who also reported daily interaction with Web 2.0 tools. This highlights Web 2.0 tools' importance in both personal and educational contexts. More specifically, a substantial 86.4% of survey respondents have leveraged these tools to learn a foreign language due to their popularity and effectiveness. The interviewees collectively reported using these tools, which illustrates their role in enhancing EFL learning by providing access to diverse educational resources and interactive platforms.

Overall, learners rely on digital tools to support their EFL journey. The Internet's role is essential as it facilitates access to educational websites, online dictionaries, and educational videos, which reinforces its crucial contribution. Surprisingly, these findings contradict Tzotzou's (2018) research. Tzotzou reported a low frequency of Web 2.0 usage, highlighting that state-school EFL teachers often avoid using Web 2.0 tools. Other studies have reached similar conclusions in the Greek EFL context, providing various reasons for the low frequency of Web 2.0 use such as digital illiteracy (Katerini, 2013; Spiris, 2014).

5.2 Level of Comfort with Web 2.0 Tools

The current study also assessed participants' experience with technology and their comfort using Web 2.0 tools for EFL learning through surveys and interviews, which was one of the research questions.

A large number of survey respondents reported having a high level of experience with technology, with 82% rating their experience as substantial to extensive. That is, respondents are generally proficient with digital tools. Regarding comfort with Web 2.0 tools for EFL learning, 71% of respondents felt very comfortable, while 27.4% felt moderately comfortable. Given that respondents highly assessed their technological experience, it can be concluded that learners have positive attitudes toward integrating these digital tools into their daily lives.

The interview responses confirmed the survey findings considering that interviewees also reported significant experience with technology. In particular, most rated their experience and comfort levels between 4 and 5. Even the less experienced interviewee expressed a willingness to learn and adapt. Regarding comfort with using Web 2.0 tools for language learning, interviewees similarly expressed high levels of comfort.

Overall, both the quantitative and qualitative data reveal that participants are well-versed in technology and feel comfortable using Web 2.0 tools. This reinforces the potential for their effective integration into online EFL learning.

5.3 Perceived Benefits of Web 2.0 Tools

Both the survey and interviews offer significant insights into the perceived usefulness of Web 2.0 tools integration into online EFL education. In particular, the findings illustrate the following advantages:

Encouragement of Active Participation

The results of the present study are in agreement with Tzotzou's research (2018), concluding that Web 2.0 tools encourage active student participation, as clearly noted by 50% of survey respondents. Interviewees confirmed this view, stating that these tools boost their confidence and participation in the learning process.

Access to Rich Materials

A large number (81.8%) of survey respondents expressed satisfaction with the ability to access diverse and rich materials such as videos, interactive exercises, and multimedia content (Hafner & Miller, 2011). Interviewees also recognized the importance of accessing rich materials (Peachey, 2019), although some mentioned the need for reliable sources.

Facilitation of Collaborative Learning

Web 2.0 tools promote collaborative learning (Hew & Cheung, 2013), with 34.8% of respondents confirming this benefit. However, there were some concerns regarding the lack of face-to-face interaction, but interviewees generally appreciated the sense of community and peer collaboration these tools offer (Mohammed et al., 2020).

Provision of Immediate Feedback

Immediate feedback was highlighted by 56.1% of respondents who emphasized its contribution to developing their language skills. Interviewees agreed with this view,

emphasizing the effectiveness of immediate scores and sample answers in helping them identify and correct mistakes.

Increased Interest and Engagement

Web 2.0 tools have been shown to increase student interest and engagement (Borau et al., 2009), a sentiment that was supported by 47% of respondents. Interviewees also agreed, highlighting these tools' usefulness and interactivity. These findings are also supported by Brenner (2014) and Flores (2015), who delved into the benefits of digital storytelling and the integration of gamification in effectively engaging learners and improving their diverse language skills.

Flexibility and Convenience

Although only 1.5% of survey respondents explicitly mentioned flexibility and convenience, these benefits were frequently reported by interviewees. Learners appreciated the ability to study from home due to time-saving benefits (Mohammed et al., 2020).

Content Creation and Sharing

Interviewees mentioned benefiting from the opportunity digital tools provide to create content and share it online (Peachey, 2019). Surprisingly, survey respondents did not explicitly share this view.

In conclusion, the findings suggest that Web 2.0 tools integration in online EFL learning offers numerous advantages. Some of these include increased engagement, access to diverse materials, immediate feedback, enhanced collaboration, flexibility, and opportunities for creative expression. Therefore, it can be concluded that their integration is extremely valuable in online EFL education.

5.4 Challenges Faced in Using Web 2.0 Tools

Web 2.0 tools integration into EFL learning involves several challenges, as derived from both quantitative and qualitative data. Understanding these challenges is crucial to optimizing their usefulness and enhancing students' learning experience.

Technical Issues

The most significant challenge, reported by the majority of survey respondents as well as the interviewees, is technical problems. Both groups stressed the importance of reliable technical infrastructure and support for effective online learning (Fahandidis et al., 2004).

Lack of Interaction with Teachers

Many respondents reported the lack of teacher-student interaction as one of the major disadvantages. This sentiment was also expressed by Dogruer et al. (2010), who highlighted the need for a comprehensive pedagogical framework to be formulated for Web 2.0 tools integration. Interviewees confirmed this view, highlighting the need for more engaging and interactive platforms that enable better communication between students and teachers.

Adaptability of Tools

Some survey respondents as well as interviewees commented on digital tools' limited adaptability to accommodate diverse learning needs. It can be inferred that available tools may often fail to offer personalized learning experiences due to their lack of flexibility. This is further highlighted by Davrazos et al. (2011), who explored challenges in implementing personalized learning technologies in higher education.

Quality and Accuracy of Information

The insufficient quality or accuracy of information was noted by few respondents. Interviewees elaborated on this issue, reflecting the necessity to evaluate and verify Web 2.0 platforms to ensure reliable content. Davrazos et al. (2011) also emphasize the need for

quality control mechanisms to ensure the reliability of information accessed through online platforms.

Safety and Security Concerns

Concerning safety and security, only few respondents were worried about exposure to unwanted content, aligning with the views of Wartella and Jennings (2000). Both researchers suggest that learners who are frequently exposed to websites with inappropriate content may be negatively influenced in several ways. Two interviewees also expressed concerns, stressing the importance of implementing security measures for user protection.

Conclusion

The combined data from surveys and interviews indicate that the main challenges in using Web 2.0 tools for EFL learning must be addressed to improve their effectiveness and optimize students' learning experience in online EFL education.

5.5 Significance of Integrating Web 2.0 Tools

Survey respondents and interviewees overwhelmingly endorsed the integration of Web 2.0 tools in online EFL education.

Quantitative data reveals that 98.5% of respondents believe these tools enhance their learning experience, with no negative responses. Additionally, 91.4% of respondents highlighted the importance of integrating these tools as significant or very significant. The results confirm previous studies conducted by Den Exter et al. (2012), Kofou and Anastasiadou (2014), Echeng and Usoro (2016), and Chagas and Pedro (2021), all of which highlight various benefits of integrating Web 2.0 tools in EFL learning based on students' perspectives.

Qualitative data from the interviews align with these findings and the ones from previous studies (Chagas & Pedro, 2021). Interviewees reported that these tools accommodate their

learning needs, increase engagement, and make learning interesting and enjoyable. For example, students benefit from the opportunity videos offer for listening practice, the engaging nature of online resources, and the potential for game-like learning.

Overall, both quantitative and qualitative results highlight Web 2.0 tools beneficial role in enhancing online EFL education. Therefore, integrating these tools is crucial in order to optimize EFL learning.

5.6 Factors Affecting Successful Integration

The analysis of both quantitative and qualitative data reveals several factors for the successful integration of Web 2.0 tools into online EFL education, which are described below.

Familiarity and Training

Survey respondents and interviewees agreed that both teachers and students must be trained on how to effectively use Web 2.0 tools. They reported that is essential for teachers to stay up-to-date and effectively integrate these tools into their teaching. Similarly, students must be able to use them easily and effectively through proper guidance and demonstration. Aimatidou and Sakaretsanou (2012) and Kakkou et al. (2012) commented on the importance of teacher training and guidance in enhancing students' learning experience.

Ease of Use and Quality

Ease of use and the quality of tools emerged as significant factors. Students prefer tools that are user-friendly, reliable, and accessible since they can contribute to a more engaging learning experience. This statement is also supported by Tsingou (2012) and Kakkou et al. (2012), who believe that these promote student engagement and satisfaction. Interviewees also emphasized that these factors can maximize participation, in agreement with Ziogkou and Demetriades (2010).

Support and Interaction

Providing technical support and facilitating interaction between students and teachers are crucial factors that can increase engagement and motivation. Tselios et al. (2011) and Kakkou et al. (2012) reached similar conclusions. This interaction is vital for creating an inclusive and dynamic learning environment (Tzortzakis et al., 2009).

Technical Issues and Accessibility

Participants from both the quantitative and qualitative studies stressed the need for tools to be accessible across various devices, aligning with Kakkou et al. (2012) and Mautommataki and Sidiropoulou (2009). Both studies discussed the need for these tools to be accessible across different platforms and devices in order to accommodate diverse student needs.

Content and Interactivity

Survey respondents believe in the power of engaging and interactive content for effective learning, a sentiment also supported by Tsingou (2012). In turn, interviewees feel that interactive content increases their interest and facilitates their understanding of the material, in agreement with Tselios, et al. (2011).

Continuous Improvement

Participants highlighted the need for Web 2.0 tools to be continuously improved through frequent updates and user feedback to enhance their effectiveness. They also stressed that teachers should suggest reliable and effective new tools after careful consideration.

Cost

Survey respondents and interviewees mentioned the affordability of Web 2.0 tools as one of the most crucial factors. They believe that these tools should be both of high quality and affordable, highlighting the importance of cost dimensions in the selection process.

Motivation

Participants expressed the view that teachers should be facilitators, supporting students and boosting their confidence in using digital tools. This can lead to increased student participation. This perspective aligns with the views of Aimatidou and Sakaretsanou (2012) and Tsingou (2012), who observed that students' positive attitudes and motivation are crucial factors for the successful integration of Web 2.0 tools in learning.

Security and Privacy

Participants emphasized the importance of feeling secure while using these tools. They need to feel that their data is protected and their privacy is ensured. These conditions can foster a safe online learning space.

Web 2.0 tools' successful integration into online EFL learning depends on numerous factors. Both quantitative and qualitative data reveal that Web 2.0 tools integration should align with pedagogical, motivational, and technological aspects to contribute to an effective online learning experience.

5.7 Role of Teachers

Both quantitative and qualitative findings highlight teachers' pivotal role in enabling the use of Web 2.0 tools in EFL learning. Key aspects of their role include:

1. **Staying Informed**: Teachers must be up-to-date and tech-savvy to incorporate new tools effectively, a sentiment also supported by Liang (2021).
2. **Providing Guidance**: Teachers should provide continuous support and guidance, demonstrate tool usage, and explain their significance.
3. **Integrating Tools**: Teachers should integrate Web 2.0 tools to complement traditional teaching methods and, therefore, offer interactive and engaging learning opportunities (Karkoulia, 2016).

4. **Advisory Role**: Teachers should work as advisors recommending tools that accommodate students' diverse needs and providing personalized learning opportunities.

5. **Offering Guidelines**: Teachers should give students clear instructions on how they can effectively use these tools. In alignment with Panousi and Zorbas (2020), this helps students become independent users.

6. **Enhancing Engagement**: Teachers should leverage interactive tools to make classes more engaging while encouraging collaboration and creativity.

7. **Training and Support**: Both teachers and students should receive ongoing training to ensure the optimal use of Web 2.0 tools, a sentiment also reported by Karkoulia (2016).

8. **Encouraging Collaboration**: Teachers should promote active learning and collaboration, and help students become autonomous language learners.

In summary, teachers play a crucial role in successfully integrating Web 2.0 tools in EFL learning by providing students with guidance, support, and motivation.

Conclusion

In summary, the discussion attempted to present an analysis of integrating Web 2.0 tools into EFL learning, focusing on the frequency of use, level of comfort, benefits, challenges, factors affecting successful integration, and the role of teachers. The findings highlight these tools' popularity and the positive attitudes among participants. In the next section, the researcher will present some limitations and suggestions for further research.

5.8 Limitations and Suggestions for Further Research

Despite using a mixed-methods approach to avoid any limitations derived from using only one method of research (Cresswell, 2009), the researcher encountered restrictions concerning both the quantitative and qualitative studies.

With respect to the quantitative part of the research, some of the key drawbacks include its **i**mpracticality for large populations**,** time-consuming nature, and unsuitability for heterogeneous populations**.** Therefore, the validity of the results could have been improved had the researcher had a larger number of respondents to further delve into Greek adult EFL learners' attitudes toward Web 2.0 tools integration.

Concerning the qualitative part of the research and, more specifically, the Zoom interviews, some limitations include connection problems, lack of non-verbal cues, participant comfort, scheduling challenges, and lack of rapport compared to face-to-face interaction. It is also worth noting that the researcher conducted five interviews in total, limiting the ability to make generalizations.

Future research on the integration of Web 2.0 tools in EFL education is essential, particularly in Greece, both in the private and public sectors. A case study focusing on classroom observations and evaluation of EFL resources in Greek schools could lead to a better understanding of students' experiences with and attitudes toward digital tools. Additionally, exploring teachers' and students' transforming attitudes toward Web 2.0 tools over an extended period could assist educators, instructional designers, and policymakers in comprehending their impact on learning. Investigating the same participants multiple times could provide valuable data. Finally, educators, instructional designers, and policymakers should create Web 2.0 tools integration plans that align with curriculum objectives and students' needs. Studying and analyzing the effectiveness of diverse pedagogical methods is critical for these tools smooth implementation in the EFL classroom, a view also supported by Gilakjani et al. (2013).

6. Conclusion

In conclusion, this research attempted to explore the attitudes of Greek adult learners toward the integration of Web 2.0 tools in online EFL education. The researcher used a mixed-methods approach, including both quantitative surveys and qualitative interviews to analyze learners' perceptions.

The findings reveal students' reliance on Web 2.0 for both personal and educational purposes. Participants demonstrated a high frequency of use, with the Internet and Web 2.0 tools being integral to their EFL learning. Moreover, participants expressed a high level of comfort with these tools, suggesting their positive attitudes toward their integration into online EFL instruction. Numerous benefits of Web 2.0 tools integration were reported including increased engagement, access to diverse materials, collaborative learning, and immediate feedback. However, challenges such as technical issues, lack of teacher-student interaction, and security issues were also pointed out.

Factors that affect the successful integration of Web 2.0 tools are familiarity and training, ease of use, support and interaction, accessibility, content and interactivity, continuous improvement, cost, motivation, security, and privacy. Finally, the pivotal role of teachers was evident in providing guidelines, offering training and support, enhancing engagement, and encouraging collaboration.

To sum up, the researcher attempted to contribute to the existing literature by shedding light on Greek adult learners' attitudes toward the integration of Web 2.0 tools in online EFL education. Integrating Web 2.0 tools is necessary to enhance students' learning, provided that challenges are addressed to optimize their effective integration.

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Appendix A: The Questionnaire

Οι στάσεις των ενηλίκων μαθητών στην Ελλάδα προς τα εργαλεία του διαδικτύου 2.0 στην online μάθηση της Αγγλικής ως Ξένης Γλώσσας.

Για λόγους διερεύνησης και στο πλαίσιο μεταπτυχιακής εργασίας στο Ελληνικό Ανοικτό Πανεπιστήμιο (Ε.Α.Π.), σας παρακαλούμε να λάβετε υπόψη τα ακόλουθα:

(α) Η συμπλήρωση του ερωτηματολογίου είναι προαιρετική.

(β) Η συμπλήρωση του ερωτηματολογίου είναι ανώνυμη.

(γ) Η συλλογή δεδομένων γίνεται για σκοπούς έρευνας στο πλαίσιο μεταπτυχιακής εργασίας στο Ε.Α.Π.

Τα εργαλεία του διαδικτύου 2.0 είναι διαδικτυακές εφαρμογές και πλατφόρμες που επιτρέπουν στους χρήστες να δημιουργούν, να μοιράζονται και να αλληλεπιδρούν με περιεχόμενο online.

Ορισμένα παραδείγματα εργαλείων του διαδικτύου 2.0 περιλαμβάνουν:

1. Κοινωνικά δίκτυα όπως το Facebook, το Twitter και το LinkedIn.
2. Πλατφόρμες κοινοποίησης βίντεο όπως το YouTube.
3. Βικιπαίδεια.
4. Υπηρεσίες blogging όπως το WordPress και το Blogger.
5. Εργαλεία συνεργασίας και κοινής εργασίας όπως το Google Docs και το Microsoft Teams.

* Υποδεικνύει απαιτούμενη ερώτηση

1. Ἡλικία *

   Να επισημαίνεται μόνο μία έλλειψη.

   ⬭ 18-24

   ⬭ 25-34

   ⬭ 35-44

   ⬭ 45-54

   ⬭ 55+

2. Γένος *

   Να επισημαίνεται μόνο μία έλλειψη.

   ⬭ Άνδρας

   ⬭ Γυναίκα

   ⬭ Άλλο:

3. Εκπαιδευτικό Υπόβαθρο *

   Να επισημαίνεται μόνο μία έλλειψη.

   ⬭ Απόφοιτος/η Δημοτικού

   ⬭ Απόφοιτος/η Γυμνασίου

   ⬭ Απόφοιτος/η Λυκείου

   ⬭ Απόφοιτος/η Α.Ε.Ι.

   ⬭ Απόφοιτος/η Τ.Ε.Ι.

   ⬭ Κάτοχος Μεταπτυχιακού τίτλου

   ⬭ Κάτοχος Διδακτορικού τίτλου

   ⬭ Άλλο:

4. Ποια συσκευή χρησιμοποιείτε για να περιηγηθείτε στο Διαδίκτυο; (π.χ. υπολογιστής,   *
    φορητός υπολογιστής, τάμπλετ, κινητό τηλέφωνο, κλπ.). (Αν επιλέξετε την επιλογή
    "Άλλο", παρακαλώ συμπληρώστε.)

    Να επισημαίνεται μόνο μία έλλειψη.

    ◯ Υπολογιστής

    ◯ Φορητός υπολογιστής

    ◯ Τάμπλετ

    ◯ Κινητό τηλέφωνο

    ◯ Άλλο: _____

5. Προτιμάτε βιβλία με σκληρό εξώφυλλο (έντυπα) ή ηλεκτρονικά βιβλία; *

    Να επισημαίνεται μόνο μία έλλειψη.

    ◯ Βιβλία με σκληρό εξώφυλλο

    ◯ Ηλεκτρονικά βιβλία

6. Πόσο συχνά χρησιμοποιείτε τεχνολογία στα μαθήματα αγγλικής γλώσσας σας; *

    Να επισημαίνεται μόνο μία έλλειψη.

    ◯ Καθημερινά

    ◯ Εβδομαδιαία

    ◯ Μηνιαία

    ◯ Σπάνια

    ◯ Ποτέ

7. Πόσο συχνά χρησιμοποιείτε το Διαδίκτυο για να κάνετε τα καθήκοντά σας (π.χ.   *
    ασκήσεις, εκθέσεις κλπ.) στο πλαίσιο της εκμάθησης της αγγλικής γλώσσας;

    Να επισημαίνεται μόνο μία έλλειψη.

    ◯ Καθημερινά

    ◯ Σχεδόν καθημερινά

    ◯ Μερικές φορές την εβδομάδα

    ◯ Σπάνια

    ◯ Ποτέ

8. Χρειάζεστε λιγότερο χρόνο για να κάνετε τα καθήκοντά σας (π.χ. ασκήσεις, εκθέσεις   *
    κλπ.) όταν χρησιμοποιείτε το Διαδίκτυο, στο πλαίσιο της εκμάθησης της αγγλικής
    γλώσσας;

    Να επισημαίνεται μόνο μία έλλειψη.

    ◯ Ναι

    ◯ Όχι

9. Χρησιμοποιούν οι δάσκαλοί σας τεχνολογία στα μαθήματά τους; *

    Να επισημαίνεται μόνο μία έλλειψη.

    ◯ Ναι

    ◯ Όχι

10. Έχουν οι δάσκαλοί σας προτείνει κάποιο διαδικτυακό εργαλείο ή εφαρμογή που μπορεί *
να σας βοηθήσει στα μαθήματά σας;

Να επισημαίνεται μόνο μία έλλειψη.

◯ Ναι

◯ Όχι

11. Πόση εμπειρία έχετε στην τεχνολογία και στη χρήση της? (1 = μικρή εμπειρία, 5 =   *
μεγάλη εμπειρία,

Να επισημαίνεται μόνο μία έλλειψη.

1	2	3	4	5
◯	◯	◯	◯	◯

12. Πόσο συχνά αλληλεπιδράτε με εργαλεία Web 2.0 (π.χ. κοινωνικά δίκτυα, βικιπαίδεια,   *
youtube, κλπ.) για προσωπική χρήση;

Να επισημαίνεται μόνο μία έλλειψη.

◯ Καθημερινά

◯ Εβδομαδιαία

◯ Μηνιαία

◯ Σπάνια

◯ Ποτέ

13. Έχετε χρησιμοποιήσει ποτέ εργαλεία Web 2.0 για να μάθετε μια ξένη γλώσσα; *

Να επισημαίνεται μόνο μία έλλειψη.

⬭ Ναι

⬭ Όχι

14. Εάν ναι, ποια εργαλεία Web 2.0 έχετε χρησιμοποιήσει για τη μάθηση μιας ξένης γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο", παρακαλώ συμπληρώστε.)

Να επισημαίνεται μόνο μία έλλειψη.

⬭ Κοινωνικά δίκτυα όπως το Facebook, το Twitter και το LinkedIn

⬭ Πλατφόρμες κοινοποίησης βίντεο όπως το YouTube

⬭ Βικιπαίδεια

⬭ Υπηρεσίες blogging όπως το WordPress και το Blogger

⬭ Εργαλεία συνεργασίας και κοινής εργασίας όπως το Google Docs και το Microsoft Teams

⬭ Άλλο: _____

15. Σε κλίμακα από 1 έως 5, πόσο άνετα νιώθετε χρησιμοποιώντας εργαλεία Web 2.0 για *
τη μάθηση γλωσσών; (1 = πολύ άβολα, 5 = πολύ άνετα)

Να επισημαίνεται μόνο μία έλλειψη.

	1	2	3	4	5
	○	○	○	○	○

16. Ποια είναι τα πλεονεκτήματα της χρήσης εργαλείων Web 2.0 για τη μάθηση ξένης   *
γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο", παρακαλώ συμπληρώστε.)

Επιλέξτε όλα όσα ισχύουν.

- ☐ Ενθαρρύνει την ενεργή συμμετοχή των μαθητών
- ☐ Προσφέρει πρόσβαση σε πλούσιο υλικό
- ☐ Ενθαρρύνει τη συνεργατική μάθηση
- ☐ Παρέχει άμεση ανατροφοδότηση
- ☐ Αυξάνει το ενδιαφέρον και την κινητοποίηση των μαθητών
- ☐ Άλλο: _____

17. Ποιες είναι οι δυσκολίες ή οι ανεπάρκειες της χρήσης εργαλείων Web 2.0 για τη   *
μάθηση μιας ξένης γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο", παρακαλώ
συμπληρώστε.)

Επιλέξτε όλα όσα ισχύουν.

- ☐ Ανεπαρκής ποιότητα ή ακρίβεια των πληροφοριών
- ☐ Έλλειψη αλληλεπίδρασης με τον δάσκαλο
- ☐ Περιορισμένη δυνατότητα προσαρμογής στις ανάγκες των μαθητών
- ☐ Τεχνικά προβλήματα (π.χ. σύνδεση στο Διαδίκτυο, σφάλματα λογισμικού)
- ☐ Επικίνδυνη χρήση ή έκθεση σε ανεπιθύμητο περιεχόμενο
- ☐ Άλλο: _____

18. Κατά τη γνώμη σας, μπορεί η ενσωμάτωση εργαλείων Web 2.0 να βελτιώσει την   *
εμπειρία σας στην μάθηση της αγγλικής γλώσσας; (Αν επιλέξετε την επιλογή "Άλλο",
παρακαλώ συμπληρώστε.)

Να επισημαίνεται μόνο μία έλλειψη.

- ◯ Ναι
- ◯ Όχι
- ◯ Άλλο: _____

19. Πώς θα αξιολογούσατε τη σημασία της ενσωμάτωσης εργαλείων Web 2.0 στη   *
διαδικτυακή μάθηση της αγγλικής ως ξένης γλώσσας;

Να επισημαίνεται μόνο μία έλλειψη.

   ◯ Πολύ σημαντική

   ◯ Σημαντική

   ◯ Μέτρια

   ◯ Ελάχιστα σημαντική

   ◯ Καθόλου σημαντική

20. Ποιοι παράγοντες πιστεύετε ότι είναι κρίσιμοι για την επιτυχή ενσωμάτωση εργαλείων *
Web 2.0 στο διαδικτυακό μάθημα της αγγλικής ως ξένης γλώσσας;

21. Κατά τη γνώμη σας, ποιο ρόλο θα έπρεπε να έχουν οι δάσκαλοι στη διευκόλυνση της   *
χρήσης εργαλείων Web 2.0 για τη μάθηση γλωσσών;

22. Έχετε κάποια πρόσθετα σχόλια ή προτάσεις σχετικά με τη χρήση εργαλείων Web 2.0   *
στη διαδικτυακή μάθηση της αγγλικής ως ξένης γλώσσας;

Appendix B: Interview Questions

1. Σε ποια ηλικιακή κατηγορία βρίσκεστε;
2. Ποιο είναι το φύλο σας;
3. Ποιο είναι το ανώτερο επίπεδο εκπαίδευσης που έχετε ολοκληρώσει;
4. Πού κατοικείτε αυτή την περίοδο;
5. Πόσο καιρό παρακολουθείτε μαθήματα αγγλικών διαδικτυακά;
6. Ποια συσκευή χρησιμοποιείτε για να περιηγηθείτε στο Διαδίκτυο; (π.χ. υπολογιστής, φορητός υπολογιστής, τάμπλετ, κινητό τηλέφωνο, κλπ.)
7. Προτιμάτε βιβλία με σκληρό εξώφυλλο (έντυπα) ή ηλεκτρονικά βιβλία;
8. Πόσο συχνά χρησιμοποιείτε τεχνολογία στα μαθήματα αγγλικής γλώσσας σας;
9. Πόσο συχνά χρησιμοποιείτε το Διαδίκτυο για να κάνετε τα καθήκοντά σας (π.χ. ασκήσεις, εκθέσεις κλπ.) στο πλαίσιο της εκμάθησης της αγγλικής γλώσσας;
10. Χρειάζεστε λιγότερο χρόνο για να κάνετε τα καθήκοντά σας (π.χ. ασκήσεις, εκθέσεις κλπ.) όταν χρησιμοποιείτε το Διαδίκτυο, στο πλαίσιο της εκμάθησης της αγγλικής γλώσσας;
11. Χρησιμοποιούν οι δάσκαλοί σας τεχνολογία στα μαθήματά τους;
12. Έχουν οι δάσκαλοί σας προτείνει κάποιο διαδικτυακό εργαλείο ή εφαρμογή που μπορεί να σας βοηθήσει στα μαθήματά σας;
13. Πόση εμπειρία έχετε στην τεχνολογία και στη χρήση της; (1 = μικρή εμπειρία, 5 = μεγάλη εμπειρία)
14. Πόσο συχνά αλληλεπιδράτε με εργαλεία Web 2.0 (π.χ. κοινωνικά δίκτυα, βικιπαίδεια, youtube, κλπ.) για προσωπική χρήση;
15. Έχετε χρησιμοποιήσει ποτέ εργαλεία Web 2.0 για να μάθετε μια ξένη γλώσσα;
16. Εάν ναι, ποια εργαλεία Web 2.0 έχετε χρησιμοποιήσει για τη μάθηση μιας ξένης γλώσσας;
17. Σε κλίμακα από 1 έως 5, πόσο άνετα νιώθετε χρησιμοποιώντας εργαλεία Web 2.0 για τη μάθηση γλωσσών; (1 = πολύ άβολα, 5 = πολύ άνετα)
18. Ποια είναι τα πλεονεκτήματα της χρήσης εργαλείων Web 2.0 για τη μάθηση ξένης γλώσσας;
19. Ποιες είναι οι δυσκολίες ή οι ανεπάρκειες της χρήσης εργαλείων Web 2.0 για τη μάθηση μιας ξένης γλώσσας;
20. Κατά τη γνώμη σας, μπορεί η ενσωμάτωση εργαλείων Web 2.0 να βελτιώσει την εμπειρία σας στην μάθηση της αγγλικής γλώσσας;

21. Πώς θα αξιολογούσατε τη σημασία της ενσωμάτωσης εργαλείων Web 2.0 στη διαδικτυακή μάθηση της αγγλικής ως ξένης γλώσσας;

22. Ποιοι παράγοντες πιστεύετε ότι είναι κρίσιμοι για την επιτυχή ενσωμάτωση εργαλείων Web 2.0 στο διαδικτυακό μάθημα της αγγλικής ως ξένης γλώσσας;

23. Κατά τη γνώμη σας, ποιο ρόλο θα έπρεπε να έχουν οι δάσκαλοι στη διευκόλυνση της χρήσης εργαλείων Web 2.0 για τη μάθηση γλωσσών;

24. Έχετε κάποια πρόσθετα σχόλια ή προτάσεις σχετικά με τη χρήση εργαλείων Web 2.0 στη διαδικτυακή μάθηση της αγγλικής ως ξένης γλώσσας;

25. Προτιμάτε να παρακολουθείτε μαθήματα αγγλικών διαδικτυακά ή σε φροντιστήριο ξένων γλωσσών με φυσική παρουσία;

Author's Statement:

I hereby expressly declare that, according to the article 8 of Law 1559/1986, this dissertation is solely the product of my personal work, does not infringe any intellectual property, personality and personal data rights of third parties, does not contain works/contributions from third parties for which the permission of the authors/beneficiaries is required, is not the product of partial or total plagiarism, and that the sources used are limited to the literature references alone and meet the rules of scientific citations.