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The use of Web 2.0 tools in English language learning: A systematic review

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Abstract This study attempts to systematically review the incorporation of Web 2.0 tools into the English Language Learning (ELL) context. It explores the impacts, methodological decisions, and focus areas that distinguish this developing subject through a comprehensive review of research papers spanning many dimensions. From the Eric database, papers on Web 2.0 use in English language education that were published between 2018 and 2022 were chosen. In this context, sixty-two pieces reviewed a rigorous evaluation based on a set of standards. The research results reveal a wide range of benefits connected to technological integration, including improved motivation and teamwork. The results of the systematic analysis highlight the need for a flexible and nuanced approach to technology integration in ELL and offer insightful recommendations for practitioners, academics, and learners.

Keywords: web 2.0 tools, teaching english as a foreign language, technology in language education, systematic review

1. Introduction

Web 2.0 tools have gained popularity across several educational sectors as a result of the development of technology and the Internet (Yüksel and Eren, 2016). One such area is English as a foreign language (EFL) education, where Web 2.0 tools are beneficial for fostering language acquisition and enhancing learners' communication skills. In today's digitally interconnected world, integrating Web 2.0 tools into EFL has become a practical necessity and a transformative opportunity for learners to enhance their linguistic proficiency and intercultural competence. Providing interactive and collaborative platforms for language learning is one of the key advantages of adopting Web 2.0 tools in EFL. It increases learner engagement (Shen, 2018). Additionally, Web 2.0 tools increase opportunities for learners to utilize the target language in authentic contexts and expose themselves to a broader range of media in that language, enhancing their linguistic and cultural competency (Dania and Adha, 2021). According to Thomas (2009), employing Web 2.0 technologies can also assist students in checking and monitoring their learning progress in accordance with their learning styles and needs (Mbatha, 2014), encouraging learner autonomy and self-directed learning.

The new generation of learners, frequently referred to as "digital natives" (Prensky, 2001), now live almost entirely online and with other technologies. These students were raised at a time when smartphones, computers, the Internet, and other digital devices were widely accessible (Plunkett, 2019). They are, accordingly, quite comfortable with and at ease with technology (Stasova and Khynova, 2012). In other words, digital natives tend to learn and assimilate information differently than do earlier generations. Since these students acquire digital literacy at an early age, they prefer educational techniques that cater to their technological habits (Koumachi, 2019). Therefore, these students have high expectations of technology-rich learning environments that encourage student-centered, collaborative, reflective, and knowledge-based learning (Cascante et al., 2016).

By taking into account the interests and learning preferences of the new generation, the use of Internet technologies in the classroom setting can offer a more dynamic and engaging learning experience (Cochrane, 2014). Additionally, the integration of Internet technology into the classroom has the potential to promote the development of 21st-century literacy abilities such as cooperation, critical thinking, and creative expression (Barbara and Linda, 2013). To build a learner-centered and technologically advanced classroom environment that satisfies the demands of students who are digital natives, educators must embrace and harness the potential of Internet technologies (Flynn, 2021; Plunkett, 2019). Accordingly, future advances in education are greatly anticipated by the open, collaborative, and contribution-based features of the Web 2.0 paradigm and its accompanying tools; thus, it appears that modern educational theory's promoted student-centered, interactive techniques and technological design have finally come to an agreement (Bower et al., 2010).

Given the potential benefits of Web 2.0 tools in English as a foreign language (EFL) education, surprisingly, their integration has been less widespread in the educational context, as noted by Sim and Rahmat (2022). Although students and teachers believe that Web 2.0 has a favorable impact on the teaching and learning of languages, studies show that its use is

still quite limited because of their reluctance to include it in these processes (Ajjan and Hartshorne, 2008; Faizi, 2018; Sim and Rahmat, 2022). Apart from the limited use of Web 2.0 tools, those who use these tools tend to choose the most widely known tools, such as social media. For example, according to Warschauer and his colleagues' (2019) comprehensive evaluation of research that employed technology to support peer assessment, most studies used broad tools such as learning management systems. However, only a few have used specific tools despite the thousands of Web 2.0 tools available. For these reasons, additional Web 2.0 tools, which are specifically designed for language learning activities and proven effective at improving language acquisition, should be explored and integrated into EFL education (Sari, 2019).

To explore how to empower digital literate teachers to design and deliver high-quality digital learning and how higher education institutions (HEIs) could support them in doing so, the Digitally Competent Teachers: Thematic Group Report (2023) states that training and professional development must also seek to address general digital competences (from using digital tools to developing educational materials using digital tools) while also focusing on specific issues, such as online and blended learning student assessment, which is still a problem at many HEIs.

In light of all of these factors, this study was designed to systematically review the research conducted over five years between 2018 and 2022, evaluate the findings regarding foreign language education, identify advantages and disadvantages, and provide an updated perspective in the field. Identifying trends from an international perspective contributes to the significance of this study in the literature. In addition to identifying trends in the literature, the findings also indicate any shortcomings. These indications are expected to serve as guidelines for upcoming research.

2. Theoretical Framework

2.1. Web 2.0

Web 2.0 tools, which are the fundamental element of many types of research involving developing technology, differ from previous versions of the Internet in that they are more interactive, more user-oriented, and more engaging (Tredinnick, 2006). Web 2.0 has replaced Web 1.0 by focusing on two-way interactions and including users in the process. Web 1.0 provides a one-way interaction-oriented environment where users can just read the content delivered. In this context, we can address users as "the sole consumers of information and knowledge" (Karakas and Kartal, 2020). On the other hand, users can actively participate in content production and sharing with Web 2.0's read-write-based two-way communication (Yüksel and Eren, 2016). Many Web 2.0 technologies have three distinct aspects that make it easier to share information with others. The following is how Rosen and Nelson (2008) explain these elements: (1) user-initiated information publishing; (2) social sharing options with privacy controls that allow users to choose whom information is shared with, ranging from one-to-one to small, controlled groups to large-scale public sharing; and (3) social networking options (i.e., the possibility of developing an Internet-based community around specific topics, publicly sharing, discussing, and collaborating on content).

2.2. English Language Learning

2.2.1. Reading skills

Web 2.0 tools offer various opportunities for enhancing reading skills in language learning. These tools provide access to a wide range of authentic and engaging reading materials, such as online articles, blogs, and e-books (Sari, 2019). Additionally, because students can select reading resources that suit their interests and language competence level, using Web 2.0 tools promotes learner autonomy and self-directed learning (Bataineh, 2020). Furthermore, through interactive features such as highlighting, annotating, and discussing texts, these technologies also encourage readers to actively engage in the reading process (Chagas and Pedro, 2021). Authentic resources, collaboration and engagement, learner autonomy, and engaging reading experiences are several ways that integrating Web 2.0 tools in language learning might improve reading skills.

2.2.2. Speaking skills

Web 2.0 tools can be efficiently used to improve speaking skills when learning language. One way in which these tools can enhance speaking skills is through video conferencing platforms such as Zoom or Skype (Kaniadewi, 2022). Using Facebook or YouTube to broadcast videos helps students improve their speaking abilities, such as pronunciation and idea organization, as well as their confidence in speaking English and sense of accomplishment (Sun and Yang, 2015). Additionally, using Web 2.0 tools for virtual asynchronous speaking lessens the negative effects of factors such as learners' different personalities, learning and response pace, motivation, and language proficiency. It fosters the two most crucial components of speaking skills—confidence and motivation (Pop et al., 2011). Overall, using Web 2.0 tools in English language education provides opportunities for learners to participate in speaking activities and actively gain confidence and motivation.

2.2.3. Writing skills

Web 2.0 technologies have received a great deal of attention for their potential to improve writing abilities in language learning. Collaborative writing is one of the key benefits associated with Web 2.0 technologies for improving writing skills (Brodahl et al., 2011). With the aid of these materials, learners can edit one another's writing in addition to working on writing assignments collectively. By using Google Docs or Facebook, students can maintain electronic portfolios and instantly benefit from peer feedback (Barrot, 2021; Alharbi, 2020). These platforms enable real-time collaboration and give students a chance to obtain feedback from other students on their writing, both of which can help them produce better written work. In general, the use of Web 2.0 tools in language learning offers opportunities for interactive and group writing activities, encourages reflection and critical thinking, and enhances the development of writing abilities in a wide range of scenarios.

2.2.4. Listening skills

Web 2.0 tools can potentially improve students' listening comprehension when learning English. Examples of Web 2.0 resources that can be used to enhance listening abilities include streaming videos and audio recordings (Wang and Vasquez, 2012). These technologies provide learners with authentic listening materials, such as podcasts and videos, that expose them to various accents, speech patterns, and topics (Stefancik and Stradiotová, 2020). Students can improve their listening comprehension skills and gain the capacity to comprehend spoken English in a variety of circumstances by interacting with these materials. Web 2.0 also offers interactive elements that can actively include students in listening exercises. In conclusion, the use of Web 2.0 tools in language learning offers chances for authentic listening practice, exposure to a variety of language inputs, and interactive learning experiences that can aid in the improvement of listening abilities.

In light of all these impacts of Web 2.0 tools on education and learning English, the following research questions were sought to be answered in this study:

1. What is the distribution of studies on the use of Web 2.0 tools in English-language learning in terms of research design?
2. What is the distribution of studies on the use of Web 2.0 tools in English-language learning in terms of publication year?
3. What is the distribution of studies on the use of Web 2.0 tools in English-language learning in terms of Web 2.0 tools used in the research process?
4. What is the distribution of studies on the use of Web 2.0 tools in English-language learning in terms of the countries in which they occur?
5. What is the distribution of studies on the use of Web 2.0 tools in English-language learning in terms of research design?
6. What is the distribution of studies on the use of Web 2.0 tools in English-language learning in terms of the effects of these tools on the language learning process?

3. Methods

3.1. Data Sources and Paper Selection

Papers related to Web 2.0 use in English language education published from 2018 to 2022 were selected from the Eric database. The ERIC database is an essential resource in education and teaching foreign languages. Its central focus on education-related research makes it especially useful in pedagogy and language learning. Therefore, the ERIC database is the best option for obtaining a comprehensive repository of studies in foreign language instruction, providing numerous advantages for obtaining significant insights and research in the field.

Keywords such as "Web 2.0", "Web 2.0 tools", "Web tools", and "Web technologies" were utilized during the process of this research. To investigate the integration of Web 2.0 tools into the lessons and how they can be used in English language education, an additional search was carried out using the following keywords: "language skills," "English language," and "foreign language education." The inclusion/exclusion criteria were taken into account when choosing the studies. Sixty-two articles out of the 86 total articles obtained were retained after eliminating them based on these standards. The chosen studies were selected according to the following criteria:

1. Only journal research papers were included in the present study. Book reviews, conference papers, book chapters, and systematic reviews were excluded.
2. The papers should address English as a foreign language.
3. The papers should address the use of Web 2.0 tools in English language learning.
4. The papers should address web 2.0 use in the educational process.
5. The papers should be open to access.
6. The papers should be published from 2018 to 2022.

4. Results and Discussion

The findings of the research are presented as general characteristics of the studies (publication year, country, sample category, sample size), characteristics of the research methods (study type, data collection tools, target variable), characteristics of the implementation process of the studies (Web 2.0 tool used in the studies) and characteristics of the results of the studies.

4.1. Publication year

When Figure 1 was analyzed, 11 studies were found to be conducted in 2018, and this number decreased to 8 in 2019. The publication trends point to essential themes in the body of research on the use of Web 2.0 tools in English language teaching. The number of studies decreased noticeably from 2018 to 2019, suggesting a possible change in research priorities and stability in this field. In 2020, an increase was first observed, and this increase will continue to peak at 20 studies in 2021. The COVID-19 outbreak and the subsequent adoption of the online educational system as a remedy for global education disruption (Chiablaem 2021; Alharbi 2020) were the likely causes of this surge after 2019. As stated by the Covid Data Tracker website, the peak dates of COVID-19 were at the end of 2020 and the beginning of 2021. Accordingly, in 2022, the number of studies will decrease slightly and drop to 18. As mentioned above, the peak of this increase was achieved in 2021 when more studies were published than ever before. This development may have been influenced by the rapid use of Web 2.0 tools in language instruction during the global transition to remote and online learning due to the pandemic (Özgür Küfi 2022; Nayman and Bavlı 2022). Even said, it is essential to note that the number of studies fell somewhat in 2022, albeit still high compared to that in other years. The saturation of the research environment or the introduction of new areas of interest within the larger field of English language education and technology integration might be cited as causes for this reduction. This review of publication patterns over time highlights the dynamic character of research at the nexus of Web 2.0 technologies and English language acquisition, with 2021 being considered a critical year of increased research activity in this field.

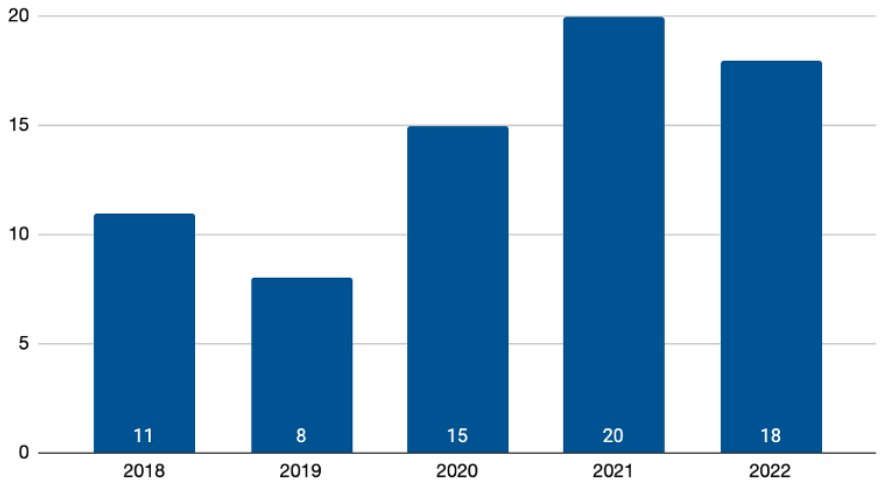


Figure 1 The distribution of studies published between 2018 and 2022.

4.2. Study type

The results displayed in Figure 2 provide an understanding of the methodology utilized in the 62 papers investigated using Web 2.0 technologies in English language acquisition. The general research landscape is significantly shaped by these methodological decisions. Twenty-five studies, or a significant portion of the total studies assessed, adopted a mixed methods approach. This suggests that scholars have made conscious efforts to maximize the benefits of both qualitative and quantitative approaches to obtain a deeper grasp of the subject. Researchers may choose to use mixed techniques to present a more comprehensive picture of the intricate interactions among pedagogy, technology, and language learning results.

Additionally, 22 studies used a qualitative methodology, demonstrating a preference for in-depth investigation and the production of complex findings. The rich and context-dependent quality of language learning experiences in the digital sphere is best captured by qualitative approaches. On the other hand, fifteen studies adopted a quantitative research design strategy, focusing on systematically collecting and interpreting numerical data. Quantitative methodologies are helpful for examining the effect of Web 2.0 technologies on learning English in a more quantified way and for enabling statistical conclusions and generalizability of the results. In the final analysis, the methodological approaches used in these studies highlight the multidisciplinary nature of research in Web 2.0 tools for learning English. The technique chosen by the researchers reflects their various approaches to exploring the many facets of this area, which helps to provide a comprehensive grasp of its intricacies and consequences for language instruction.

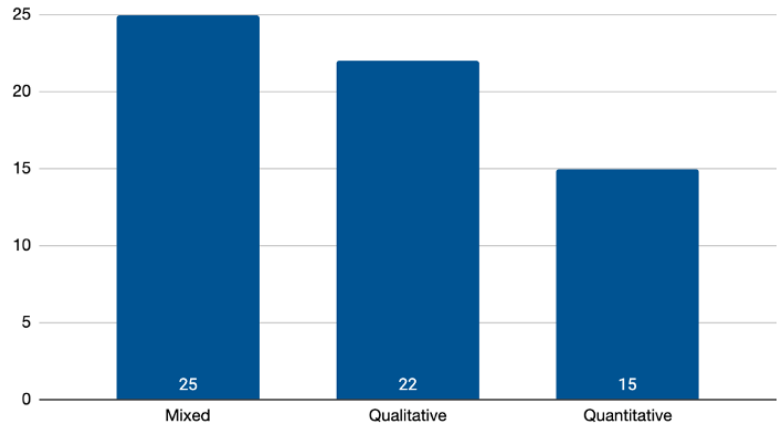


Figure 2 The distribution of the studies in terms of study type.

4.3. Country

The information shown in Figure 3 provides insight into the regional description of research projects undertaken using Web 2.0 technologies for English language learning. These patterns of study locations offer essential insights into the worldwide environment of this field's research.

First, Turkiye has emerged as the leading research hub in this field, hosting the vast majority of the studies, with a total of 17 people. Following Turkiye, the major research destinations that can accommodate six studies include Saudi Arabia and Taiwan. This is a significant research presence in these nations, demonstrating a recognized need to investigate the influence and effectiveness of Web 2.0 technologies in English language learning within their specific educational contexts. A similar study was also conducted in China and Iran, each with four studies. These nations exhibit a dedication to researching how technology and language acquisition interact. With noteworthy concentrations of study effort in Turkiye, Saudi Arabia, Taiwan, China, and Iran, this distribution of research locations emphasizes the topic's overall global reach and significance. A thorough grasp of how Web 2.0 technologies are being incorporated into English language learning techniques across various cultural and educational contexts benefits from the diversity of these regions.

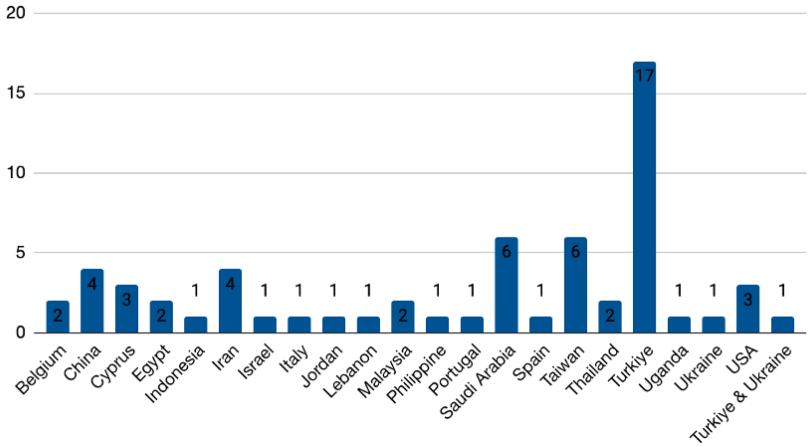


Figure 3 The distribution of the studies in terms of countries.

4.4. Sample category

The findings show a notable trend in selecting sample groups in the vast body of research on using Web 2.0 technologies in English language learning. These choices have an impact on the emphasis and application of these investigations. Initially, there was an apparent concentration of undergraduate EFL students, who were the principal subjects of inquiry in 32 of the total studies. This significant representation highlights the significant interest in researching how Web 2.0 technologies influence the learning experiences and results of this specific learner population. Along with undergraduate EFL students, the focus of studies has been mostly on teachers and instructors and K-12 pupils, who have been the subjects of ten studies each. This twofold emphasis demonstrates the understanding that K–12 kids make up a major portion of English language learners and that educators play a crucial role in incorporating technology into language education. It is clear that the academic community is committed to investigating the dynamics of Web 2.0 technologies in these settings.

Postgraduates, on the other hand, were the least favored sample group, with only one study in this field. While this may imply a relative dearth of related research, it is important to recognize that postgraduate students may not be the primary audience for language learning interventions involving Web 2.0 tools, which may help explain the narrow scope of related research. In the end, the distribution of sample groups in these studies indicates a tendency to focus on postgraduate students, with relatively less attention given to the needs and interests of undergraduate EFL students, teachers, and K–12 students when integrating Web 2.0 tools. This division of study focus helps us understand the complex dynamics of technology-assisted English language learning across various learner groups in a more nuanced way.

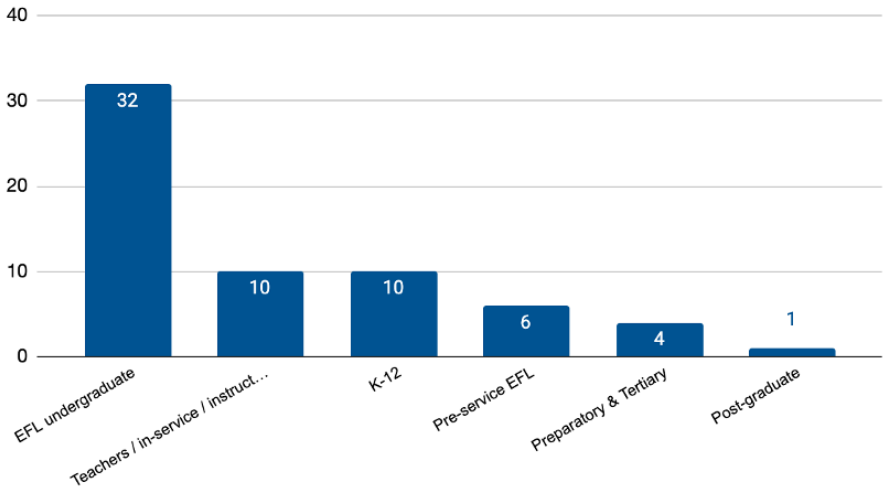


Figure 4 The distribution of the studies in terms of sample category.

4.5. Sample size

The Figure 5 highlights the fact that the bulk of studies—more than half of them, or 34 in total—primarily concentrate on sample sizes between 0 and 50. The predominance of mixed methods and qualitative research methodologies in this body of work may be a contributing factor to the desire for smaller sample sizes. These methodological techniques frequently emphasize in-depth analysis and insightful contextual information, which may be compatible with the use of smaller, more manageable samples. With 12 studies, the 51-100 range was the second most often used sample size after the 0-50 range. This finding implies that many academics in the field recognize the advantages of a significantly larger sample size to connect between in-depth analysis and a more comprehensive representation of the community being studied. Overall, there is a noticeable tendency toward smaller sample sizes, especially within the 0–50 range, according to the distribution of research according to sample size. The popularity of mixed methods and qualitative research methodologies, which emphasize the depth of knowledge, may have been the driving force behind this choice. However, the existence of research with larger sample sizes demonstrates the importance of diversity and statistical rigor in examining the influence of Web 2.0 technologies on English language learning practices. These methodological decisions help create a wide-ranging and thorough corpus of research.

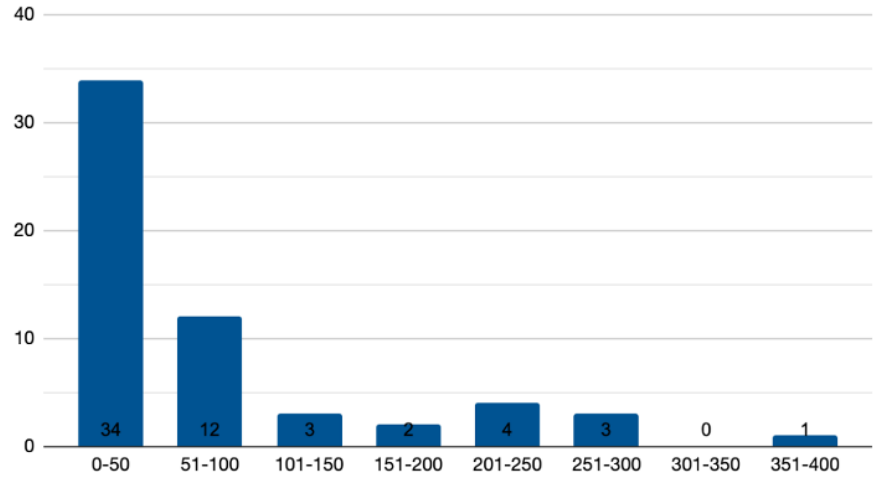


Figure 5 The distribution of the studies in terms of sample size

4.6. Data collection tools

The conclusions drawn from Figure 6 provide insightful viewpoints that are useful for choosing data-collecting methods in the field of study regarding the incorporation of Web 2.0 tools in English language learning. The depth and scope of the studies performed in this field are significantly impacted by these methodological decisions. It is clear that in the conducted investigations, two essential data-gathering methods stand out remarkably. With 29 studies, interviews stand out as the most commonly used approach. The perceived relevance of qualitative data obtained via interviews for examining the complex dynamics of technologically enhanced language learning experiences is shown by this predominance. The elicitation of in-depth insights is frequently facilitated through interviews, which enable researchers to dive into participants' thoughts, experiences, and viewpoints. The reason why interviews and questionnaires are more popular as data collection tools may be the use of mixed methods studies.

On the other hand, the reason why writing tasks and tests are highly used is because of the writing skill, which is mostly preferred as the target variable and will be covered later in this section. With 25 studies using these tools, questionnaires are the second most popular method for gathering data. The use of questionnaires indicates a recognized need for systematic data collection from a comparatively larger participant pool. Using this quantitative approach, researchers may systematically record participants' viewpoints, attitudes, and actions, producing insightful empirical data that help them understand how Web 2.0 technologies affect English language learning. The fact that observation and reflection or feedback papers each relate to nine studies shows that these qualitative data-gathering methods are reasonably balanced. While participants can express their opinions and experiences in reflection or feedback papers, researchers can directly observe and record classroom interactions and learning behaviors through observation. This helps researchers gain a comprehensive picture of the pedagogical influence of technology.

Ultimately, the variety of data-gathering techniques used in this work demonstrates the planned and diverse methodological selection process. The prevalence of surveys and interviews highlights how the study in this area is complex, as it incorporates qualitative and quantitative data to thoroughly examine the impact of Web 2.0 technologies on English language acquisition. The depth and scope of our knowledge of techniques for language instruction boosted by technology are strengthened by methodological variety.

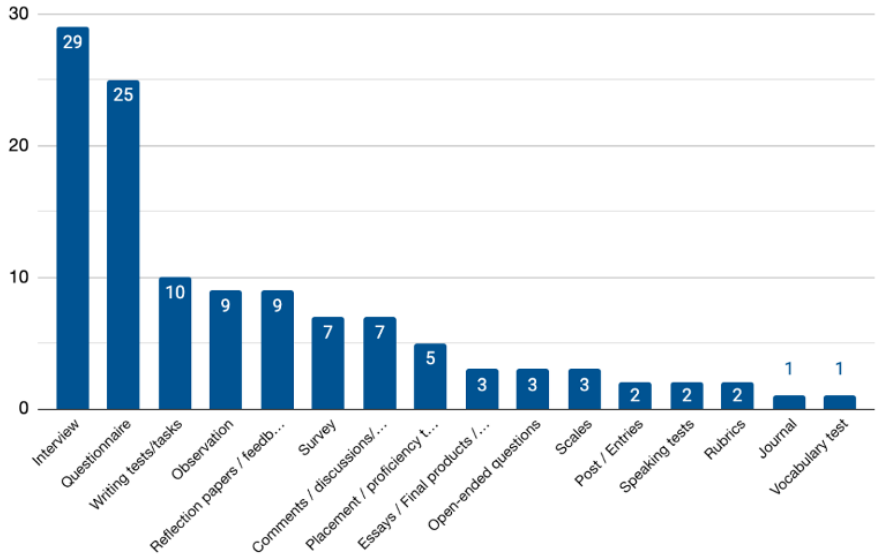


Figure 6 The distribution of the studies in terms of the data collection tools used.

4.7. Web 2.0 tools that have been used

The findings of the Figure 7 shed important light on how various Web 2.0 technologies are used in the context of English language learning research. These insights emphasize the relative popularity of multiple technologies and provide information on how fully integrated they are within the pedagogical landscape. Primarily, it is noteworthy that a subgroup of the research, namely, 19, avoided mentioning any specific Web 2.0 technologies in favor of addressing the Web 2.0 idea as a whole. This method may indicate a general interest in examining the broad implications of Web 2.0 concepts and philosophy for learning English, independent of specific technologies. The widespread use of social media tools in daily life and students' awareness of social media have made these tools the most preferred Web 2.0 tools.

On the other hand, Google Docs, Wikis, and Blogs are preferred in these studies because writing is the most targeted language skill, as will be seen in the next topic. With a total of 18 studies using websites such as Facebook, Twitter,

WhatsApp, and YouTube, social media tools were the most commonly used among the studies that mentioned specific tools. Due to their interactive and multimedia-rich character, social media technologies are widely used, highlighting their perceived effectiveness in helping with language acquisition and communication (Aşıksoy, 2018; Genç and Köksal, 2021; Elverici, 2021). The research also used Google Docs employed in nine investigations. The success of this application may be linked to its ability to edit collaborative documents, which makes it suitable for group projects and collaborative writing; both of these applications are essential for language acquisition (Chiablaem, 2021; Yeh, 2021; Hafour and Al-Rashidy, 2020; Ebadi, 2021; Alharbi, 2020). Finally, six studies used blogs as Web 2.0 tools. Blogs provide students with opportunities for self-reflective writing and expression, perhaps by promoting language learning and self-expression (Kung, 2018; Yousefifard and Fathi, 2021; Bener and Yıldız, 2019; Najjemba and Cronjé, 2020). In a broader sense, the dispersion of Web 2.0 technologies indicates a flexible strategy for integrating technology into English language learning. Comprehensive knowledge of the use of technology in language teaching may be seen in how some research strategically uses certain technologies, such as social media platforms, wikis, Google Docs, and blogs. In contrast, others choose to explore Web 2.0 concepts more broadly. Understanding how various Web 2.0 applications support English language learning is improved through these methodological differences. This research also made considerable use of Google Docs, which was used in nine investigations.

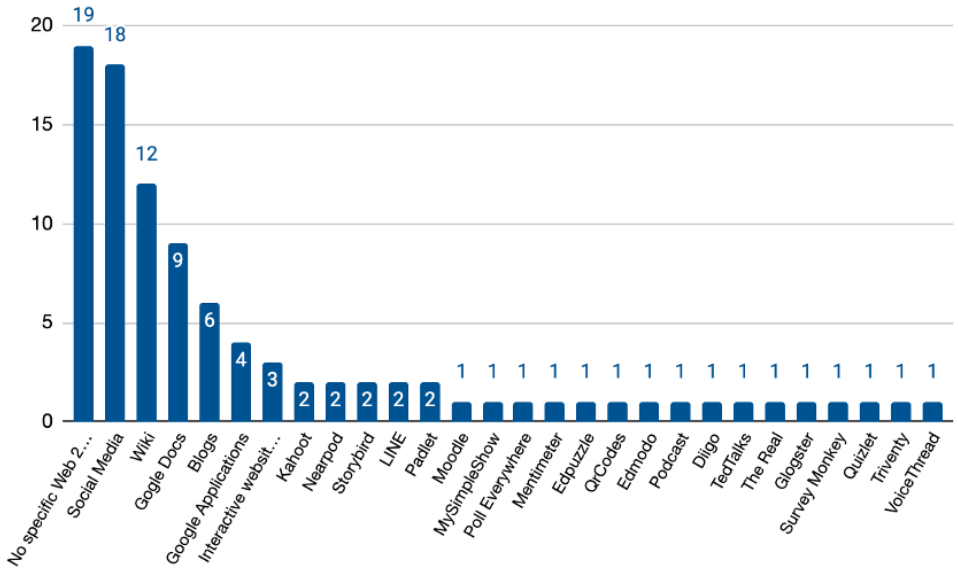


Figure 7 The distribution of studies in terms of Web 2.0 tools.

4.8. Target Variable

Figure 8 provides a thorough understanding of the particular language skills and factors that have been the major subject of research interest in integrating Web 2.0 tools into English language learning. Writing, the subject of 22 studies, undoubtedly garnered the most attention from researchers. This distinction highlights how crucial it is to improve students' writing abilities by incorporating Web 2.0 technologies. The focus on writing proficiency is likely related to the widespread use of digital tools that provide writing practice, group writing, and feedback exchanges, closely correlating with the benefits of technology-assisted language learning (Yeh, 2021; Hafour and Al-Rashidy, 2020; Ebadi, 2021). With 14 studies concentrating on comprehending learners' attitudes toward Web 2.0 tools in language learning environments, attitudes are also a prominent targeted variable. Assessing learners' receptivity and willingness to interact with these digital tools is essential since it significantly affects how successfully they are integrated (Chagas and Pedro, 2021; Chiablaem, 2021). Six studies focusing on participant perceptions in their particular study contexts highlighted another important research dimension: perceptions. Exploring perceptions can reveal important information about how students and teachers view the value and efficacy of Web 2.0 tools, as well as any possible drawbacks or advantages (Baytekin and Su-Bergil, 2021; Arabacı and Akilli, 2021).

Additionally, two studies focused on motivation, demonstrating a desire to comprehend the motivating components of employing Web 2.0 tools for language learning. Motivation has always been a critical topic of study because it plays a key role in preserving learners' interest and perseverance in the language learning process (Kung, 2018). In the end, the differentiation of study attention among different language abilities and factors illustrates the complexity of the influence of Web 2.0 technologies on English language learning. The importance of writing skill research is highlighted because it is at the forefront of the field, and attitudes, perceptions, motivation, and other abilities also add to our knowledge of how technology integration affects language learning experiences.

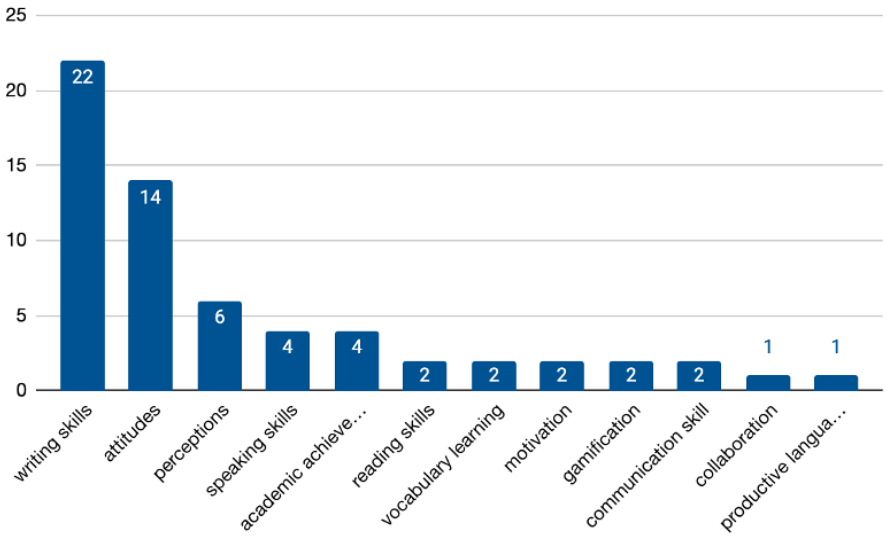


Figure 8 The distribution of the studies in terms of target variables.

4.9. Results of the studies

Table 1 displays the distribution of the studies in terms of the results.

Table 1 The distribution of studies in terms of the results.

Results	f
Participants' writing skills increased.	16
Participants' eagerness and motivation increased.	11
Participants' speaking skills increased.	7
Technology integration enabled collaboration.	6
Technology integration affected vocabulary learning positively.	4
Participants' attitudes increased.	4
Participants' reading skills increased.	3
*Participants experienced lower motivation.	3
Participants' sense of ownership and responsibility increased.	3
Participants' academic achievement increased.	2
Participants' listening skills increased.	2
*Participants' self-regulation learning abilities did not improve.	1

* Indicates negative results.

As for the results of the studies, the improvement in participants' writing abilities was the most striking outcome of the investigations, as evidenced by the 16 studies. This in-depth attention highlights the revolutionary potential of Web 2.0 technologies in enhancing students' writing skills. The frequency of these results demonstrates the significant contributions that digital platforms have made in facilitating writing practice (Liu et al., 2022; Sahla and Altalhab, 2022; Yousefifard and Fathi, 2021; Jong and Tan, 2021; Alghammas, 2020; Barrot, 2021), collaboration (Alghammas, 2020; Such, 2021; Hsu, 2019; Yeh, 2021; Hafour and Al-Rashidy, 2020), and feedback systems (Hafour and Al-Rashidy, 2020; Alharbi, 2020; Sundrarajun, 2020; Ebadi, 2021; Sahla and Altalhab, 2022; Liu et al., 2022; Yousefifard and Fathi, 2021). Eleven investigations also showed a significant increase in participants' enthusiasm and motivation (Seifert and Har-Paz, 2020; Ballıdağ and Dikilitaş, 2021; Najjemba and Cronjé, 2020; Kung, 2018). This finding demonstrates the motivating advantages of integrating technology and highlights students' increased excitement and dedication in English language learning environments. In seven studies, participants' speaking abilities improved (Puzanov et al., 2022; Bataineh et al., 2020; Ataeifar et al., 2019; Awada and Diab, 2018; Chagas and Pedro, 2021; Chiablaem, 2021). This finding indicates that using digital platforms and tools for speaking activities facilitates increased oral competency.

Six studies underline how technology integration encourages student collaboration as another notable result. This demonstrates how Web 2.0 capabilities may be used to build collaborative learning environments that allow students to work together on projects and other cooperative activities (Peeters and Pretorius, 2020; Najjemba and Cronjé, 2020; Hsu, 2019;). Four studies have shown that studying vocabulary, a crucial part of language development, has beneficial effects (Nikiforou, 2019; Al-Johali, 2019; Bataineh et al., 2020; Jin et al., 2020). This emphasizes how technology may improve vocabulary learning through engaging and contextualizing digital materials. In four studies, participants' attitudes improved, indicating the positive effect of technology integration on students' general attitudes toward learning English (Elverici, 2021;

Bayar and Karaduman, 2021; Chiablaem, 2021). Three studies, on the other hand, showed a decrease in participants' motivation, showing that integrating technology does not always result in an increase in motivation and might occasionally have unforeseen consequences (Bakla, 2020; Kimav and Aydın, 2020). An increase in participants' sense of ownership and responsibility (Bataineh et al., 2020), greater academic performance (Genç and Köksal, 2021; Najmi, 2020), and better listening abilities (Güler and Özkan, 2018; Gedik Bal and Savas, 2021) are three additional findings that were each noted in three trials.

Additionally, self-regulation learning did not advance in only a single case, indicating the context-dependent nature of technology's impact on some facets of language learning (Bakla, 2020). Therefore, the research results highlight the complexity of technologically aided language learning. There are several occasions when integrating technology may have unanticipated effects (Kimav and Aydın, 2020), such as a loss in motivation (Bakla, 2020), even if the majority of results are favorable, such as better speaking and writing abilities, more significant causes, and improved teamwork. These findings highlight the need for a thoughtful approach to technology integration in language education by providing insightful information on the intricate relationship between Web 2.0 technologies and language learning outcomes. In addition, the reasons behind the negative results may also be due to technological and technical problems experienced in the process, such as lack of digital and ICT skills (Jong & Tan, 2021), decreasing students' motivation when integrating Web 2.0 technologies

5. Final Considerations

In conclusion, this study provided a thorough grasp of the varied terrain of technology-assisted language education by employing a systematic review of research on "The Use of Web 2.0 Tools in English Language Learning". The analysis of data gathered from numerous study aspects provides insightful information on the effects, methodological decisions, focus areas, and findings of the studies within this research topic. A dynamic and developing topic was discovered through the temporal examination of publication years, with 2021 showing a particularly strong increase in research activity. This increased attention may indicate that Web 2.0 technologies are being increasingly recognized for their crucial role in the English language, teaching particularly in light of worldwide trends toward online and remote learning. In other words, it seems that the outbreak of COVID-19 and the subsequent shift to online learning platforms increased the number of studies conducted in this area. Accordingly, researchers have found an opportunity to gather valuable insights into the impact and benefits of integrating Web 2.0 tools in English language learning. Significantly important improvements have been obtained from these studies; in addition, it can be concluded that not only their fundamental language skills but also their cognitive and affective skills have been positively influenced by the use of Web 2.0 tools.

In terms of methodology, the distribution of research based on sample sizes and data-gathering methods revealed a carefully planned and varied approach. To capture the many intricacies of technologically enhanced language learning experiences, researchers have skillfully used both qualitative and quantitative methodologies. In-depth studies have been performed with smaller sample sizes and have been frequently combined with qualitative data collection methods. In comparison, the statistical rigour and generalizability of the findings have improved with larger sample sizes and quantitative methods. The use of particular Web 2.0 tools demonstrated how flexible and adaptable technology is in language learning. Wikis, Google Docs, social networking sites, and blogs emerged as popular options, demonstrating that the variety of methods available for accessing technology may enhance language learning experiences.

Additionally, the study sheds light on a wide range of benefits connected to using technology in language instruction. Among the salient advantages were better writing and reading skills, greater motivation, enhanced speaking and collaborative behavior, and beneficial impacts on vocabulary development. It is essential to recognize that not all effects of technology are positive, as shown by cases of low motivation and inconsistent outcomes when developing self-regulation skills. Limited or slow internet connections, lack of ICT skills among both teachers and students and other technical problems hinder the effective integration of these tools. In other words, although positive development is expected with Web 2.0 integration, these barriers prevent learning effectively. Therefore, further research and professional development programs should be conducted to address these barriers.

The studies investigated here showed that mostly EFL undergraduate students were included in the sample group. It is important to expand the scope of related research to include different learner profiles, especially preservice EFL learners, since they are future language teachers and will play a crucial role in incorporating Web 2.0 tools into their future classrooms. They will be responsible for integrating Web 2.0 tools in their classrooms. Moreover, if a wide range of effects has been aimed at, it would also be wise to include preservice EFL teachers in the process. Thus, when they begin their teaching careers in different parts of the country, they will use their technology effectively and spread the positive effect to a wide area.

This study is limited because it is based on only one database and focused on a general aspect of Web 2.0 tools in English language learning. Further research should explore other databases and consider specific aspects of Web 2.0 tools, such as their impact on speaking or writing skills in English language learning.

Ethical considerations

Not applicable.

Conflict of Interest

The authors declare no conflicts of interest.

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