

IRANIAN EFL TEACHERS' PERCEPTION, FAMILIARITY AND USE OF WEB 2.0 TOOLS IN TEFL

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“The literate of the twenty-first century must be able to download, upload, rip, burn, chat, save, blog, Skype, IM, and share.”

- *Mullen and Wedwick (2008)*

Abstract

Following social-constructivist approaches in education, there has been a growing interest in employing Web 2.0 technologies in language classes. While the effectiveness of these digital teaching crafts has been corroborated in many studies (see Crook et al., 2008, for a survey), there is always doubt if they have reached a normalized state in L2 classes (Bax, 2003). This study, therefore, attempts to investigate the attitude of a group of language teachers towards the effectiveness of these emerging technologies in L2 classes. There were 53 participants in the study affiliated with universities, Ministry of Education, and language schools in Dezful. A questionnaire based on Son (2011) was designed in which Likert-scaled items were used to assess the factors of familiarity, perception, and use of online technologies in the classroom.

The results suggested that most of the respondents exhibited low degrees of familiarity and use towards the technologies under investigation despite considering computerized tools as effective in the teaching-learning process. Besides, further explanations in semi-structured interview sessions indicated that most of the participants expected policy makers to incorporate supplementary Information Technology (IT) courses and facilities into teacher education and in-service programs as well as educational settings.

Keywords: Web 2.0 tools; Normalization; Teachers' Familiarity; teacher education

1. Introduction

Using information technology tools in foreign language education is making a new trend worldwide (Liu, 2009; Mouza, 2002). Related to this trend is the creation and use of many online tools and websites in an attempt to enhance the process of second language learning

and teaching (Chapelle & Jamieson, 2008; Chun, 2007; Godwin-Jones, 2009; Hubbard, 2008; Shin & Son 2007; Son, 2011; Wellington, 2005). However, the excitement for blending new technologies into the teaching-learning process has been compromised by a lack of suitable conceptual frameworks on the one hand (Warschauer & Kern, 2000; Neumeier, 2005), and, more importantly, the poor adoption of such tools by language teachers (Bush, 2008; Daly, 2003; Garrett, 2009) on the other.

Recent developments at the conceptual level have fairly solved the first shortcoming. First, social approaches to learning, especially social-constructivist, ecological, and socio-cultural frameworks, which generally place collective knowledge through interaction with the environment (Atkinson, 2002; Duffy & Cunningham, 1996; Lantolf & Thorne, 2007) at the forefront of education, have offered a more dynamic context for the cultivation of both cognitive and social demands of language learning in a community of practice (Lave & Wenger, 1991). Second, with the emergence of the current version of the Internet (Web 2.0), which provides users with the ability to upload and share information via networked computers (Crook et al., 2008), an array of social applications have materialized under the notion of, according to Son (2004), Internet-based language instruction (IBLI). The combination of these developments has been so versatile that Mullen and Wedwick (2008), for instance, argue that “being literate no longer only involves being able to read and write. The literate of the twenty-first century must be able to download, upload, rip, burn, chat, save, blog, Skype, IM, and share” (p. 66).

As regards the second issue, namely teachers' perception and implementation of online tools in the teaching-learning process, the results have been mixed, though. Part of this complexity has arisen from human-related issues such as beliefs, attitudes and confidence level. Research suggests that teachers with positive attitudes and higher confidence levels are more inclined to take advantage of computer technologies in their classrooms (e.g. Atkins & Vasu, 2000; Can, 2009; Kessler & Plakans, 2008; Kim, 2002; Lam, 2000; Park & Son, 2009; Rakes & Casey, 2000; Son, Robb, & Charismiadji, 2011). However, there have been cases where highly motivated teachers have expressed inability in using online tools in the classroom due to logistical factors which have in/directly influenced their performance. For instance, in a study into Indonesian EFL teachers' perception towards use of online technologies in the classroom, Son et al. (2011) found that, despite having positive attitudes towards the aids coming from computer-assisted language learning (CALL), the participants were not competent enough to employ computer technologies in the classroom. Furthermore, Park and Son (2009) identified such external factors as time constraints, scarcity of computer-

based facilities, and dominant traditional textbooks and curricula as important obstacles in using computer technologies.

In the Iranian context, some studies have investigated the EFL teachers' perceptions and use of online technologies in the classroom as well (e.g. Atai & Dashtestani, 2013; Dashtestani, 2012; Dashtestani & Sharifi, 2012; Golchinpour, 2013; Mazdayasna & Tahririan, 2008; Mohagheghzadeh & Abdolahi, 2002; Taghva, 2001). The results of these studies converge on the positive attitudes of language teachers towards the implementation of computer-based technologies in foreign language education while considering similar external factors as obstacles in the empowerment of language teachers and normalization of computer and information technology tools in EFL classrooms. The present study adopted a similar approach in assessing the current state of affairs in one of the southern cities of Iran—Dezful, Khuzestan. However, since the positive attitudes of language teachers towards the use of technologies in the classroom had been corroborated in previous studies, this study attempted to investigate the state of familiarity, perception and use of Web 2.0 technologies in the classroom. Accordingly, the study addressed the following research questions:

1. How familiar are the EFL teachers with emerging Web 2.0 technologies?
2. What are their perceptions towards effectiveness of such technologies in foreign language education?
3. What is the frequency by which they adopt these tools in foreign language education?

2. Methodology

2.1. Design

The study relied upon a survey design, comprising both close- and open-ended items and follow-up semi-structured interview sessions. Through surveys, researchers can obtain a large amount of data on attitudes and perceptions of a large number of participants while interviews can further uncover qualitative aspects of the attitudes (Mackey & Gass, 2005).

2.2. Participants

There were 53 EFL teachers (49 female and 6 male) who voluntarily agreed to participate in the study. They ranged in age from 20 to 40 and were affiliated to Ministry of Education (N=7), university (N=5), or worked independently at language schools (N=41). The participants held M.A. (N=5) and B.A. (N=48) degrees, and had an average teaching experience of 7.6 years.

2.3. Instrumentation

A questionnaire was designed based on the categorization of Online Tools for Language Teaching (OTLT) proposed by Son (2011). This comprehensive list includes twelve categories, namely *learning/content management system (LMS/CMS)*, *communication*, *live and virtual worlds*, *social networking and bookmarking*, *blogs and wikis*, *presentation*, *resource sharing*, *website creation*, *website exercise creation*, *web search engines*, *dictionaries and concordances*, and *utilities*, under which individual tools for personal, group and organizational learning have been collected. The OTLT constituted the building block of our questionnaire, which was then aggregated with appropriate Likert-scaled questions for the assessment of the participants' familiarity, perception and use of Web 2.0 technologies in the classroom. Along with each superordinate category, three instances of the most frequently used tools under the respective category were used as prompts. The decision on the three most frequently used applications in each category was made based on Internet searches and application reviews. Each section was concluded with a blank space left intentionally for the respondents' viewpoints.

A semi-structured interview protocol was another instrument used to further probe into the attitudes of participants. With a fixed order and number of items (Appendix 1), the protocol was used to elicit more details on the participants' familiarity, perception, and use of web 2.0 technologies in the classroom.

2.4. Procedure

Since the study was concerned with uncovering EFL teachers' attitudes regarding the OTLT, we were required to recruit participants by entering research sites—language schools. Overall, we referred to 12 language schools, asking teachers to participate in the study. Having been briefed on the content of the questionnaire, the participants attempted the items with the accompaniment of one of the authors. When faced with ambiguities, the participants asked for clarifications. These points were then considered in revising the instrument for its consecutive administrations.

Having administrated the questionnaire and analyzed the data, we asked the participants to further attend interview sessions and comment on their choices. The interviews were recorded and further transcribed word for word to arrive at constituent themes (Kvale, 2007). The interviews were conducted over the phone and in Persian, the mother tongue, to let the participants express themselves freely.

Overall, the data-collection phase of research lasted for almost three months.

3. Results

Descriptive statistics were used to quantify the obtained data using the software SPSS for Windows ver. 19. The current subchapter presents the results of the three foci of instrument, namely *familiarity*, *perception*, and *use* of web 2.0 technologies in the classroom.

3.1. Familiarity with OTLT

The results (see Appendix 2) suggested that most of the respondents had relatively low levels of familiarity with the technologies under investigation. The overall mean for the percentages recorded under every scale showed that the respondents possessed 14.15% complete, 14.49% good, 10.88% fair, 18.95% poor, and 33.66% no familiarity with the technologies under investigation, that is almost 39.52% possessed some degree of familiarity and 52.64%, less or no expertise. Moreover, performing the same analogy, that is combining the percentages recorded under the three columns *completely familiar*, *good* and *fair*, the results suggested that emails (92.4%), chats (90.6%), web search engines (77.4%), dictionaries (75.5%), and social (73.6%) and information networking (47.3%) tools were considered as familiar technologies. The following chart presents a visual description of the familiarity level of participants with the technologies under investigation.

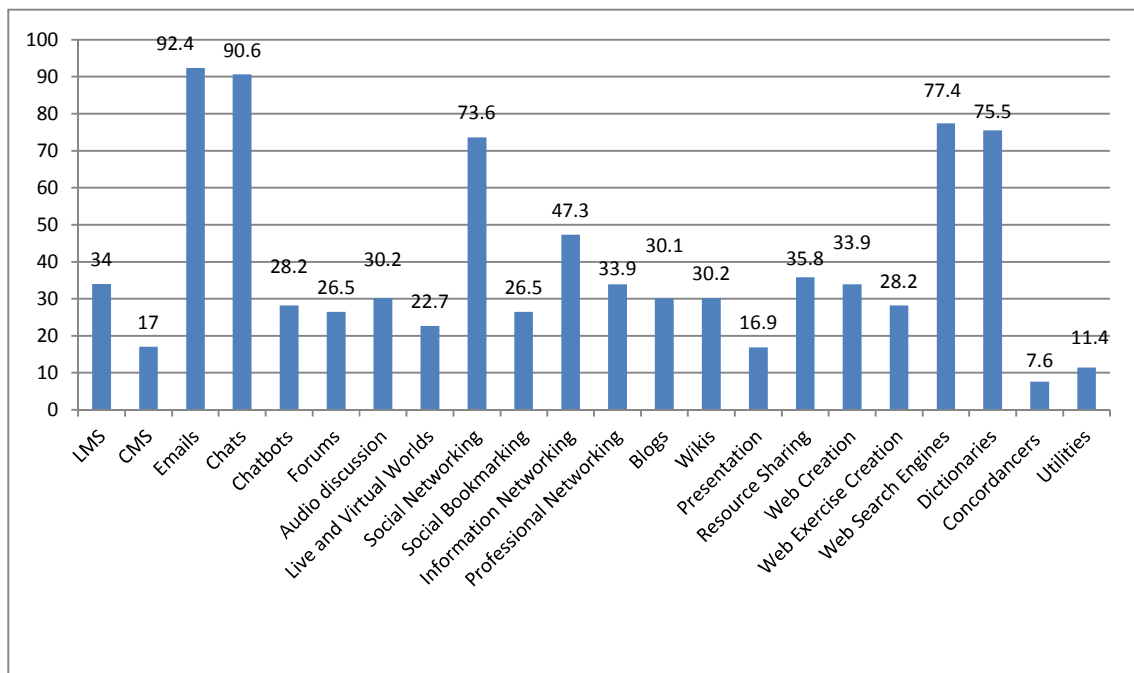


Figure 1. Teachers' familiarity with the OTLT

3.2 Frequency of using OTLT in the classroom

The results (see Appendix C) suggested that almost half of the respondents had never (54.36%) or seldom (5.83%) used the tools in the classroom, with 24.35% being undecided. The overall mean on the respondent choices expressing some degree of use was 15.86%. The value of standard deviation of collective scores was also relatively smaller for this section of questionnaire, indicating that respondents formed almost a homogeneous sample. The most frequently used tools in the classroom were dictionaries (41.5%), web search engines (37.8%), and emails (33.9%). The following graph represents the findings visually:

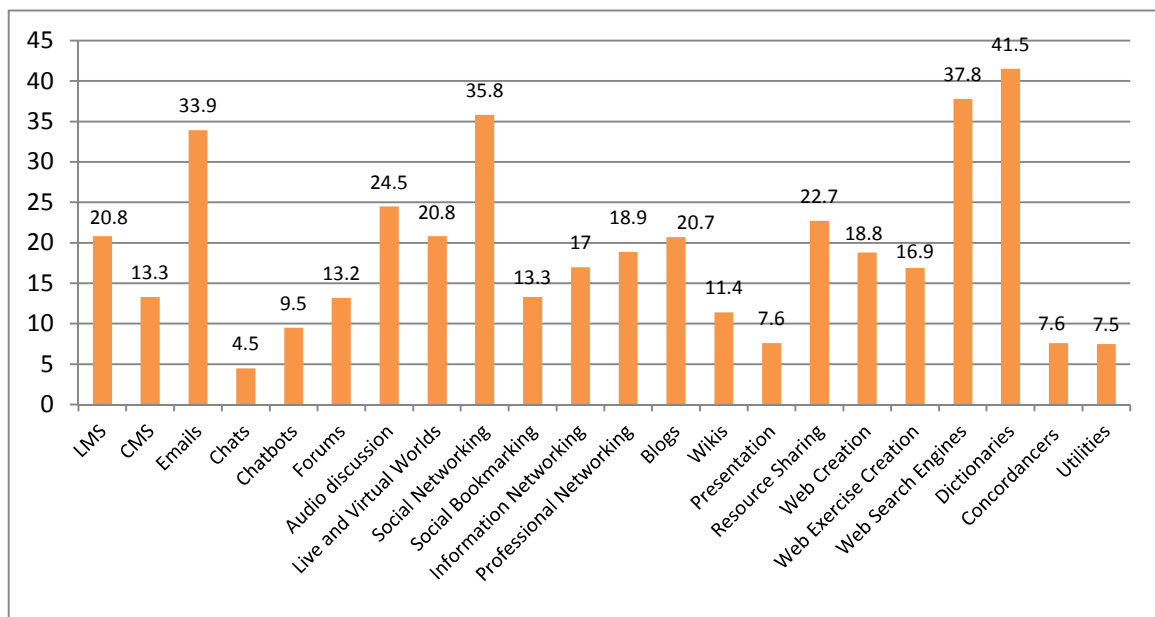


Figure 2. Frequency of using OTLT in the Classroom

3.3 Perceptions of using OTLT in the classroom

The results (see Appendix D) showed that almost half of the participants were undecided (54.11%) about the effectiveness of OTLT, although only marginally (3.36%) regarding them as ineffective. The combination of other remaining scales and choices suggested that the other half of participants regarded the OTLT tools as possessing some degrees of effectiveness, with such technologies as web search engines (69.9%), dictionaries (69.7%), chats (64.1%), and emails (62.3%) as being considered the most effective. The following chart illustrates the results:

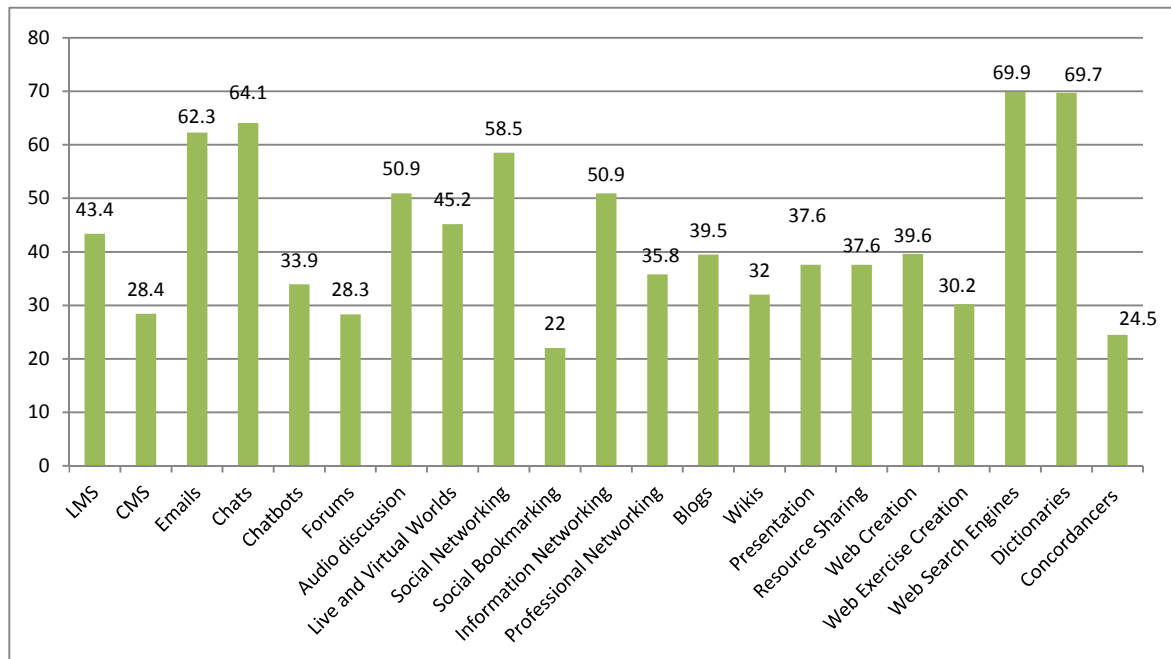


Figure 3. Perceptions of participants regarding effectiveness of OTLT

3.4 Interview

When asked to comment on the statistics and graphs, the participants confirmed the overall trends, providing some justifications for the emergent patterns. They further suggested some strategies to bypass the situation. The results confirmed that, despite EFL teachers' positive attitudes towards CALL, certain external factors prevented the normalization of computerized tools in foreign language education. The recurrent themes emerged from both the open-ended sections of the questionnaire and further interview sessions seemed to converge on lack of appropriate equipment and training in the teacher education programs, Internet connectivity problems in Iran, students' lack of computer literacy, and dean/managers' reluctance to invest in new technologies—issues already referred to in the literature (e.g. Atai & Dashtestani, 2013; Dashtestani, 2012; Dashtestani & Sharifi, 2012; Golchinpour, 2013; Mazdayasna & Tahririan, 2008; Mohagheghzadeh & Abdolahi, 2002; Taghva, 2001).

The participants expected the policy makers to facilitate the normalization process of CALL through providing language teachers with necessary soft/hardware equipment and training in the teacher development and in-service programs. Likewise, they called for the incorporation of IT courses in the school curricula to enhance the students' computer literacy. Regarding the technical difficulties, such as low Internet connectivity issues, they expected the policy makers, governmental and private bodies to alleviate the problems. That, they believed, would encourage the normalization of online technologies whose adoption is solely

possible in the presence of faster Internet services. As a final point, it was deemed necessary that language school managers make provisions for the inclusion IT technologies in foreign language education.

4. Discussion

Information technology (IT) advances have led to the emergence of many pedagogical tools. In foreign language education, the abundance of computerized tools has revolutionized the field although incorporating available technologies in the classroom is neither structurally nor practically possible. According to Son (2011), the answer to the 5W1H (who, when, where, what, why and how) questions regarding the blend determines if we have made proper use of this potential. Indeed, the results of the present study indicated that not all of the technologies listed under OTLT were incorporated in the foreign language education with the same frequency. The results showed that emails, chats, web search engines, dictionaries, and social and information networking tools were among the most familiar, frequently used, and effective technologies in foreign language education. As this is a relatively recurrent trend (e.g. Crook, et al., 2008; Shahroki & Talaeizadeh, 2013), we may conclude that the potential Web 2.0 technologies have not reached a normalized state in Iranian language classes. Although the OTLT has been devised for language education, this trend suggests that only a limited number of online tools are used in the process of second language teaching, with most of the respondents being undecided about the effectiveness of such tools.

Blended learning, which constitutes an important building block in today's education (Rovai & Jordan, 2004), offers the promise of a more effective learning experience (Dziuban & Moskal, 2001; Lapadat, 2002; Voos, 2003). Blending Web 2.0 technologies into face-to-face language classes, hence, seems to be doubly important as the social nature of such technologies is compatible with that of second language acquisition, as the Internet has the potential of supporting virtual spaces where communities can form, maintain, and revitalize (Kendall, 2002).

The present study, which was an attempt to understand the normalization process in Iran, proved that despite the availability of many technological tools language teachers seemed to be less familiar with Web 2.0 technologies, and even if they were, they used them rarely in the classroom, largely due to logistical reasons. Studies on the normalization of Internet tools in the Iranian EFL context are not scarce, with most of the studies highlighting the effectiveness of computerized technologies in foreign language education while attributing the shortcomings to certain frequently cited factors. As online technologies have

entered our lives in many forms nowadays, we will be depriving our students of the more dynamic learning experience they deserve if we fail to exploit such technologies for educational purposes. As such, it is imperative that proper actions be taken in alleviating the problems hindering the normalization process. Of course, care should be exercised in creating the blend, as sound theoretical and practical considerations need to inform the decisions made.

5. Suggestions for further research

Obviously, this study is far from complete. As uncovering the factors influencing the pace of normalization requires both quantitative and qualitative inquiries, it is suggested that a study aiming at unifying the scattered findings emerging from the Iranian context investigations be carried out so that a roadmap can be set for identifying and handling the challenges in the normalization process systematically. Likewise, the field can benefit from qualitative investigations to shed more light on socio-cultural aspects of the trends.

6. Conclusion

The present study aimed at uncovering the current trends in familiarity, perception and use of online technologies in the foreign language classroom. The results suggested that CALL has not reached a normalized state in the foreign language classrooms, as the participants expressed low degrees of familiarity and use towards Web 2.0 technologies under investigation. This trend was further shown to be attributed to such external factors as unavailability of CALL training and equipment in the teacher education programs, problems in the Iranian Internet services, and students' lack of suitable computer and Internet skills. This study, hence, calls for the inclusion of CALL courses in the teaching education programs as well as spread of CALL soft/hardware technologies in foreign language education.

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Appendix 1. Semi-structured interview protocol

1. How familiar are you with the technologies listed in the questionnaire? Which do you consider more popular? Which do consider more popular among language learners/teachers? Which do you use more frequently?
2. In your opinion, how effective is using online technologies in the foreign language education? How prevalent is using online technologies in the classrooms? How often do you use them in your classes?
3. Is there any problem in the implementation of online technologies in the classroom? In your opinion, what strategies could be adopted to bypass the shortcomings, if any?

Appendix 2. Familiarity with the OTLT

A. How <u>familiar</u> are you with the following technologies?	(%) Completely familiar	(%) Good	(%) Fair	(%) Poor	(%) Not familiar at all	(%) Undecided
Learning Management Systems (e.g. MOODLE, Blackboard, Desire2learn, etc.)	1.9	18.9	13.2	24.5	30.2	11.3
Content Management Systems (e.g. Drupal, Joomla, Xoops, etc.)	1.9	13.2	1.9	30.2	43.4	9.4
Emails (e.g. Yahoo! Mail, Gmail, Hotmail, etc.)	45.3	37.7	9.4	0	3.8	3.8
Chats (e.g. Yahoo! Messenger, Windows Live Messenger, Skype, etc.)	45.3	34.0	11.3	3.8	1.9	3.8
Chatbots (e.g. Verbot, Cleverbot, Jabberwacky, etc.)	7.5	7.5	13.2	22.6	45.3	3.8
Forums (e.g. MyBB, phpBB, Tangler, etc.)	5.7	3.8	17.0	18.9	50.9	3.8
Audio discussions (e.g. Voxopop, VoiceThread, KVR audio, etc.)	5.7	11.3	13.2	22.6	41.5	5.7
Virtual Worlds (e.g. Active Worlds, Second Life, Twinity, etc.)	3.8	3.8	15.1	18.9	54.7	3.8
Social Networking (e.g. Facebook, Google +, MySpace, etc.)	30.2	24.5	18.9	11.3	9.4	5.7
Information Networking (e.g. Twitter, Evernote, Friendfeed, etc.)	17.0	11.3	18.9	24.5	22.6	5.7
Professional Networking (e.g. LinkedIn, Viadeo, XING, etc.)	11.3	11.3	11.3	28.3	32.1	5.7
Social Bookmarking (e.g. Delicious, Diigo, Google bookmarks, etc.)	5.7	5.7	15.1	18.9	43.4	11.3
Blogs (e.g. Blogger, Wordpress, Edublogs, etc.)	9.4	11.3	9.4	22.6	39.6	7.5
Wikis (e.g. PBWorks, Wikispaces, Edmodo, etc.)	3.8	13.2	13.2	17.0	37.7	15.1
Presentation (e.g. 280 Slides, etc.)	1.9	7.5	7.5	24.5	50.9	7.5

Animoto, SlideRocket, etc.)							
Resource Sharing (e.g. Google Docs, Youtube, MyPodcast , etc.)	11.3	17.0	7.5	24.5	28.3	11.3	
Website Creation (e.g. Google sites, Movable type, KompoZer, etc.)	11.3	15.1	7.5	18.9	37.7	9.4	
Web Exercise Creation (e.g. ContentGenerator, Hot Potatoes, SMILE, etc.)	9.4	7.5	11.3	20.8	43.4	7.5	
Web Search Engines (e.g. Google, Yahoo!, Ask.com, etc.)	43.4	28.3	5.7	7.5	9.4	5.7	
Dictionaries (e.g. Dictionary.com, OneLook.com , Forvo, etc.)	34.0	30.2	11.3	5.7	11.3	7.5	
Concordancers (e.g. VLC Web Concordancer, Wordsmith, AntConc, etc.)	1.9	1.9	3.8	24.5	52.8	15.1	
Utilities (e.g. Voki, Storybird, Wallwisher, etc.)	3.8	3.8	3.8	26.4	50.9	11.3	
Mean	14.15	14.49	10.88	18.95	33.69	7.80	
SD	14.96	10.35	4.73	8.23	16.89	3.53	

Appendix 3. Frequency of Using OTLT in the Classroom

A. How often have you used the following technologies in your teaching practice? You may skip this (or any) part if you indicated unfamiliarity in part D.	Always (%)	Often (%)	Sometimes (%)	Seldom (%)	Never (%)	Undecided (%)
Learning Management Systems (e.g. MOODLE, Blackboard, Desire2learn, etc.)	5.7	7.5	3.8	3.8	54.7	24.5
Content Management Systems (e.g. Drupal, Joomla, Xoops, etc.)	0	3.8	5.7	3.8	64.2	22.6
Emails (e.g. Yahoo! Mail, Gmail, Hotmail, etc.) ⁴⁸	11.3	15.1	7.5	11.3	37.7	17
Chats (e.g. Yahoo! Messenger, Windows Live Messenger, Skype, etc.)	9.4	9.4	5.7	13.2	43.4	18.9
Chatbots (e.g. Verbot, Cleverbot, Jabberwacky, etc.)	0	1.9	3.8	3.8	64.2	26.4
Forums (e.g. MyBB, phpBB, Tangler, etc.)	0	1.9	3.8	7.5	58.2	28.3
Audio discussions (e.g. Voxopop, VoiceThread, KVR audio, etc.)	1.9	9.4	5.7	7.5	52.8	22.6
Virtual Worlds (e.g. Active Worlds, Second Life, Twinity, etc.)	1.9	5.7	9.4	3.8	54.7	24.5
Social Networking (e.g. Facebook, Google +, MySpace, etc.)	9.4	11.3	9.4	5.7	43.4	20.8
Information Networking (e.g. Twitter, Evernote, Friendfeed, etc.)	7.5	1.9	3.8	3.8	56.6	26.4

Professional Networking (e.g. LinkedIn, Viadeo, XING, etc.)	3.8	1.9	5.7	7.5	54.7	26.4
Social Bookmarking (e.g. Delicious, Diigo, Google bookmarks, etc.)	1.9	1.9	5.7	3.8	60.4	26.4
Blogs (e.g. Blogger, Wordpress, Edublogs, etc.)	7.5	3.8	1.9	7.5	52.8	26.4
Wikis (e.g. PBWorks, Wikispaces, Edmodo, etc.)	3.8	1.9	1.9	3.8	62.3	26.4
Presentation (e.g. 280 Slides, Animoto, SlideRocket, etc.)	0	1.9	1.9	3.8	64.2	28.3
Resource Sharing (e.g. Google Docs, Youtube, MyPodcast, etc.)	1.9	5.7	9.4	5.7	52.8	24.5
Website Creation (e.g. Google sites, Movable type, KompoZer, etc.)	0	3.8	7.5	5.7	58.5	24.5
Web Exercise Creation (e.g. ContentGenerator, Hot Potatoes, SMILE, etc.)	1.9	0	7.5	7.5	56.6	26.4
Web Search Engines (e.g. Google, Yahoo!, Ask.com, etc.)	15.1	5.7	17.0	1.9	41.5	18.9
Dictionaries (e.g. Dictionary.com, OneLook.com, Forvo, etc.)	22.6	15.1	3.8	5.7	34.0	18.9
Concordancers (e.g. VLC Web Concordancer, Wordsmith, AntConc, etc.)	1.9	1.9	0	3.8	62.3	30.2
Utilities (e.g. Voki, Storybird, Wallwisher, etc.)	0	0	0	7.5	66.0	26.4
Mean	4.88	5.49	5.49	5.83	54.36	24.35
SD	5.82	3.8	2.70	2.70	9.09	3.52

Appendix 4. Perceptions of Participants regarding the OTLT Effectiveness

A. In your opinion, how effective are the following technologies in language teaching? You may skip this (or any) part if you indicated unfamiliarity in part D.	Very effective (%)	Quite effective (%)	Fairly effective (%)	Slightly effective (%)	Not at all effective (%)	Undecided (%)
Learning Management Systems (e.g. MOODLE, Blackboard, Desire2learn, etc.)	17.0	13.2	7.5	5.7	3.8	52.8
Content Management Systems (e.g. Drupal, Joomla, Xoops, etc.)	5.7	5.7	13.2	3.8	5.7	66.0
Emails (e.g. Yahoo! Mail, Gmail, Hotmail, etc.)	17.0	18.9	15.1	11.3	1.9	35.8
Chats (e.g. Yahoo! Messenger, Windows Live Messenger, Skype, etc.)	28.3	17.0	11.3	7.5	1.9	34.0
Chatbots (e.g. Verbot, Cleverbot, etc.)	7.5	15.1	1.9	9.4	3.8	62.3

Jabberwacky, etc.)							
Forums (e.g. MyBB, phpBB, Tangler, etc.)	9.4	5.7	3.8	9.4	3.8	67.9	
Audio discussions (e.g. Voxopop, VoiceThread, KVR audio, etc.)	26.4	7.5	13.2	3.8	1.9	47.2	
Virtual Worlds (e.g. Active Worlds, Second Life, Twinity, etc.)	13.2	9.4	13.2	9.4	1.9	52.8	
Social Networking (e.g. Facebook, Google +, MySpace, etc.)	15.1	18.9	13.2	7.5	3.8	41.5	
Information Networking (e.g. Twitter, Evernote, Friendfeed, etc.)	17.0	9.4	13.2	11.3	1.9	47.2	
Professional Networking (e.g. LinkedIn, Viadeo, XING, etc.)	7.5	11.3	11.3	5.7	1.9	62.3	
Social Bookmarking (e.g. Delicious, Diigo, Google bookmarks, etc.)	7.5	3.8	1.3	9.4	3.8	64.2	
Blogs (e.g. Blogger, Wordpress, Edublogs, etc.)	7.5	11.3	11.3	9.4	1.9	58.5	
Wikis (e.g. PBWorks, Wikispaces, Edmodo, etc.)	3.8	9.4	9.4	9.4	1.9	66.0	
Presentation (e.g. 280 Slides, Animoto, SlideRocket, etc.)	15.1	7.5	7.5	7.5	3.8	58.5	
Resource Sharing (e.g. Google Docs, Youtube, MyPodcast, etc.)	9.4	13.2	7.5	7.5	5.7	56.6	
Website Creation (e.g. Google sites, Movable type, KompoZer, etc.)	13.2	9.4	5.7	11.3	5.7	54.7	
Web Exercise Creation (e.g. ContentGenerator, Hot Potatoes, SMILE, etc.)	5.7	5.7	11.3	7.5	5.7	64.2	
Web Search Engines (e.g. Google, Yahoo!, Ask.com, etc.)	28.3	20.8	17.0	3.8	1.9	28.3	
Dictionaries (e.g. Dictionary.com, OneLook.com, Forvo, etc.)	39.6	11.3	11.3	7.5	3.8	26.4	
Concordancers (e.g. VLC Web Concordancer, Wordsmith, AntCon, etc.)	7.5	1.9	9.4	5.7	3.8	71.7	
Utilities (e.g. Voki, Storybird, Wallwisher, etc.)	7.5	1.9	9.4	5.7	3.8	71.7	
Mean	14.05	10.37	9.90	7.70	3.36	54.11	
SD	9.22	5.39	4.09	2.37	1.42	13.63	