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INTRODUCTION

With globalization, interdisciplinary studies in the world of science have increased and gained importance. In particular, being able to examine the changes in social sciences in a healthy way necessitated an approach with a multidimensional perspective. This situation has increased the need for Interdisciplinary and Multidisciplinary literature.

In order to understand the importance of social sciences, first of all, it is necessary to examine what the social sciences really are and what their purpose is. Social science is essentially the study of society: it provides insight into the social environment and nature, and studies how individuals behave, communicate and relate to one another. It also analyzes how individuals' behaviors and social interactions affect the socioeconomic, political and cultural climate of the world. Social sciences and social scientists have great responsibilities in the development of society and country. As it is known, many phenomena such as reflections of socio-cultural life, human relations, political, legal and economic variables are within the scope of social and human sciences.

This valuable publication named "International Research in Social, Human and Administrative Sciences XVI" consists of studies in many different fields, including improvements and developments in the field of social sciences, and international qualitative and quantitative research. I would like to thank to all researchers from different fields and universities for their efforts and contribution in the emergence of the study.

Asst. Prof. Dr. Elifnur TERZİOĞLU
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IMPROVING VOCABULARY WITH WEB 2.0 TOOLS IN FOREIGN LANGUAGE TEACHING

Merve ÇILDIR[1], Ferdiye ÇOBANOĞULLARI[2]

INTRODUCTION

Vocabulary serves as the bedrock for all forms of communication in a foreign language. Words are the fundamental units that construct sentences and texts, and it is imperative to have a sufficient vocabulary to communicate effectively. However, this is not the sole criterion for proficiency in a foreign language. Other elements such as grammar, pronunciation, the four skills - namely reading comprehension, listening comprehension, writing, and speaking - among many others, also come into play. Yet, it is indisputable that a robust vocabulary is one of the key prerequisites for success in foreign language learning (Schmitt, 2008). Vocabulary is generally perceived as a reliable predictor of language competence in a second or foreign language, and it has long been acknowledged that the size of one's vocabulary, in particular, plays a pivotal role in the communicative competence of second language learners (Stæhr, 2008). Possessing an extensive vocabulary is a significant factor that can influence success in text comprehension (Alzahrani et al., 2021). According to Truckenmiller et al. (2020), student's vocabulary and the diversity of words they use impact their written expression skills, and it has been observed that these skills enhance with grade progression. In a study by Sthær (2009), a strong correlation was found between vocabulary and listening comprehension.

Second language learners often struggle with learning and retaining vocabulary, as lexical knowledge cannot be easily generalized. The rapid development of new technologies with novel capabilities offers new opportunities to tackle the challenge of learning vocabulary in a second language (Yu & Trainin, 2022).

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With the swift advancement of educational technologies, game-based learning is evolving into a field with considerable potential, where digital, game-based vocabulary learning is receiving increasing attention from language learners, educational experts, and researchers (Zou et al., 2021). According to Sung et al. (2015), the functions of mobile devices can play particularly suitable roles in enhancing the learning performance of skills that can be improved over a short period, such as vocabulary learning. The use of internet-based tools and applications to optimize the process of foreign language learning is increasingly preferred. As the internet has become an indispensable part of our lives and is also present in classrooms, the opportunity to use web tools in the teaching and learning process is ever increasing. The popularity of using Web 2.0 tools in educational institutions is growing, and this trend is clearly visible in foreign language learning. Web 2.0 tools contribute to the language learning process of individuals of all ages and are recommended to be used by many experts in the field of foreign language teaching. (Özbek, 2022).

There is a multitude of web tools that can be particularly useful in learning and teaching vocabulary in the process of foreign language learning. The use of such web tools is growing day by day. Many studies (Stefancik, & Stradiotová, 2020; Baytekin & Su-Bergil, 2021; Reynolds et al., 2021) have shown that the motivation of students, who are closely connected with technology, can be enhanced through the use of internet-based Web 2.0 tools in educational and learning processes. Such studies demonstrate that Web 2.0 tools function well and can support more effective foreign language instruction.

METHOD

In this study, the document analysis method, which belongs to qualitative research methods, was used. The study discusses the use of the following Web 2.0 tools: digital flashcards on Quizlet, mind mapping on Mindmeister, word clouds on WordArt, Wordwall, Edpuzzle, PosterMyWall, Padlet and LearninApps. Through these, learners can expand their vocabulary using various Web 2.0 tools. Using the example of the vocabulary area “shopping,” this study presents the different phases of vocabulary work mentioned by Brinitzer et al., (2013). Brinitzer et al., (2013) have prepared many exercises for the four sections. Some of the prepared exercises can be integrated back into Web 2.0 tools by researchers.

With this methodology, the aim was to contribute to the existing literature on the use of Web 2.0 tools in foreign language education. By investigating the integration of flashcards, mind mapping, and word clouds into the vocabulary learning process, this study aims to provide information on the effectiveness of these tools and offer practical recommendations for implementation.

The document analysis method provided a systematic examination of the selected Web 2.0 tools and their applications in vocabulary learning. The findings of this study offer valuable insights for educators and researchers who seek to enhance vocabulary instruction through the integration of digital tools. Furthermore, it provides information on the potential benefits of utilizing Web 2.0 tools in foreign language classrooms.

THE PHASES OF VOCABULARY EXERCISES

According to Brinitzer et al., (2013), vocabulary exercise consists of the following phases:

- Introducing vocabulary
- Applying vocabulary
- Unlocking vocabulary
- Practicing and repeating vocabulary

According to Brinitzer et al. (2013), when introducing new vocabulary, teachers should consider for which everyday situations they could use the vocabulary area "shopping" before they start. After that, they should think about which skills could be addressed by the vocabulary area: listening comprehension, reading comprehension, speaking, and writing. All exercises should be suitable for the students' level. Teachers should also ensure that an authentic usage context is used in the classroom. This means that the vocabulary area, such as shopping, should be suitable for everyday language actions and situations to make it easier for learners to better remember the learned words. It is also important to use authentic materials in the classroom. One should not overlook that learners should not be overwhelmed with too much new vocabulary.

In the following, these four sections are described, and at the same time, Web 2.0 tools are introduced that can be used according to the sections. In the relevant four sections, exercise examples are given in the context of "shopping."

Introducing Vocabulary

"Introducing vocabulary" means presenting new vocabulary or terms related to "shopping" to students and conveying their meaning. In this phase, the aim is to familiarize students with the new words and provide them with a basic understanding before they can apply these words in various contexts. Here are some digital exercises and activities that can be used in the classroom to introduce vocabulary on the topic of "shopping":

• Matching exercises

The free Web 2.0 platform http://LearningApps.org offers numerous online learning tasks, and there is also the possibility to create your own exercises.

In addition to traditional task types such as matching exercises or crossword puzzles, the authoring tool offers about twenty other task formats, which are constantly being expanded by the developers. You can also use this app in many different languages. The following task is a typical matching exercise on the topic of shopping.



Figure 1: Exercise of Matching Clothes Names and Clothes

Teachers should ask student-oriented questions to increase their interest and motivation in the topic (Brinitzer et al., 2013). Indeed, student-oriented questions can help students develop more interest in a topic and stay motivated. Through targeted questions that are focused on the students and their needs, the teacher can ensure that the students are actively involved in the learning process and their creativity and curiosity are aroused. At a higher level, the use of definition cards can be a good way to help students understand new terms and concepts.

- **Structuring and Classifying Vocabulary**

The more diversely a vocabulary is organized and categorized, the better it is anchored in memory. When vocabulary is well-structured, it is easier to learn new words and connect them meaningfully, leading to better understanding and longer-term memorability. The following exercises are about structuring and classifying vocabulary.

- **Word Clouds - Word Image Generator**

A word cloud is essentially a collection of words creatively arranged in various sizes and fonts to illustrate their meaning and weight in a specific topic or context. Word clouds can be a very useful method in foreign language

teaching to expand vocabulary. Word clouds are also a good way to help learners understand the context and associations between words, which can help facilitate language learning. In addition, word clouds can be used as a starting point for discussions and writing exercises where learners can practice using the new words in different contexts. Word clouds can also be used to promote creative writing or oral language comprehension. For example, a teacher can give students a word cloud with key words on a particular topic and ask them to compose a story, dialogue, or description that includes these words. Furthermore, word clouds can also help make vocabulary learning more interesting and appealing. By presenting the vocabulary in a visually appealing form, students may be more motivated to engage with the vocabulary and learn it.

Overall, word clouds can be a versatile and effective method in foreign language teaching to present, practice, and deepen vocabulary, promote creative writing and oral language comprehension, and make vocabulary learning more interesting and appealing. The following word clouds contain vocabulary on the topic of tops in relation to clothing. You can create word clouds on the websites “wortwolken.com” and “wordart.com”.



Figure 2: Wordclouds of German Clothes Names

- **Mind Mapping**

Mind mapping (also known as thought or concept mapping) has been recognized by researchers as an effective tool for facilitating memorization and organization of knowledge (Wang & Chen, 2018; Sun & Chen, 2016; Alhajaji et al., 2020; Wulandari, 2019). The rapid advancements in computers and networks have further expanded the application scope of computer maps in the educational field. In particular, the use of mobile and wireless communication technologies enables the provision of learning support independent of a fixed location (Chang et al., 2022).

Mind maps are created by writing a central theme or concept in the middle of the workspace and then adding branches or twigs connected to this central

theme. These branches and twigs can contain further information, concepts, or relationships related to the central theme.

Digital mind mapping tools allow you to create, edit, and save mind maps on your computer, tablet, or smartphone. They offer various features and tools, such as different colors and shapes, that make it easier to design the mind map visually appealing and structured.

In foreign language teaching, mind maps can be used to structure and classify vocabulary. Learners can create mind maps to visualize new vocabulary and their relationships to each other, thus facilitating learning. Adding images or connections to other vocabulary can also support memory and promote the retention of new vocabulary.

There are various digital mind mapping tools that can be used in foreign language teaching, such as MindMeister, Coggle, or XMind. These tools offer an easy way to create and organize your own mind maps, as well as access existing mind maps from other learners or teachers and benefit from them. The following flashcards contain vocabulary on the topic of clothing.

You can create digital mind maps on the website "mindmeister.com." The following digital mind map contains vocabulary on the topic of clothing that is used with a "die-article".

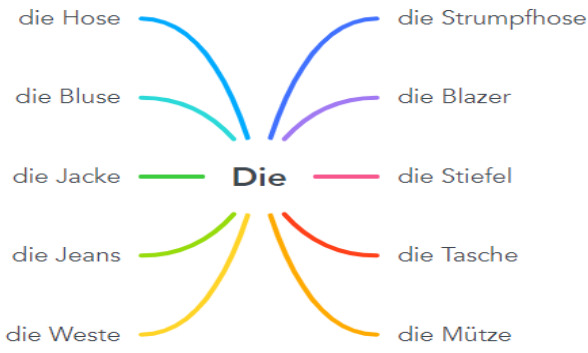


Figure 3: The Mind Map About Words with Article "die"

Applying Vocabulary

"Vocabulary should always be placed in a larger context of use, as this is how it appears in real life (Brinitzer et al., 2013)." It is not only important to know the meaning of a word, but it is also important to understand and use it in context. By placing new words in a larger context of use, one can better understand and apply them. For example, it is helpful to read and hear new words in sentences to understand how they are used. It is also important to use new words in the context of conversations and written texts to develop a

better understanding of how they are used in real communication situations. In summary, it is important to address all four language skills: reading, writing, speaking, and listening, in order to effectively expand vocabulary. This can be achieved through various exercises and activities, such as:

- **Wordwall**

Wordwall is an online platform that allows teachers to create interactive learning activities and games for the classroom. The platform offers a variety of templates and tools with which teachers can create content such as word puzzles, quizzes, crossword puzzles, memory games, and much more. These activities can then be shared online with students, either as standalone activities or as part of a lesson unit. Wordwall also offers the ability to create reports on students' learning progress and receive feedback. It is a versatile platform suitable for both remote and in-person teaching.

The Wordwall website (https://wordwall.net/) can be visited to play the interactive wheel of fortune game with questions about the reading text. On the platform, teachers can create different segments for the wheel of fortune and link these with questions related to the reading text. Students have the opportunity to spin the virtual wheel of fortune and, depending on which segment it lands on, answer the associated question. By answering the questions, they can deepen their understanding of the reading text and consolidate their knowledge. Wordwall also offers the option to add images or symbols to the segments to make the game visually appealing. By sharing the game, teachers can actively involve their students in the learning process and provide them with a fun way to explore and work on the reading text.



Figure 4: Wheel of Fortune Reading Text

- **Edpuzzle (https://edpuzzle.com/)**

Edpuzzle is an online platform that allows teachers to create interactive learning videos for their students. The platform supports teachers in uploading videos from various sources such as YouTube or Vimeo and enriching them with annotations, questions, and other interactive elements. In this way, teachers can guide their students' learning process through targeted questions and reflection tasks. Teachers can see how often a video has been viewed, how students have responded to the questions, and how well they have understood the concepts. This allows teachers to provide individual feedback and monitor learning progress. For students, Edpuzzle offers an interactive way to watch videos while answering questions. This promotes active learning and allows students to check their understanding of the material.

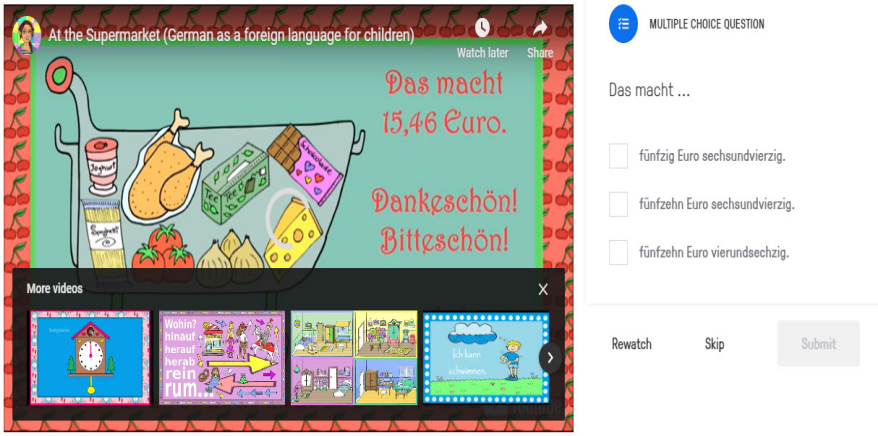


Figure 5: Shopping Adventure Video with Edpuzzle

The video on the topic of "shopping" is played in the class, and the students watch it together. Afterwards, they answer questions that were either prepared in advance or asked spontaneously. The questions can concern the understanding of the video, the vocabulary, or the interpretation of the content. The students' answers can be given orally or in writing, depending on what is best suited for the lesson.

Unlocking Vocabulary Skills

Listening and reading texts are made as authentic as possible to provide a realistic language experience. This also involves unfamiliar vocabulary for the learners. This allows them to expand and enhance their vocabulary. It is important for learners to develop the ability to deduce words from context instead of looking them up every time. This not only improves their comprehension skills but also promotes reading fluency and increases reading motivation. If students

have to look up each individual word, it can impede reading fluency and hinder reading motivation (Brinitzer et al., 2013).

Understanding compound words and derivatives is crucial for unlocking the vocabulary of a language. The German language uses compounds and derivatives in diverse ways to form new words and expand meanings, which is why compounds and derivatives are highly important in the German language. When learners understand the rules of how new words can be formed from familiar words, they can expand their own vocabulary and express new meanings without relying on translation or a dictionary. This not only promotes their language proficiency but also their learner autonomy. Therefore, fostering autonomous learning by teachers can make a significant contribution to students' language development (Brinitzer et al., 2013). Here are some ways in which digital media can help students deduce vocabulary from context, such as:



Figure 6: Creating a Poster with Canva or PosterMyWall

To create a poster with photos and text, you can use Canva or PosterMyWall. Photos and text are placed on the poster, and the design of the poster can be customized. Photos can be uploaded or selected from the integrated media library. The desired text is inserted into a text box. The layout, fonts, colors, and other elements can be adjusted according to personal preferences. Once the design is satisfactory, it can be saved and downloaded.

On the poster, there is a reading text on the topic of "Shopping." The above text on the poster was generated by ChatGPT. In order to deduce vocabulary and understand the information on the poster, various steps can be taken. First,

the text is read attentively to gain an understanding of the main points and the topic. In doing so, unfamiliar words or phrases may be identified and noted. The photos on the poster are examined closely to gather additional information. To deepen understanding, the context is utilized. If words or expressions are unclear, the surrounding information is used to deduce their meaning. In some cases, the visual aspects of the photos can also help grasp the meaning of a word or expression.

Practicing and Repeating Vocabulary

Regular practice and repeat are important for consolidating the introduced or self-acquired vocabulary in a lasting manner. If vocabulary is repeatedly practiced in the same way, it can eventually be lost as it gets overshadowed by new vocabulary. For this reason, it is important to bring variety into the practice and review to solidify the vocabulary permanently. To consolidate vocabulary in a lasting manner, learners need to connect it in diverse and creative ways. By creating new paths in the mental lexicon, they can anchor the vocabulary more effectively and ensure that it is not lost. This can be achieved through various exercises and activities, such as:

- **Digital Flashcards**

Digital flashcards are a tool that can be used in foreign language classrooms to support vocabulary learning. They function similarly to traditional paper flashcards, where a word or phrase is written on one side and the translation or meaning is noted on the other side. The difference with digital flashcards is that they are stored and accessed on a computer or mobile device.

Digital flashcards can be created either by teachers or by learners themselves. There are various programs and apps available for creating and organizing digital flashcards. Some of these programs also allow the addition of audio or visual materials to make learning more varied and engaging.

The learners can then review the flashcards on their computer, tablet, or smartphone and learn the vocabulary by looking at the flashcards and testing themselves. Some programs also offer features like spaced repetition, where more difficult vocabulary is repeated more frequently than easier vocabulary.

Digital flashcards offer the advantage of being flexible and portable. Learners can use them anytime and anywhere to review and reinforce their vocabulary. Additionally, digital flashcards can make vocabulary learning more engaging and appealing.

The following flashcards contain vocabulary related to clothing. You can create digital flashcards on the website “quizlet.com”.



Figure 7: Flashcards of Clothes

- **Digital board tools like Padlet**

Digital board tools like Padlet allow teachers and learners to collaborate on ideas and projects, integrating various multimedia content such as images, videos, or links. In foreign language classrooms, these tools can be used to learn vocabulary in a collaborative and interactive way. Computer-supported collaborative learning is an educational approach where learning occurs through social interaction using a computer or the internet (Zheng, et al., 2014). Vocabulary structuring and classification exercises can be conducted within the context of collaborative learning. There are many Web 2.0 tools available for collaborative learning, such as Padlet and Mentimeter. The use of Padlet as an educational tool promotes creativity and collaborative learning among students and serves as a valuable learning resource (Waltemeyer, et al., 2021).

Padlet is a tool that provides a virtual board where teachers and learners can create, share, and comment on posts. The posts can take various formats, such as text, images, videos, or audio recordings, and can also be categorized into different topics or themes.

In foreign language classrooms, for example, teachers can create a virtual board and prompt students to add new vocabulary or phrases related to clothing. Students can then share and comment on their contributions, enhancing their communication skills and language comprehension.

Another advantage of digital board tools is that they allow students to access the board and its posts anywhere and anytime, enabling greater flexibility and mobility in learning.



Figure 8: Names of Clothes on Padlet

RESULTS

The results of this study highlight the effectiveness and potential benefits of utilizing Web 2.0 tools in vocabulary learning in the context of the "shopping" topic. By integrating digital exercises and activities such as matching exercises, word clouds, and mind maps, learners were able to expand their vocabulary and improve their understanding of new words.

The use of matching exercises on platforms like LearningApps.org provided an interactive and engaging way for students to practice vocabulary related to shopping. This exercise format allowed learners to connect words with their corresponding meanings, reinforcing their understanding of the vocabulary items.

Word clouds proved to be a valuable tool for visualizing and exploring vocabulary. By presenting key words in a visually appealing manner, learners were motivated to engage with the vocabulary and incorporate it into various contexts. Word clouds facilitated discussions, writing exercises, and creative language use, enabling learners to practice using the new words effectively.

Mind maps, on the other hand, provided learners with a structured way to organize and classify vocabulary. Creating visual representations of vocabulary items and their relationships enhanced learning and memory retention. Learners were able to make connections between different words and concepts, strengthening their overall understanding of the vocabulary.

Digital flashcards proved to be a valuable tool in supporting vocabulary learning. Learners could create and access flashcards on their computers or mobile devices, allowing for flexibility and convenience. The use of visual and audio materials in digital flashcards made the learning process more engaging and varied. The spaced repetition feature offered by some programs further optimized vocabulary review and retention.

Digital board tools, such as Padlet, facilitated collaborative and interactive vocabulary learning. Teachers and learners could work together, sharing multimedia content and exchanging ideas related to the topic of "Shopping."

Padlet provided a platform for students to engage in creative and collaborative learning, ultimately enhancing their understanding and mastery of vocabulary.

Additionally, the use of interactive platforms like Wordwall and Edpuzzle enriched the learning experience. Wordwall allowed teachers to create engaging activities and games, promoting active participation and consolidation of knowledge. Edpuzzle enabled teachers to enhance videos with interactive elements, guiding students' learning process and providing opportunities for reflection and assessment.

Overall, the results demonstrate the effectiveness of incorporating Web 2.0 tools in vocabulary learning. These tools offer engaging and interactive experiences that facilitate vocabulary acquisition, promote creative language use, and enhance overall understanding. By leveraging the features and capabilities of these tools, educators can create dynamic and effective learning environments for their students.

CONCLUSION

In conclusion, we believe that word clouds can be a valuable addition to foreign language instruction as they can help expand learners' vocabulary and improve language comprehension.

In today's digital world, Web 2.0 tools are a valuable resource for learning new words in a foreign language. The ability to create interactive and collaborative learning environments can make word learning more exciting and effective. Through the use of Web 2.0 tools such as vocabulary trainers, online dictionaries, language learning apps, games, and more, learners can improve their vocabulary knowledge in diverse ways.

One of the great advantages of Web 2.0 tools is the ability to access them anytime and anywhere. Whether at home, in school, or on the go, learners can access their preferred Web 2.0 tools to learn and practice new words. Furthermore, many Web 2.0 tools offer personalized learning opportunities by adapting to learners' proficiency levels and tracking their progress.

However, learners should also be aware that it is important to critically evaluate Web 2.0 tools. Not all online resources are of high quality, and some may even be misleading. Therefore, it is important for learners to carefully select which Web 2.0 tools they use and rely on trustworthy and reliable sources.

Overall, utilizing Web 2.0 tools provides a great opportunity to enhance the learning of new words in a foreign language. However, learners should be mindful that effective usage requires careful selection and critical assessment of the tools. With the right approach, Web 2.0 tools can contribute to improving learners' vocabulary and language skills in an effective and enjoyable way.

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